THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION PUBLIC MEETING AGENDA

JUNE 29, 2023

Call to Order - Reginald L. Streater, President

Roll Call - Lynn Rauch, General Counsel

Approval of Minutes - June 1, 2023

Committee Reports

Registered Student Speakers

- Student Speakers List
  Board of Education - Other

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

- Board of Education - Other
  School Selection Evaluation Presentation

Presentations

- Southwest Leadership Academy Charter School Presentation, Rudy Garcia, Hearing Officer
  Board of Education - Other
- Charter School Office Presentation - Peng Chao, Acting Chief of Charter Schools
  Board of Education - Other

Written Testimony

- Written Testimony
  Board of Education - Other

Registered Elected Officials

- Registered Elected Officials

Registered Speakers on General Topics

- General Speakers List

Action Item Questions and Answers

- Action Item Questions and Answers
  Board of Education - Other

Action Item

1. Acceptance of Donations of School-Based Programs and Services - School Partner Agreement Process

   Superintendent - Other
2. Acceptance of Grant from Elevate 215 - Beat the Odds Initiative ($2,120,000)

   Schools - Grants/Donations
3. Acceptance of Grant from The Fund for the School District of Philadelphia - Watershed Planning ($110,000)

   Operations - Capital Programs - Other
4. Acceptance of Donation From Oxford Circle Christian Community Development Association - Carnell Playground Project ($432,500)

   Schools - License
5. Acceptance of Donation from and Authorization to Enter in an Memorandum of Understanding with Temple University ($352,200)

   Academic Support - Other
6. Adoption of Board Policies - Updated 6.29.23

   Board of Education - Other
7. The Juneteenth Education Resolution

   Board of Education - Other
8. Limited Contract Process Authority FY 2023-2024

   Board of Education - Other
9. Authorization of Payment to Council of the Great City Schools-Membership Dues ($69,002)

   Superintendent - Other
10. Approval of Personnel Hires (Updated 6.24.2023)

    Talent - Other
11. Approval of Personnel Terminations - Updated 6.29.2023

    Talent - Other
12. Administration's Recommendation for Termination of Professional Employees - Updated 6.29.2023

    Talent - Other
13. Approval of Resignations and Retirements - Updated 6.29.2023

    Talent - Other
14. Ratification and Authorization of Contracts with Pre-Approved Law Firms ($480,000)

    Talent - Other
15. Contract with Lyra Health ($6,940,000)

    Talent - Contracts
16. Memorandum of Understanding for Student Teacher Placements

    Talent - Memorandum of Understanding
17. Amendment to Contracts for Paraprofessional Pathway ($632,698)

    Talent - Amended Contracts

18. Amendment of Contract with MetaSource for Document Imaging and Indexing ($87,800)

    Talent - Amended Contracts
19. Terminate COVID-19 Vaccine Mandate for School District of Philadelphia Employees

    Talent - Other
20. Amendment of Contract with Scenario Learning-Safe Schools ($77, 500)

    Talent - Amended Contracts
21. Ratification of Acceptance of Funds from Philadelphia Works ($244,000)

    Talent - Other
22. Ratification Amendment of Authorized Contracts for Contracted Special Education Teachers ($4,402,620)

    Talent - Other
23. Amendment of Contract with Technology Resource Associates, Inc - Student Activity Fund Software ($400,000)

    Finance - Amended Contracts
24. Authorization to Levy and Assess Taxes - Real Estate Tax, Use & Occupancy Tax, School Income Tax, and Liquor by the Drink Tax (Updated 6.26.23)

    Finance - Other
25. Amendment of Contract with CardConnect, LLC and Wells Fargo, N.A. for Payment

    Finance - Amended Contracts
26. Approval of Act 80 Exception - Instructional Time Board of Education

    Finance - Other
27. Amendments to 2022-2023 Academic Calendar: Various Locations

    Finance - Other
28. Contract with Golden Five LLC for Google Workspace for Education Plus Licenses ($1,214,765.37) - WITHDRAWN BY STAFF 6.28.2023

    Information Technology - Contracts
29. Amendment of Contract with NCS Pearson for Schoolnet Instructional Management System ($26,269,041) - UPDATED 6.15.2023

    Information Technology - Amended Contracts
30. Ratification of Outside Counsel Contract and Authorization to Engage Additional Firms

    General Counsel - Other
31. Mary McLeod Bethune- Schoolyard Improvement Project-The Trust for Public Land (TPL) ($300,000)

    Operations - Capital Programs - Other
32. Amendment of Contract For Energy Performance Contract with Johnson Controls, Inc. for GESA 1 Phase 2 at Carnell, Juniata Park, Willard and Feltonville Arts & Sciences Schools – No Cost Time Extension

Operations - Capital Programs - Amended Contracts

33. Amendment of Energy Performance Contract with Johnson Controls, Inc. for GESA 1 Phase 3 – No Cost Time Extension

    Operations - Capital Programs - Amended Contracts

34. Amendment of the Contract with Godshall Kane O'Rourke Architects LLC. for Professional Design Services at James Rhoads Elementary School ($240,595)

    Operations - Capital Programs - Amended Contracts

35. Amendment of the Contract with Various Vendors for the Provision of Professional Mechanical, Electrical and Plumbing (MEP) Design Services ($10,000,000)

    Operations - Capital Programs - Amended Contracts

36. Amendment of Contract with Mobilease Modular Space, Inc. for the Cassidy Elementary School ($75,000)

    Operations - Capital Programs - Amended Contracts

37. Amended Contract with National Reprographics and Print-O-Stat, Inc. for Professional Reproduction Services with Additional Compensation ($200,000)

    Operations - Capital Programs - Amended Contracts

38. Amendment of the Mechanical and Electrical Contracts for the High School for the Creative and Performing Arts (CAPA) Building Automation System Project – No Cost Time Extension

    Operations - Capital Programs - Amended Contracts

39. Amendment of the General Contract for the Louis H. Farrell School, Schoolyard Improvements Project – No Cost Time Extension

    Operations - Capital Programs - Amended Contracts

40. Amendment of the General, Mechanical, Plumbing and Electrical Contracts for the Science Leadership Academy at Beeber, ADA Bathroom Upgrades Project– No Cost Time Extension

    Operations - Capital Programs - Amended Contracts

41. Amendment of the Mechanical and Electrical Contracts for the Thomas G. Morton HVAC Major Renovations– No Cost Time Extension

    Operations - Capital Programs - Amended Contracts

42. Capital Award at Waring, Laura Wheeler School - Electrical Upgrades ($2,951,000)

    Operations - Capital Programs - Capital Awards

43. Capital Award at Mastbaum, Julie E. High School - Elevator Modernization ($1,060,000)

    Operations - Capital Programs - Capital Awards

44. Capital Award at Parkway Northwest High School - Science Laboratory Project ($1,632,000)

    Operations - Capital Programs - Capital Awards

45. Ratification of Contract with NORESCO for Professional Design and Construction Services for GESA Pilot Project – No Cost Time Extension

Operations - Capital Programs - Other

46. Ratification of Contract with Blackney Hayes Architects for Professional Design Services at Thomas M. Peirce School - No Cost Time Extension

    Operations - Capital Programs - Other

47. Ratification of the Contract with Gannett Fleming for Professional Design Services at Franklin S. Edmonds Elementary School ($51,855)

    Operations - Capital Programs - Other

48. Ratification of the General and Mechanical Contracts for the Rudolph Blankenburg Elementary School, Classroom Modernization – No Cost Time Extension

    Operations - Capital Programs - Other

49. Ratification of the Electrical Contracts for the William Cramp Elementary School Classroom Modernization – No Cost Time Extension

    Operations - Capital Programs - Other

50. Ratification of the Electrical Contract for the Edward Gideon Elementary School, Electrical Upgrades Project – No Cost Time Extension

    Operations - Capital Programs - Other

51. Ratification of the Plumbing and Electrical Contracts for the William C. Longstreth Elementary School, Classroom Modernization – No Cost Time Extension

    Operations - Capital Programs - Other

52. Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the James Rhoads Elementary School Major Renovation Phase 2 – No Cost Time Extension

    Operations - Capital Programs - Other

53. Ratification of the Electrical Contract for the Andrew Hamilton Elementary School Major Renovation Phase 2– No Cost Time Extension

    Operations - Capital Programs - Other

54. Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the Mayfair Elementary School, New Classroom Addition Project- No Cost Time Extension

    Operations - Capital Programs - Other

55. Ratification of the General Contract for the James R. Ludlow Elementary School, Structural Repairs Project – No Cost Time Extension

    Operations - Capital Programs - Other

56. Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the Joseph Pennell Elementary School, Mechanical Plant Replacement Project – No Cost Time Extension

    Operations - Capital Programs - Other

57. Ratification of the Mechanical Contract for the Andrew J. Morrison Elementary School, Boiler Replacement Project – No Cost Time Extension

    Operations - Capital Programs - Other

58. Authorization to Enter into an Amendment to an Intergovernmental Agreement

with the Philadelphia Authority for Industrial Development (PAID) to Fund, Contract and Sublease with One or More Developers or Construction Managers for the Development, Construction and Equipping of One or More Capital Projects ($69,000,000)

Operations - Capital Programs - Other

59. Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreement for William Tilden School ($29,000)

    Operations - Facilities - Other

60. Change Orders with Various Locations ($1,068,136)

    Operations - Capital Programs - Other

61. License and General Indemnification Agreement for School Crossing Guard Program

    Operations - Facilities - License

62. Contract with ABM Industries for Supplemental Cleaning Staff ($3,000,000)

    Operations - Facilities - Contracts

63. Renewals of Lease Agreement with Various Lessees ($2,045,531)

    Operations - Facilities - Lease

64. Contract with ActivePure Enterprise, LLC ($2,500,000)

    Operations - Facilities - Contracts

65. Contract with Energy Coordinating Agency for Educational Instruction for the District Apprenticeship Program ($92,000)

    Operations - Facilities - Contracts

66. Contract with Various Vendors for Snow Removal Services ($6,000,000)

    Operations - Facilities - Contracts

67. Contract with Delaware Valley Automation for Maintenance of the LOYTEC BAS Systems ($300,000)

    Operations - Facilities - Contracts

68. Contracts with Ralph Friedland & Brothers and American Window Fashions for the Supply of Window Shades ($300,000)

    Operations - Facilities - Contracts

69. Amendment to Contract with EMT, Inc., KEM, Inc., and Manage Direct Systems for Professional Hazardous Materials and Hazardous Waste Management ($663,400)

    Operations - Facilities - Amended Contracts

70. Amendment to Contracts with Various Vendors for Professional Indoor Air Quality Consulting Services, Air Quality Emissions Consulting Services, and Radon Testing Consulting Services ($300,000)

    Operations - Facilities - Amended Contracts

71. Amendment to Contract with Worksite Medical Professional Environmental and Safety Medical Consulting Services ($30,000)

    Operations - Facilities - Amended Contracts

72. Amendment of Contracts with Various Vendors for Plumbing Services ($7,000,000)

    Operations - Facilities - Amended Contracts

73. Acceptance of Funds and Execution of Agreement with the City of Philadelphia, Department of Human Services (DHS) Foster Care Student Transportation ($200,000)

    Operations - Transportation - Grants/Donations

74. Amendment of Contract with Automotive Rentals, Inc for Managing the Non-bus Fleet ($3,126,000)

    Operations - Transportation - Amended Contracts

75. Authorization of Purchases with Various Vendors - Furniture & Classroom Fixtures ($1,000,000)

    Operations - Procurement - Contracts

76. Contract with Metropolitan Foods, Inc., dba Driscoll Food for Groceries and Provisions ($ 9,500,000)

    Operations - Food Services - Contracts

77. Authorization to Purchase Subsidized Food Products From Various USDA Food Processors ($6,000,000)

    Operations - Food Services - Grants/Donations

78. Contract with Imperial Bag & Paper Co., LLC for Detergents & Disposables ($1,800,000)

    Operations - Food Services - Contracts

79. Contract with John and Caterina Roman for Content Expert Services in Support of the School Safety Youth Violence Reduction Initiative ($96,300)

    Operations - School Safety - Contracts

80. Contract with Federal Engineering, Inc. for Assessment, Design and Planning Services for the Modernization of the School Safety Communication Center ($150,000)

    Operations - School Safety - Contracts

81. Amendment of Contract with Atriade LLC for Planning and Design Services of CCTV Security Camera Systems ($200,000)

    Operations - School Safety - Amended Contracts

82. Contract with the Philadelphia Community Youth Court for Support of the School Safety Youth Court Program ($150,000)

    Operations - School Safety - Contracts

83. No Cost Agreement for Service with Scribbles Software, Inc

    Student Support Services - Contracts

84. Contract with Education Plus Health for School Based Health Center ($75,000)

    Student Support Services - Contracts

85. Amendment of Contract with Center for Supportive Services to Add Additional Schools

    Student Support Services - Amended Contracts

86. Board Approval of The School District of Philadelphia's ARP ESSER Health and Safety Plan
    Student Support Services - Other
87. Memorandum of Understanding with University of Pennsylvania for Rising Senior Academy ($5,800,000)
    Academic Support - Memorandum of Understanding
88. Contract with Seashore Fruit and Produce Co. - Fresh Produce ($40,000)
    Academic Support - Contracts
89. Contract with Van Vorst Films for Exemplary Teaching and Video Library ($99,425)
    Academic Support - Contracts
90. Contract with National Education Equity Lab, Inc. and Multiple Colleges and Universities - Dual Enrollment ($4,500,000)
    Academic Support - Contracts
91. Contract with Deaf Hearing Communication Centre, Inc. for Sign Language Interpretation Services at Board of Education Public Action Meetings and other District Sponsored Events ($78,000)
    Academic Support - Contracts
92. Contract with Houghton Mifflin Harcourt Publishing Company and Vista Higher Learning, Inc. - Grades K-8 Spanish Language Arts Core Instructional Resources ($550,000)
    Academic Support - Contracts
93. Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools Accreditation ($85,000)
    Academic Support - Other
94. Ratification of Contract with Philadelphia Academies Inc. ($20,000)
    Academic Support - Other
95. Official School File - 2023-2024 School Year
    Schools - Other
96. Memorandum of Understanding with The University of Chicago To&Through Project and Philadelphia Academies Inc. - 9th Grade On-Track ($1,278,000)
    Schools - Memorandum of Understanding
97. Contract with Kompan Inc. - Ziegler Playground Project ($60,000)
    Schools - Contracts
98. Contract with Philadelphia Academy of School Leaders - Instructional Leadership Academy and Senior Fellow Instructional Collaborative ($199,980)
    Schools - Other
99. Amended Contract with Tailwinds School, LLC - Frankford Aviation Program ($198,000)
    Schools - Amended Contracts
100. Contract with the Pennsylvania Convention Center ($111,000) - Added

6.14.2023
Schools - Contracts

101. Ratification of Contracts with Various Vendors for Asbestos Abatement in Various Schools ($24,000,000) - Added 6.14.2023

    Operations - Facilities - Other

102. Ratification of Contracts with Various Vendors for Professional Environmental Design and Testing Consulting Services ($20,000,000) - Added 6.14.2023

    Operations - Facilities - Other

103. Amendment of Contracts with Various Vendors for Professional Geotechnical and Environmental Site Assessments Consulting Services ($625,000) - Added 6.14.2023

    Operations - Facilities - Amended Contracts

104. Southwest Leadership Academy Charter - Nonrenewal of Charter (UPDATED 6.30.23)

    Board of Education - Other

New Business

Adjourn

Call to Order - Intermediate Unit Board of Directors

Roll Call - Board of Directors

Approval of Minutes - May 25, 2023

Action Items - Intermediate Unit

1. Ratification of Acceptance of Safe Schools Targeted Non-Public School Equipment and Program Grants and Authorization to Purchase from Various Vendors for Security and Surveillance Equipment and Support, Communications Equipment, School Safety Programming and Other Related Goods and Services ($350,000)

    Finance - Other

Adjourn - Intermediate Unit Board of Directors

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Student Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
STUDENT SPEAKERS LIST
JUNE 29, 2023

Registered Student Speakers

1. Robyn Fernandes, Southwest Leadership Academy Charter School
   Topic: Strategic Plan/Year-Round Schooling

2. Zareen Ali, Chester A. Arthur School/Marian Anderson Neighborhood Association
   Topic: Name Change

3. Malachi Grogan, Chester A. Arthur School
   Topic: Name Change

4. Luca Samson, Chester A. Arthur School
   Topic: Name Change

5. Teora Milson, CAPA
   Topic: Clean Air in Schools

6. Amaiyahmonet Parker, Central High School
   Topic: Black Student Treatment

7. Joshua Cohen, Masterman High School
   Topic: Masterman Schedule Change/Increased Support for Extracurricular Activities

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

Title: School Selection Evaluation Presentation

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
School Selection Evaluation Report	Supporting Document



2022-2023 School Selection Evaluation

District of Philadelphia Evaluation Report

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Executive Summary

The School District of Philadelphia (referred to as "the District") implemented four key process changes to the Fall 2021 and Fall 2022 School Selection Processes from previous years. These changes included: 1) standardized the school selection process across all criteria-based schools; 2) centrally managed the lottery and waiting lists via the SchoolMint software platform; 3) implemented a zip code preference at four criteria-based schools; and 4) prioritized seats for designated student groups who receive special education services, have a physical or mental disability plan, and/or identify as English Language Learners.

In addition, the District committed to a third-party evaluation to assess if the District met its public obligations when it rolled out the incremental school selection process changes in 2022. The evaluation focused on four research questions:

1. Commitment: Did the District uphold the school selection process it committed to?
2. Communication: Did the District communicate effectively with key stakeholders (e.g., students, parents/guardians, schools, and district-wide staff)?
3. Perception: How are the process changes perceived?
4. Peer and Literature Review: How are other districts facilitating school choice? What does literature say about school choice processes?

Approach

Below are the assessment methods that were used to help answer these four questions:

- Documentation review – Digested over 65 relevant district and public documents that capture processes, outcomes, and stakeholder sentiment.
- SDP Interviews – Solicited feedback on the process by conducting twenty (20) interviews: twelve (12) one-on-one interviews with the District's leadership; and eight (8) School District of Philadelphia office team interviews.
- Surveys – Gathered sentiment regarding process changes and communications from 335 students, 1,316 parents/guardians, 116 counselors, and 73 principals.

- Focus groups – Facilitated focus groups to gain deeper insights on survey results from 19 students, 15 parents/guardians, seven (7) counselors, and 10 principals.
- Quantitative analysis – Evaluated data from the 2019-2022 selection years to determine if the District adhered to the process changes it committed to and if the selection process was successful in expanding access for all students in the District.
- Benchmarking – Compared school selection processes at eight (8) peer districts in the United States to identify possibilities for future initiatives. Literature Review – Reviewed twenty (20) peer-reviewed journal sources on school choice, selection processes, and communications to identify leading practices.

Key Insights

DOCUMENTATION REVIEW

The assessment analyzed documents and communications shared internally and with the public regarding Fall 2022 school selection. On August 16, 2022, the Superintendent informed families of the process, its changes, when the application would open, and announced that PSSA scores would replace the writing sample.[1] Students without PSSA scores had the option to take an alternative assessment. The application opened a month later, on September 15th and closed November 4th, 2022. During the assessment, a detailed communications plan surfaced for both internal and external stakeholders. However, not all planned correspondences were confirmed to be released through the documentation provided.

INTERVIEW INSIGHTS

Interviews with district leaders and staff revealed four key insights. 1) key players, such as counselors, principals, and internal district staff, were not included in strategic conversations regarding the selection process, which led to silos, poor communication, and misalignment; 2) information and resources provided to the public had improved from previous years, but district staff did not have enough time to understand the capabilities of their new enrollment system; 3) District staff auditing application components (e.g., common transcripts, etc.) had to sift through a lot of resources from different websites to check for accuracy; and 4) the shift from school-managed selection to district-managed selection left staff with an increase in workload due to increased demand for the LeGare impartial review process, appeals, and communications from families and schools who needed additional support. These themes underscore how functional silos in the District hindered staffs' ability to support students and led to more bureaucracy and redundancy at a time when increased efficiency and technical acumen was paramount.

SURVEY INSIGHTS

Survey findings showed that 60.3% of student and 62.4% of parent/guardian respondents felt they had enough resources to prepare for the application, but only 29.0% of counselor and 36.7% of principal respondents agreed. While 89.2% of principals were aware of different admissions criteria, 44.6% weren't aware of the policy that if a student didn't meet criteria for a school, they wouldn't be eligible for lottery at that school. Survey results indicate that 44.3% of principal respondents were strongly dissatisfied or dissatisfied with the PSSA as a criterion, compared to 26.2% for attendance, and 24.6% for grades. However, despite their level of awareness of the policy, 43.0% of student respondents admitted that they still applied to at least one school where they did not meet the school's criteria. Satisfaction with the school selection process was low (an average of 21.9%, approximately 1 in 5 respondents) across all stakeholder groups, with counselors having the lowest rate of satisfaction (7.4%).

FOCUS GROUP INSIGHTS

Focus groups led to candid responses that better informed low rates of satisfaction of the school selection process among stakeholders. There was understanding and acknowledgement across most focus group participants, especially counselors and principals, as to the importance and need of updating the selection process from an equality of access and equity standpoint. However, many were not satisfied with the changes made, the process roll-out, nor the communications. Counselors reported not receiving proactive information from the District that offered end-to-end guidance on the process in its entirety. Counselors also believed that the lack of human input had increased inequalities in school selection for those who are most disadvantaged, causing deserving students to potentially slip through the cracks. Likewise, principals pleaded for more school-based discretion, citing that more holistic factors (e.g., essays, interviews, etc.) should be included as criteria. While families had a basic grasp of the criteria, some of the implementation and school-specific details, such as converting attendance and PSSA percentiles into raw numbers, were unclear, which made it challenging when decided which schools to apply to. Second, for new-to-District and non-District families, the perception of communication ranged from poor to nonexistent. Third, being placed on the waitlist comes with its own set of unforeseen difficulties, as parents could never be sure if their children would receive an offer in the end. Students' sentiment mirrored those of the three other stakeholder groups. Students expressed the need for a human touch when researching schools and in being evaluated for school selection. Students also shared the need for improved communication around the lottery process as it is still unclear how outcomes are generated, when they will be made aware of results, and whether an offer is guaranteed. There was alignment across the focus groups that the randomization of the lottery did not effectively place students into schools they wanted most nor were best suited for, further highlighting opportunities to improve the process by which families get to rank or prioritize the schools in which they apply.

QUANTITATIVE ANALYSIS INSIGHTS

The data analysis revealed that:

- 16,496 students participated in the Fall 2022 selection process for citywide, catchment, and criteria-based schools. 14,864 students were eligible for at least one school in which they applied to. 2,976 students (~20%) of applicants did not receive a single offer.
- 6,758 students applied to catchment schools; 8,835 applied to citywide schools, and 11,967 students applied to criteria-based schools. 4,910 (41%) of criteria-based applicants were eligible to at least one criteria-based school in which they applied.
- The criteria set for Fall 2022 was more prohibitive for student eligibility and acceptance than in previous years.
- Twelve criteria-based schools did not have enough eligible applications to meet their lottery cap or enrollment goals. Of those twelve schools, only five would have had enough eligible applications to meet their lottery cap had PSSAs not been considered.
- Of the three primary criterion (grades, attendance, and PSSAs), PSSAs had the greatest impact on ineligibility. Over 90% of applications from rising 9th graders to criteria-based schools did not meet the PSSA requirement. Comparably, 49% of applications were ineligible for the grade requirement, and 33% were ineligible for the attendance requirement.
- In Fall 2022, 184 of 1,775 rising 9th grade students (10.4%) who received offers to the top four schools were from priority zip codes.

- About one out of six rising 9th grade students (1,700 applicants) with an IEP, a 504 Plan, or who identify as English Learners (diverse learners) were approved to waive one of the Fall 2022 admissions criteria under the LeGare Consent Decree.
- Of the total 925 appeals, 162 (18%) were from LeGare applicants as families are not informed why their student waiver request was rejected.
- Diverse learners are more likely to accept offers from certain criteria-based schools, and less likely to accept offers to others. Masterman and Arts Rush have much lower acceptance rates from diverse learners (24% and 33% for rising 9th graders, respectively) than non-diverse-learners (49% and 60% for rising 9th graders, respectively), whereas SLA, Palumbo, and Girls High have higher acceptance rates for diverse learners than non-diverse learners (19%, 12%, and 11% difference between diverse learners and non-diverse-learners, respectively).

BENCHMARKING INSIGHTS

When benchmarking against peer districts, 7 out of 8 districts use a ranking algorithm that allows students to rank their choices, 5 out of 8 districts have adopted a single best offer model that aligns with ranking preferences, and 2 out of 8 districts have confirmed utilizing a technology platform that they customized to fit their districts' needs.

LITERATURE REVIEW INSIGHTS

Selected literature review sources illustrated that randomized lotteries improved selection outcomes due to fairness inherent in randomization (Sage Journal, 2018). In addition, the Journal of Women in Science and Engineering showed that one's 7th grade GPA is a better predictor than a standardized test for high school admissions (2019). Both findings informed long-term recommendations.

Conclusion

COMMITMENT

The District did what they said they would do – they upheld criteria, optimized zip code priority, and integrated the LeGare review. Standardizing the process across all criteria-based schools successfully increased representation, however, the strict criteria impacted eligibility significantly which reduced overall access.

COMMUNICATION

Detailed information was disseminated throughout the school selection process for stakeholders to complete the application successfully. However, post-application, the lack of efficacy of the messaging and training led to a misalignment in understanding outcomes.

PERCEPTION

Majority of stakeholders who were surveyed or participated in focus groups were not satisfied with the Fall 2022 school selection process. Counselors and principals expressed lower rates of satisfaction compared to students and parents.

Recommendations

To enhance the school selection process for future cycles, this report offers six prioritized recommendations for implementation, to be implemented from July 2023 to the Fall of 2025: 1) revise existing communications strategy both internally and externally; 2) enhance the LeGare process to support efficiency and scale; 3) provide offers to all eligible 8th graders in middle-high schools; 4) determine the process to secure spots for qualified students with no offers, where there are open seats; 5) enable schools to select best-fit criteria; and 6) optimize lottery, ranking, and waitlist features to improve efficiency of matches and increase offers per student.



Introduction

The School District of Philadelphia (referred to as "the District") employed four key process changes to the Fall 2021 and Fall 2022 School Selection Process from previous years:

1. Standardized school selection process across all criteria-based schools
2. Centrally managed the lottery and waiting lists via the SchoolMint software platform
3. Implemented a zip code preference at four criteria-based schools
4. Prioritized seats for designated student groups who receive special education services, have a physical or mental disability plan, and/or identify as English Language Learners.

The District hired Accenture as a third-party to analyze the application of changes to the process and their outcomes, as well as stakeholder perceptions of process changes and communications. Amongst the inaccuracies disseminated via news articles, social media, and rumors, it is our goal that this report provides factually accurate information to all relevant parties.

In Spring 2023, the school selection process was assessed using qualitative and quantitative methods, focusing on four research questions to assess if the District met its public obligations:

1. Commitment: Did the District uphold the school selection process it committed to?
2. Communication: Did the District communicate effectively with key stakeholders e.g., students, parents/guardians, schools, and district-wide staff?
3. Perception: How are the process changes perceived?
4. Peer Review: How are other districts facilitating school choice? What does literature say about school choice processes?

School Selection Process Background

School choice has a strong foundation in Philadelphia and its culture.

History of School Selection in Philadelphia

In 1838, the city opened the nation's second public high school – Central High School.[2] In the 1970s, four selective admission magnet schools were established – Masterman, Creative and Performing Arts (CAPA), Carver Engineering and Science, and Bodine High School for International Affairs.[3] In the late 1980s, large neighborhood schools were restructured into districtwide, small learning communities (SLCs) that led to universal school choice, providing flexibility for families to select their desired school anywhere within the District.

In 1997, the Commonwealth of Pennsylvania approved charter school legislation. By law, charter schools may not exclude students based on merit, leading to additional school options for Philadelphia families and students.[4]

In 2001, the Commonwealth of Pennsylvania took over the District due to low academic performance and inequitable financing which led to perpetual deficits. The School Reform Commission governed the District for 16 years, ending in 2017.[5]

Between 2003 and 2008, the District founded 26 additional selective schools.[6] Today, Philadelphia has 217 District operated schools: 178 catchment (neighborhood), 22 criteria-based (formerly known as "special admission"), and 17 citywide.

Historically, there was no single mission or theory underlying the school selection process. In February 2010, during a study conducted by Research for Action, a policy and evaluation research nonprofit, District staff cited a range of objectives for high school choice. These included: 1) retaining a middle-class base in the city; 2) expanding school choice; and 3) matching students to programs of interest.[7]

Overview of the School Selection Process

Every fall, students who will be entering kindergarten up to 12th grade can participate in the District's school application and admissions process. The District offers students a variety of programs across criteria-based, citywide, and neighborhood schools. Prior to the centralized lottery in 2021, school staff reviewed applications and selected students based on the following admissions criteria:[8]

- **Criteria-based schools,** known as special admissions schools prior to 2021, required that 5th through 12th grade applicants exhibit a strong record of grades, test scores (PSSA or TerraNova), behavior, and attendance. Some schools required interviews or additional writing samples, and performance and project-based schools had additional requirements.
- **Citywide admission schools** required that applicants meet at least three of the four criteria: grades, attendance, tardiness, and behavior. All students then interviewed with school staff. Those who passed the interview and met three of the four criteria were then placed into a computerized lottery.

- **Neighborhood schools** guaranteed admission to students who attended a feeder elementary or middle school, or who lived within the catchment area. Families had the option to apply to neighborhood schools outside their catchment based on the District lottery and available seats.

Until the application window in the fall of 2014, families would complete up to five paper-based applications and submit them to counselors, who would then manually enter the application into a networked computer system. As applications were manually submitted, criteria-based and citywide schools would "deselect" applications based on eligibility criteria. Some schools also invited remaining students for an interview or audition and removed those who did not meet performance/project eligibility and/or did not attend the interview or audition from the pool of potential candidates. Criteria-based schools would then accept students and place some on their waitlist. Citywide schools, however, entered students into a lottery run by the District Office of Student Placement.[9]

To ensure that rising 9th graders in designated student groups – including students who are receiving special education services, have a physical or mental disability plan, and are English Language Learners (ELL) – had access to selective schools, the citywide admission lottery was run with the goal of accepting ten (10) percent of students with an IEP and/or 504 plan, and accepting ten (10) percent of ELLs. Likewise, criteria-based schools, which did not run a lottery, had a goal of enrolling students with an IEP, 504 plan, and/or who identified as an ELL at a rate of seven (7) percent.[10]

The District moved to an online application system in the fall of 2014 for enrollment in the 2014-2015 School Year. Students and families could access an online application through either a District or non-District application portal. During this time, counselors and teachers assumed a larger role in assisting students with completing their online application. For many schools, the waitlist continued to be managed at the school level without District input. In 2020, SchoolMint acquired SmartChoice, an enrollment management system used by the District.

There were significant changes to the school selection process in 2021. These changes included: 1) standardize the process for all criteria-based schools; 2) implement a centralized lottery and waitlist only for students who meet the criteria; 3) increase equity of access by implementing a zip-code preference at four criteria-based schools; and 4) adapt the LeGare process for implementation in a centralized admission for designated student groups (e.g., students with IEPs, 504 plans, and/or who identify as an English Language Learner). Due to COVID-19, schools had not administered the Pennsylvania System of School Assessment (PSSA) since Spring of 2019. For Fall 2021, students were required to complete an online, machine-scoring writing exercise.[11]

To achieve enrollment goals, schools were asked in advance of the school selection process to provide demand and available seat projections to inform how many initial offers the randomized lottery should release for each school. As each lottery was run separately by individual school and grade, students could potentially receive up to five (5) offers. Some students who did not obtain initial offers later received offers through the waitlist process.

2021 Admission Requirements:

- **Criteria-based schools** required that students submit their highest grade and attendance records from the previous two school years (super-scored). Certain schools required that students meet a minimum score on their writing sample or complete an audition or project.
- **Citywide admission schools** may have had requirements for grades, attendance, and behavior, which varied by school.

- **Neighborhood schools** guaranteed admission to students who lived within the catchment area. There are no entry requirements for out of catchment students, aside from capacity limits.

Additionally, there were four process changes in Fall 2022: 1) LeGare impartial review occurs before the lottery to determine eligibility; 2) the appeals process for both LeGare eligibility and performance/project-based schools occurs before the lottery is completed; 3) the writing sample was replaced with the PSSA as a criterion; and 4) the priority zip code 19139 replaced 19135 due to year-over-year changes and lowest residential representation in offers to the top four criteria-based schools – Masterman, Central, Palumbo, and Carver.

Overview of School Selection Ecosystem

Below details the 2022-2023 school year selection cycle with dates and key activities outlined:

- **July to Aug.** – District confirmed enrollment projections.[12]
- **Aug. 16th** – Superintendent informed families of application opening and process changes, including the announcement that PSSA scores would replace the writing sample.[13]
- **Aug. to Sept.** – Office of Communications launched a media campaign around school selection that included direct mail, billboards, radio advertisements, transit advertisements, and web banner advertisements.[14]
- **Late Aug.** – Community townhalls held by Office of Student Enrollment and Placement (OSEP), Office of Family and Community Engagement (FACE), and the LeGare team. GreatPhillySchools, a third-party nonprofit, also provided resources to families.
- **Sept. 7th & 8th** – District and non-District counselors received training on the SchoolMint platform.
- **Sept. 16th** – Application opened on the Parent & Family Portal or the Student Portal for District families. Non-District families accessed the application through a separate portal.
- **Sept. 27th** – Students and families were given instructions on how to retrieve their PSSA scores from SchoolNet and convert cumulative scores to the corresponding percentile.
- **Oct. 6th to 8th** – Optional TerraNova Assessment, an achievement test commonly given to students in grades K-12, was administered by the Office of Research and Evaluation (ORE).[15]
- **Oct. 14th to 15th** – GreatPhillySchools hosted the school fair. Several schools held open houses.
- **Nov. 4th** – Application closed.
- **Nov. 5th** – OSEP began the evaluation and audit of academic data for applications with missing data and for non-District students.[16]
- **Nov. 9th to 10th** – ORE provided state assessment results to the Office of Information Technology, and scores were uploaded into the SchoolMint system.[17]
- **Nov. 11th to 13th and 16th to 17th** – Evaluation, Research, and Accountability (ERA) conducted quality assurance for uploaded individual assessment results.[18]
- **Nov. 16th** - Eligibility script ran for project and performance-based applications.
- **Nov. 16th to Dec. 23rd** – LeGare impartial review occurred for students with accommodations who requested a criterion to be waived.
- **Nov. 18th** – Applicants who applied to project and performance-based schools received communication regarding their eligibility directly in the application portal.
- **Nov. 18th to 30th** – Window for students to appeal their eligibility to project and performance-based schools.
- **Nov. 21 to Jan.** – Students who met the eligibility criteria were invited to complete their audition, project, or interview.

- **Nov. 27th to Dec. 6th** – Non-District students who applied to criteria-based schools with incomplete records allowed to resubmit required forms.[19]
- **Dec. 2nd** – Evaluation phase ended.
- **Dec. 8th to Jan. 6th** – Window for students to appeal their eligibility to non-performance and project criteria-based schools.[20]
- **Dec. 12th** – Appeal decisions for project and performance-based schools finalized.
- **Dec. 19th to 22nd** – Eligibility script ran for all other programs (criteria-based, citywide, and catchment).
- **Dec. 23rd** – Eligibility notifications sent to criteria-based, citywide, catchment, and LeGare applicants.
- **Jan. 4th** – Final eligibility notification sent to students who applied and completed their audition at performance and project-based schools.
- **Mid-Jan.** – Appeals decisions finalized.
- **Jan. 9th to 13th** – Lottery testing in sandbox.
- **Jan. 18th to 20th** – Lottery ran in production.
- **Jan. 20th** – Lottery results released.
- **Jan. 27th** – Deadline for those offered a seat to make a final selection.
- **Jan. 30th** – Waiting list numbers automatically updated and displayed. Waitlisted students have three (3) calendar days to accept an offer from when they received an email and text notification.[21]
- **Feb. 2nd** – Final communication to families.



Methodology

The school selection process was evaluated using a mix of qualitative and quantitative methods, focusing on four research questions:

1. Commitment: Did the District use the school selection process it committed to?
2. Communication: Did the District communicate effectively with key stakeholders?
3. Perception: What are the perceptions of the process changes?
4. Peer Review: How are other districts facilitating school choice? What does literature say about school choice processes?

Below are the assessment methods that were used to help answer the research questions:

- Documentation review – Digested over 65 existing relevant documents that captures processes, outcomes, and stakeholder sentiment.
- Interviews – Solicited feedback from a diverse sampling of District leaders and staff to assess perceived intended outcomes of process changes. Conducted twenty (20) interviews: twelve (12) one-on-one interviews with the District's leadership; and eight (8) School District of Philadelphia office team interviews.
- Surveys – Gather sentiment on changes to the school selection process and communications from students, parents/guardians, counselors, and principals.
- Focus groups – Facilitated group interview sessions to gain deeper insights on survey results with students, parents/guardians, counselors, and principals.
- Quantitative analysis – Conducted a process audit of the Fall 2022 selection process to evaluate whether the District's process adhered to what it stated it would do, and exploratory analysis of the past four (4) school selection years to

determine if the selection process was successful in expanding access for all students.
- Benchmarking – Compared school selection processes of eight (8) peer districts in the United States to identify possibilities for future initiatives.
- Literature Review – Reviewed twenty (20) peer-reviewed journal sources on school choice, selection processes, and communications to identify leading practices.

Interview Methodology

Interviews were conducted with a sampling of District leaders and offices involved in the Fall 2022 school selection process. They were held from Wednesday, April 12th to Tuesday, May 9th, 2023. Each were one-hour in length, covering a list of pre-determined questions around commitment, communication, and perception.

Interviews were recorded and professionally transcribed, and then analyzed in Excel to identify any recurring patterns or themes in the selection process. Given that interview questions were bespoke for District staff and offices, to protect their identity, interview questions have been omitted from this report.

Survey Methodology

Surveys were administered to gauge the sentiment around the Fall 2022 changes to the school selection process and relevant communications. Counselors, principals, students, and parents/guardians involved in the Fall 2022 school selection process were invited to complete their respective surveys. For District and non-District counselors and principals, the survey was open from May 15th to May 19th, 2023. For students in grades 5 through 11 and parents/guardians of pre-kindergartners through 11th grade students, the survey was open from May 10th to May 19th, 2023.

- Survey questions were developed and finalized with input from the Office of Research and Evaluation (see Appendix B-E for a list of the survey questions).
- The surveys were administered via Qualtrics.
- Communication was sent to principals, letting them know that their counselors, students, and families would be contacted for the third-party evaluation.
- Minimum respondents were met for counselor and parent surveys only. As a result, chi-square tests were run on specific questions that reflected a sufficient sample size.

For counselor and principal surveys, a minimum of 75 respondents was required; 116 counselors completed the survey, and 73 principals completed the survey. Student and parent surveys required a minimum of 385 respondents for descriptive analysis. 335 students completed the survey while 1,316 parents/guardians completed the survey.

Focus Group Methodology

Focus groups were conducted to understand students,' parents'/guardians,' counselors' and principals' desires, attitudes, challenges, and motivations during the school selection process and communications regarding process changes. Ten (10) focus groups were conducted from May 17th to May 30th, 2023, with 19 students, 15 parents/guardians, 7 counselors and 10 principals. Focus groups were approximately one-hour in length. Questions were framed around communication, commitment, and perception of the school selection process. All stakeholders must have participated in the school selection process during the SY 2022 – 2023 cycle to be a focus group participant.

Quantitative Analysis Methodology

The quantitative analysis consisted of three parts to validate whether the District adhered to the Fall 2022 selection process as stated, a descriptive analysis, and exploratory analysis of current and historical selection process data to evaluate the process as a whole and inform recommendations.

Selection data for the past four selection processes (2019-2022) was provided for data analysis. For all students that participated in the school selection process, in

addition to where students applied to, anonymized data was provided on gender, race/ethnicity, grade level, zip code, attendance record (previous 2 years), PSSA scores, letter grades (previous 2 years), 504 status, IEP status, ELL status, and current school.

Data was provided for those who participated in the LeGare impartial review process, and/or appeals process, including outcome information. No information on sexual orientation, socio-economic status, nor sibling/family relation was provided. No data was provided on performance, audition, or interview outcomes. Data was not comprehensive for all years, and there were various levels of missing data. For the Fall 2019 and Fall 2020 selection years, eligibility data was only provided for district-internal applicants, and only for PSSAs, grades, and attendance (school specific criteria also included behavioral considerations, interviews, writing samples, and so on). Within district-internal applicants, roughly 20% of PSSA, grade, and/or attendance eligibility data were missing. This missing data was due to either the data not being part of a student application, and/or separate attachments (i.e., transcripts) to the application, which were not provided to Accenture due to data privacy concerns. For Fall 2021, attendance, grade, and writing score eligibility data was provided for internal and external applicants, with zero missing data. For Fall 2022, attendance, grade, and PSSA percentile category (50^{th}, 65^{th}, or 80^{th}) eligibility data was provided for internal and external applicants, with zero missing data. Additional uploads, such as transcripts, were not provided.



Results

Interviews

While there was evidence of increased communication, communication could be improved both in timeliness and clarity.

Internal interviews with District leaders and offices revealed five (5) key themes outlined below.

Alongside direct communication channels, the District utilizes paid media advertising to ensure families are aware and informed of the school selection process. Despite increased communication, not all communication channels are perceived to be effective, timely, easy to find, and actionable. When it comes to more personalized questions, many families seek additional support from various offices and staff who may not always have the answers or capacity to respond. The District must share information more effectively to orient everyone on what the process is, what it entails, and why changes to the process are made; and ensure capacity to answer school staff and parent questions in a timely manner. There were forty-eight (48) instances in which this theme showed up in interviews. Sample comments reflect what was heard:

- The District made last minute changes to the process which impacted communications. For example, delayed decision-making created a problem for families as they were unaware of the common transcript requirement ahead of this year. Ideally, this information would have been shared in the previous school year so families could easily submit their information at the end of the school year.
- Information on the process is available on all District websites, however it can be difficult for families to locate and sift through the information.
- Since counselors assisting students with applications may not have the expertise to know which schools would be the best fit, it is up to current students or school administrators to promote their establishments.

While silos exist at the District level, there is an opportunity to increase stakeholder buy-in and collaboration.

Despite collaboration across the District organization, there is a need for an internal engagement plan to ensure the right voices are heard at the right times. It is undeniable that stakeholders play a significant role in the school selection process – from offices within 440, principals, counselors, and others. Engaging members within the District early and often in decision-making will set expectations around goals, metrics, and roles and responsibilities in achieving them. Given that several changes were made during the Fall 2022 school selection process – some of which were modified during the rollout – there were fewer opportunities to fully engage key stakeholders in the process and development of school selection. This resulted in downstream effects regarding communication, capacity, and implementation. There were (twenty) 20 instances in which this theme showed up in interviews. Sample comments reflect what was heard:

- Since data attributes required for verification are pulled from disparate sources, stakeholders experienced a significant increase in workload during the application, lottery, and waitlist windows.
- Offices and schools do not have streamlined tools in facilitating conversations regarding concerns (e.g., student didn't get in, etc.), resulting in manual touches in responding to inquiries.
- Those on the front lines – in both 440 and at schools – are not proactively brought into strategic conversations, SchoolMint usability testing, and communications development, which may lead to a lack of understanding of comprehensive implications and nuances.

LeGare review process requires scale to meet increasing demand.

As a greater proportion of students undergo the LeGare process, more resources are needed to expand capacity and enable scale. Approximately one out of six 8th grade students (1,700 out of 10,700 8th grade applicants) with an IEP, a 504 Plan, or who identify as English Learners waived part of the SY 2022 – 2023 admission criteria under the LeGare Consent Decree. The volume of LeGare process reviews has increased in Fall 2022 because of several factors including: changes to the selection criteria, more public awareness, and amplifed interest in criteria-based schools. To accommodate the impartial review and appeals process within a firm deadline, supporting staff have experienced an increase in workload to meet the demand. There were twenty (20) instances in which this theme showed up in interviews. Sample comments reflect what was heard:

- Tight timelines do not always allow for school-based teams to offer personalized input in support of students' unique needs.
- While undergoing the LeGare process, families may mistakenly waive the wrong criteria – as they do not understand the impact – which does not optimize their children's outcomes.
- Counselors, liaisons, and other staff members do not have SchoolMint capabilities to view *why* students are deemed ineligible; similarly, families do not receive notifications specific to eligibility determinations following the LeGare process.

More transparency needed on how application data is processed.

Although resources for the selection process have improved, internal and external stakeholders may not understand how outcomes are generated. The District has leveraged several technology platforms since rolling out the centralized school selection process. The 2023 – 2024 school year will mark the first time the District has maintained one platform, SchoolMint, year over year. Internal IT stakeholders are continuously configuring the system as they operate it, resulting in little time to understand the breadth of SchoolMint's capabilities and how to articulate those features in a way for employees and families to fully grasp the scope of potential outcomes. There were nineteen (19) occurrences in which this theme showed up in interviews. Sample comments reflect what was heard:

- Families have the ability in SchoolMint to apply for schools in which they do not meet the eligibility criteria because the system does not stop students from applying to schools in which they do not meet the criteria.
- Steppers provide common application instructions, but few troubleshooting or detailed systems guidelines.
- Given that lotteries run separately for each school and grade level, families may fail to understand why one student may receive several offers, and another with similar credentials may receive none.

Room for improvement at critical steps to reduce District workload.

There is not enough automated application support for students and families via tools and technology. In addition, individuals have varying levels of technical acumen, English proficiency, and access. As a result, the process has created additional work for students and families that could be alleviated by technology. There were ten (10) instances in which this theme showed up in interviews. Sample comments reflect what was heard:

- While counselors can view a report of students' application statuses, families do not receive a technology "nudge" for incomplete applications. Families must rely on counselors to follow-up and inform them that the deadline to submit their application is approaching.
- PSSA score-to-percentile conversion is a manual process, rather than a built-in tool within the SchoolMint system.
- The top troubleshooting error for those calling into the Family Tech Line is password resetting, which can be streamlined through a self-service support tool.

Survey Results

Survey results are summarized into the themes of by navigating the process, the District's commitment to the process, communication of the process, and stakeholder perception.

Counselor Survey

Summary of Key Findings

Navigating the Process: One out of five counselors completed most of their students' applications on their behalf, making them an integral part of the school selection process.

- Counselors largely supported students face-to-face in the application process through classroom visits (62.0%) and events (56.9%).
- Approximately 1 in 5 counselors (20.7%) completed most of their students' applications on their behalf. Catchment counselors, which represent the largest counselor group, submitted applications on students' behalf (46 out of 81, 56.8%) at a higher rate.

District's Commitment to the School Selection Process: Several counselors were not well versed on the school selection process or in troubleshooting the SchoolMint platform.

- 1 out of 3 counselors did not have a firm grasp of understanding the school selection process.
- 65.9% of counselors experienced technical difficulties when viewing SchoolMint (the school selection platform) to monitor or modify applications.

District's Communication on the School Selection Process: Counselors largely did not have enough resources to best support their students.

- Only 29% of counselors felt that they had enough resources to create a structure to best support their students. 40.2% felt as if they did not.

Overall Perception of the School Selection Process: Most counselors were dissatisfied with the school selection process.

- 64.8% of counselors were dissatisfied with the Fall 2022 school selection process. Only one counselor (0.9%) was strongly satisfied.
- If counselors could improve upon the school selection process, they would remove the lottery (31.4%), change the eligibility criteria (29.2%), and enhance communication (24.1%).

Principal Survey

Summary of Key Findings

Navigating the Process: Principals supported their students in various ways, namely through events, printed information, emails, office hours, and classroom visits.

- Principals largely supported students in the application process through events (42.9%) and printed information sent home (43.8%).

District's Commitment to the School Selection Process: Most principals were unaware of how rigid the eligibility criteria would be in excluding promising students from the candidate pool.

- 56% of principals understood how the school selection process worked. Roughly 1 out of 4 principals (25.8%) did not have a firm grasp of understanding on the school selection process.
- 49.2% of principals did not find the application easy for their schools' families to understand and complete. This sentiment was highest for criteria-based principals (66.7% strongly disagreed or disagreed).
- 44.6% of principals were aware of the policy that if their students did not meet a school's criteria, they would not be eligible for the lottery at that school.
- 75% of principals shared that their students applied to at least one school where they did not meet that school's criteria.
- 72.5% of principals hoped they could consider students who did not meet all criteria for enrollment.

District's Communication of the School Selection Process: Principals did not feel equipped with enough information or resources to support students effectively.

- Just as many principals felt as if they did receive enough information to prepare staff and students for the application process as those who did not (36.7%).
- 32.4% of principals felt that they had enough resources to create a structure to best support their students. 44.1% of principals disagreed or strongly disagreed.

Overall Perception of the School Selection Process: Over seventy percent (70%) of principals were dissatisfied with the process, mainly because they were unable to participate in holistically selecting students.

- An overwhelming majority of principals were not satisfied with the Fall 2022 school selection process. 71.6% were dissatisfied. Only two principals (3.3%) were strongly satisfied.
- If principals could improve upon the school selection process, they would interview prospective students (27.6%) and change the eligibility criteria (24.8%).

Student Survey

Summary of Key Findings

Navigating the Process: Counselors play an integral role in aiding students through the application process.

- 54.7% of students learned about the school selection process through their school counselor.

District's Commitment to the Selection Process: Students are able to apply to schools in which they are ineligible, due to a system feature, which minimizes their chances within the lottery because their applications are not entered.

- 93.8% of students were aware of the policy that if they did not meet a school's criteria, they would not be eligible for the lottery at that school. And yet, 43.0% of respondents applied to at least one school where they did not meet the school's criteria.

District's Communication on the Selection Process: Overall, students believed they had enough information and resources to complete their application.

- 71.4% of students felt as if they had enough information to complete their application.

Overall Perception of the Selection Process: Many students were dissatisfied with the school selection process and offers received, likely due to the lack of ranking or matching in identifying one's best fit.

- In proposing what the District should do to improve the school selection process in the future, 54.4% of students suggested removing the lottery; 38.2% of students suggested allowing future applicants to rank their school choices. (Research on ranking included in Literature Review).

Parent / Guardian Survey

Summary of Key Findings

Navigating the Process: For parents/guardians, the most common school selection barriers were language translation, inadequate access to technology, and resources for students with accommodations.

- While most parents/guardians completed their school selection application on their own (60.3%), many children completed the application (17.8%). For parents/guardians in which English is the primarily language spoken, 80.7% completed their child's application compared to 63.8% of non-primary English-speaking parents/guardians.
- Asian parents/guardians identified technology as a barrier at a higher rate (8.5%) than other races/ethnicities.
- 37.2% of parents/guardians were not satisfied with the assistance they received as a parent or guardian of a child with an IEP, 504 plan, or receiving English Learner services.

District's Commitment to the Selection Process: Some students applied to criteria-based schools they were ineligible for, mainly because parents/guardians weren't familiar with how the lottery worked.

- Overall, 58.9% of parents/guardians agreed that they understood how the lottery worked. However, nearly a quarter of parents/guardians across all races/ethnicities did not.
- 85.1% of parents/guardians were aware of the policy that if they did not meet a school's criteria, they would not be eligible for the lottery at that school. Black/African American and Hispanic/Latino parents/guardians expressed not being aware of this policy at higher rates than White and Asian parents/guardians (23.2%, 21.3%, 7.2% and 12.9% respectively).
- However, 28.5% of parents/guardians reported that their child applied to at least one school where they did not meet the school's criteria. This rate was slightly higher for non-District parents/guardians (36.2%).

District's Communication on the Selection Process: Despite English not being the primary language for all households, parents/guardians largely felt as if they had enough information and resources to complete the application.

- 87.5% of parents/guardians received communication about the process in the language they understood.
- 62.4% of parents/guardians felt as if they had enough information to complete their application.

Overall Perception of the Selection Process: School selection process satisfaction varied most by race/ethnicity, with Asian parents/guardians feeling most satisfied.

- 61.5% of parents/guardians reported dissatisfaction with the lottery process. Parents/guardians of White and Black children expressed higher rates of dissatisfaction (70.9% and 55.8%, respectively).

Focus Group Results

Counselor

Theme 1: While counselors appreciated receiving system and process training, they requested more proactive information from the District.

- Charter school counselors shared that they did not receive communication regarding the school selection process unless they requested it.
- Counselors noted that while the mid-September training was beneficial, some decisions were still up in the air which led to confusion and unexpected timelines. This left them feeling unprepared and unable to give students and parents/guardians the support they needed.
- Counselors suggest that changes to the school selection process are finalized at the beginning of July or earlier, to provide schools with enough time and capacity in preparing their support structure.
- The PSSA percentile conversion was not determined until the application process began. Students would have benefited by having this information earlier so they could prepare. Springtime – March and April – would've been ideal times for this kind of information to be available to students and parents/guardians, if not earlier.
- Non-District counselors shared that they could not locate conversion information between results on the PSSA and those on the TerraNova. Therefore, non-District students didn't know whether they were eligible for certain criteria-based schools until they were denied.

Theme 2: Counselors were unable to access applications directly in the system, making it hard for them to intuitively provide aid or support. As a note, counselors were given reports in the student information system to track if students had complete applications, requiring them to access multiple systems for the school selection process.

- Due to lack of viewing and editing access for student applications, counselors were required to have students come to their office and log into their application. After that, a counselor would then request the student to either hand over their device or sit next to them to work on the application side-by-side.
- When parents/guardians would get stuck on the application, the counselor was unable to view alongside them and help in a timely fashion. Instead, parents/guardians would have to schedule one-on-one time with counselors onsite to show them their issue/question live.
- Counselors shared that it was difficult for students and parents/guardians to locate the separate pop-up window for submitting PSSA scores.
- The SchoolMint platform cannot tag counselor email addresses to applications so that they receive updates and other forms of communication. In the future, counselors would like to receive up-to-date email addresses, phone numbers, and Student IDs tied to each application so they can ensure students and parents/guardians are receiving appropriate communications.
- Counselors could not easily search and filter applications from current or prospective students, making the experience cumbersome.

Theme 3: Counselors believe that the lack of human input has increased inequalities in school selection for those who are most disadvantaged.

- Prior to centralizing school selection, counselors could view applications and correct any errors.
- The contact information of prospective students who needed to complete an audition was either outdated or incomplete, making it difficult for counselors to contact hard-to-reach students and parents/guardians.
- Without staff input on extenuating circumstances, counselors worry that deserving students will be reduced to their academic numerical information that won't capture all their nuances. That means students who would otherwise succeed may slip through the cracks.

Principal

Theme 1: The lottery system should account for a student's interests and future career path through more holistic measures (e.g., ranking, essays, interviews, etc.).

- In some cases, the lottery and/or the LeGare review is placing students with special circumstances and accommodations into schools without providing the necessary resources to support them.
- Principals cited that students often pick schools that are closer to their home or simply seem 'safer,' which may result in declining a school with an excellent curriculum due to its location, which is consistent with prior selection years.
- When students are accepted into schools in which they aren't interested in core activities, it can create rifts in the school's culture.
- Principals believe that three data points (PSSAs, grades, attendance) should not eliminate a student; rather, they should have the ability to evaluate each application holistically.
- There seemed to be a misunderstanding from some principals on how and why criteria were set for their schools.
- Principals, especially those from performance and project criteria-based schools, struggled to not have contact information on student applications as they were unable to contact students who did not schedule their audition.

Theme 2: Principals advocate for two application rounds – one that ends in November, and one that ends in early spring for new-to-District students or those who wish to repeat the process.

- Many parents/guardians are unaware of the early window for school applications. Schools close their application processes in November, which is too early for many students and parents/guardians to make decisions about next year's schools. High school principals would like to accept applications after the first round of the lottery to fill open seats and to provide students with an additional opportunity to go through school selection.
- Many K-8 principals expressed their concerns around school selection for new-to-District students. Families who move to Philadelphia in the middle of the school year and want to apply to non-neighborhood schools are unable to apply until the next selection cycle.

Theme 3: Principals want the ability to enroll eligible students currently on waitlists who express interest in their schools to fill empty seats prior to the 2023 – 2024 school year.

- By May, principals suggest reaching out to students on waitlists who don't have seats in public schools to reduce District attrition and retain students.
- Schools with open spots do not have visibility into which students are pending on waitlists, nor do they have a way to contact those students directly.
- In previous school selection cycles, principals could potentially add 100+ additional students to their enrollment by reaching out to undecided and/or waitlisted students. Similarly, principals cannot enroll those who applied but made no decision, or those who missed their offer from the waitlist.

Theme 4: Principals plead for continuity in middle-high school cohorts at middle-high schools.

- Principals shared that many middle-high schools are losing middle school enrollment because parents are electing to not send their children to middle-high schools anymore due to the fact that admission into the high school is not guaranteed. This results in larger high school classes, as principals are required to increase rising 9th grade enrollment to maintain funding.
- The District needs a clear and transparent process for middle-high schools, including why some students must apply twice. What does the true middle-high school model look like in Philadelphia?

Theme 5: Messaging on eligibility must be rolled out in a clear, methodical way to avoid confusion.

- After auditions, without any prior communication to parents, the eligibility status changed to ineligible for some, leaving parents confused and angry. "Eligible" or "Ineligible" statuses should be withheld and kept private until the entire process finishes and all decisions are made.
- Principals mostly agree that final application statuses should come from the District.

Student

Theme 1: Many students expressed the need for a "human touch" to the selection process, with interviews, essays, and even letters of recommendation added to guarantee that those admitted to the school are truly dedicated to attending and putting in the necessary effort.

- By incorporating interviews, essays, or letters of recommendation into the criteria, specialized schools (CTE, JROTC programs, and criteria-based) will be able to gauge prospective students' genuine interest in their programming and curriculum.
- Students may be placed into schools they do not want to be in because, through the lottery, they may receive limited offers. This disrupts the school culture as students are frustrated and are less likely to engage in classroom activities.

Theme 2: Information on schools needs to be more comprehensive, not just statistics.

- When researching schools, students stated they were more interested in learning about a school's culture, curriculum, and learning environment, rather than just reading through statistics on demographics and academic performance.
- Students want to be able to find their best fit and understand what is special about the schools they are considering applying to.

Theme 3: Students would like to engage in student-led outreach to middle schools.

- High school upperclassmen expressed their interest in marketing their school to middle school students, so they can share their high school experience and inform prospective students on program offerings and opportunities.
- Allowing prospective students to shadow schools gives them the opportunity to experience a day-in-the-life and understand what schools have to offer and if offerings align with their interests.
- Many schools have specialized programs and learning environments that prospective students are unaware of (e.g., nursing, farming). Mandatory orientation should occur one to two weeks before commencement at selected schools to better prepare new students for the school year.

Theme 4: Although communication on completing the application was sufficient, students would like more clarity on next steps once their applications are submitted.

- Students rely on their counselors for information; however, many expressed the need for improved communication around the lottery process as it is still unclear how outcomes are generated.
- Students expressed their concerns with the waitlist as many do not know they can still be pulled off the waitlist in the spring or summer. Many students feel as if they are not properly notified when they are removed from the waitlist, leading them to miss the three-day acceptance deadline.
- Communication regarding auditions at performance- and project-based schools was clear, however, students would like to know what they will be expected to complete beforehand. For instance, details of auditions and interviews are unknown prior to arrival.

Parent / Guardian

Theme 1: Though parents/guardians had a basic grasp of the criteria, some of the implementation details were unclear.

- Parents/guardians found converting the PSSA raw scores to percentiles confusing, with some sharing it required multiple attempts to fully understand.
- Not all parents/guardians understood the difference in how excused and unexcused absences were labeled, and what steps to take to justify absences.
- Multiple sources for uploading information made the process timely and not straightforward.

Theme 2: For new-to-District and non-District parents, the perception of communication ranged from poor to nonexistent, emphasizing a need for broader communication channels.

- New-to-District parents/guardians expressed difficulty obtaining school specific information and metrics on various catchment schools. One parent stated he had to download publicly available statistics at the state level to determine which K-4 schools to apply to.
- Parents/guardians of non-District students did not always receive communication prior to initiating their applications. In addition, for boomerang students (who left the District but wished to return), parents expressed frustration that their student's historical record was removed from the student portal.
- Some parents of rising kindergartners, who are not originally from Philadelphia, stated that they received numerous notices to enroll their students into catchment schools but were unaware of the broader school selection process, and the optionality it comes with, until they made friends with other parents.
- The process of filling out the non-District application for parents/guardians was made even more challenging by the need to include supplemental test materials and other attachments. During that time, without any notification that their documents had been processed and accepted, they became increasingly worried.

Theme 3: Although the timing of communication did not align to some parents'/guardians' expectations from previous years, they were able to lean on counselors for updates.

- Parents/guardians found counselors to be a very great resource in sharing timelines.
- Parents/guardians stated that in late August, the school year was about to start and there wasn't any information about next steps in school selection.
- The high school directory, a parent cited, was not available until September, limiting time over the summer to sit down with their child and evaluate choices.
- Many parents/guardians do not remember learning about the PSSA score requirement until late September, which caused a lot of anxiety.

Theme 4: Being placed on the waitlist comes with its own set of unforeseen difficulties, as parents can never be sure if their children will receive an offer in the end.

- Parents/guardians felt the need to persuade their children to take any offer as it came, rather than waiting for a coveted placement, because they did not know the probability of whether their children would ultimately be placed.
- Parents/guardians expressed frustration at the inability to remove their children from a waitlist.
- Parents/guardians noted that the unknown of whether their child will get into a school is the most challenging element of the lottery.
- Some parents/guardians misunderstood that if they accepted an offer, they could still maintain their spots on other waitlists. Choosing an offer will decline offers from other schools, potentially declining a spot at one's first choice.

Data Analysis Results

The data presented in this section is not comprehensive of the entire quantitative analysis performed but was selected to provide readers with an overview of the Fall 2022 selection process and its outcomes, as well as to highlight findings that informed the recommendations referenced in this report.

Table 1. Total students that participated in the Fall 2022 selection process for school year 2023-2024. Table includes all student applications to Catchment, Citywide, and Criteria-Based schools. "Eligible Students who Applied" column shows the number of students that applied and were eligible to catchment, citywide, and criteria-based schools, meaning, it does not include students who may have only applied to criteria-based schools and were not eligible to any in which they applied.

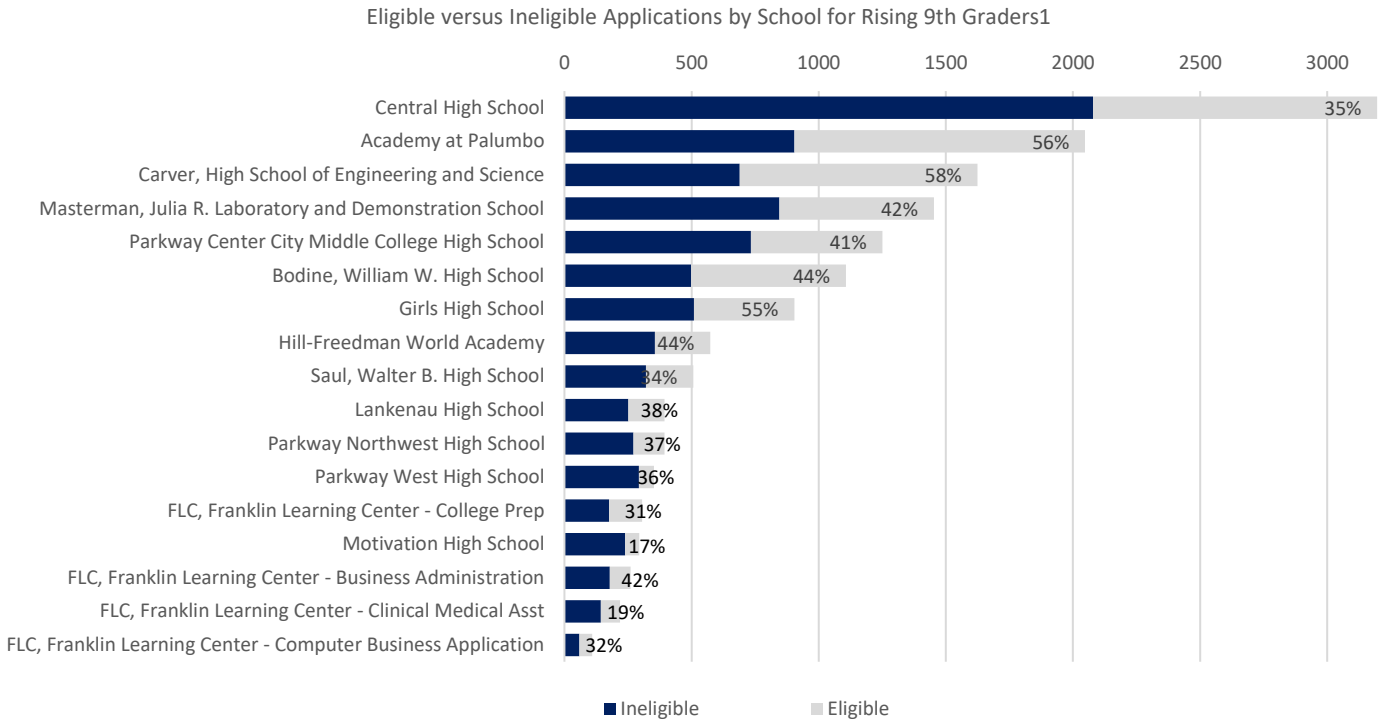
Grade	Total Students Who Applied	Eligible Students Who Applied	Eligible Students Without an Offer	% Eligible Students Without a Single Offer
K	807	807	299	37%
1	193	193	73	38%
2	130	130	59	45%
3	126	126	55	44%
4	128	128	52	41%
5	738	647	184	28%
6	1,230	1,165	370	32%
7	348	299	99	33%
8	196	149	54	36%
9	10,701	9,755	1,177	12%
10	1,157	863	307	36%
11	565	464	182	39%
12	177	138	65	47%
Total	**16,496**	**14,864**	**2,976**	**20%**

Table 2. Students that participated in the Fall 2022 selection process for school year 2023-2024, broken down by school type. Table includes all students, all grades, that applied to each school type. The "criteria-based eligible students" column refers to students that were eligible to at least one criteria-based school in which they applied.

	Students Who Applied to Catchment Schools	Students Who Applied to Citywide Schools	Students Who Applied to Criteria-Based Schools	Criteria-Based Eligible Students	% of Criteria-Based Applicants that were Eligible
Fall 2022 Applicants (for SY 2023-2024), All Grades	6,758	8,835	11,967	4,910	41%

Tables 1 and 2 briefly summarize the Fall 2022 selection process across all grades. Notably, this year, across all grades, 11,967 total students applied to at least one criteria-based school. Of those, only 4,910 students (41%) were eligible for at least one criteria-based school in which they applied to and were entered into the lottery for that/those schools. Comparably, last year (Fall 2021 selection process), 69% (8070/11,648) were eligible for one criteria-based school in which they applied to. This is due to a variety of factors, including potential lack of understanding the process such as the strict criteria and the ambiguity of certain criteria (percentiles instead of raw scores), criteria set by each school, and most prominently, the reintroduction of the PSSA criteria for Fall 2022. Compared to previous years when schools managed student selection and eligibility criteria was considered a guideline, eligibility criteria under the centralized process are an unwavering requirement. This previous ambiguity may have led students and parents/guardians to still apply to a school, when they were below or on the cusp of eligibility, with the hope of still getting in. Additionally, schools may have selected criteria that were too strict for prospective students, inadvertently thwarting their enrollment goals for the 2023-2024 school year (Figure 1).

Figure 1. Eligible versus ineligible 9th grade applications to criteria-based school, sorted by decreasing number of total applications. The percentage call out references the percentage of school applications that were deemed eligible. Applications to performance and project-based criteria schools, and students that requested waived criteria through LeGare are not included. The International Baccalaureate (IB) programs are not shown.



Based on historical offer-to-acceptance ratios, the District, in collaboration with Assistant Supervisors and Principals, set 'lottery caps' to limit the number of extended offers in effort to reach the school's enrollment goals based on estimated projections (offer-to-enrollment projections). Schools that received more eligible applications than their lottery cap placed the remaining students on a waitlist. For rising 9th graders, twelve (12) schools did not receive enough eligible applications to meet their lottery cap, and therefore, nor their enrollment goals (Saul, FLC, Bodine, Girls High, Hill-Freedman, CAPA, Parkway NW, Lankenau, SLA at Beeber, Parkway West, Arts Rush, and Motivation). Parkway Center City met its lottery cap but did not have a waitlist. For these twelve schools as well as Parkway Center City, there was a 100% acceptance rate for eligible applications. However, for the other seven (7) schools (Masterman, Palumbo, SLA, Central, Carver, Northeast High School, and GAMP), given the surplus of eligible applications, some students were placed on waitlists. Therefore, unfortunately, if eligible students only applied to schools within that list of seven (7) (i.e., the most competitive schools), there was a chance they could be waitlisted without a single offer given the randomized nature of the lottery (see Table 3).

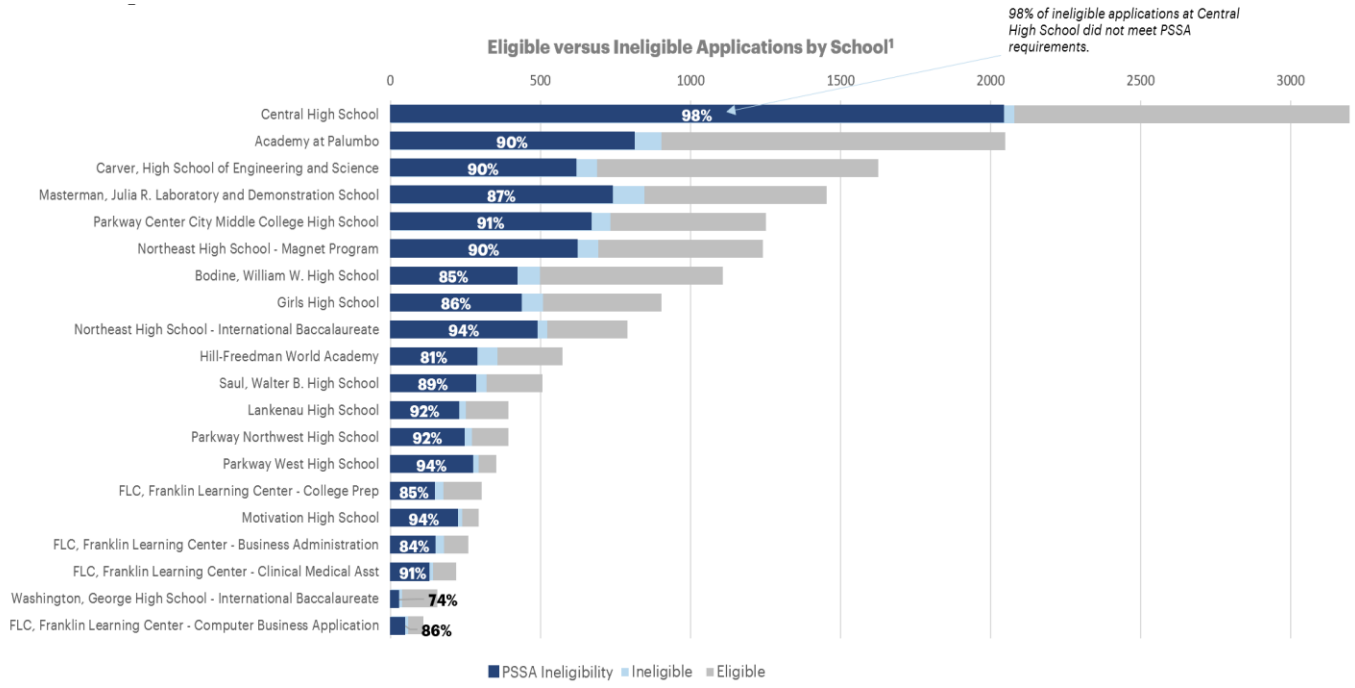
Table 3. Descriptive statistics of rising 9th grade students that applied to criteria-based schools in Fall 2022. The International Baccalaureate (IB) programs are not shown. Schools with multiple programs are separated by program.

School Program Applied To	Total Applications/Applicants	# of Eligible Applicants	% of Applicants that were Eligible	# of Offers	# of Applicants on Waiting List as of 3/24/23	% Lottery Acceptance Rate (of Eligible Applicants)	Offered Student Acceptance Rate
Masterman, Julia R. Laboratory and Demonstration School	1,570	659	42%	144	515	22%	44%
Academy at Palumbo	2,395	1,290	54%	884	406	69%	34%
Science Leadership Academy (SLA)	1,675	580	35%	320	260	55%	36%
Central High School	3,653	1,252	34%	1,038	214	83%	62%
Carver, High School of Engineering and Science	1,856	1,032	56%	850	182	82%	22%
Northeast High School - Magnet Program	1,566	657	42%	594	63	90%	40%
GAMP, Girard Academic Music Program	360	166	46%	144	22	87%	41%
Science Leadership Academy (SLA) at Beeber	564	231	41%	231		100%	35%
Saul, Walter B. High School	680	242	36%	242		100%	32%
Parkway West High School	461	81	18%	81		100%	27%
Parkway Northwest High School	522	157	30%	157		100%	21%
Parkway Center City Middle College High School	1,490	600	40%	600		100%	21%
Motivation High School	399	78	20%	78		100%	24%
Lankenau High School	532	188	35%	188		100%	16%
Hill-Freedman World Academy	744	254	34%	254		100%	24%
Girls High School	1,088	461	42%	461		100%	24%
FLC - Vocal Music	49	16	33%	16		100%	31%
FLC - Instrumental Music	57	19	33%	19		100%	42%
FLC - Drama	75	18	24%	18		100%	28%
FLC - Dance	120	27	23%	27		100%	33%
FLC - Computer Business Application	177	79	45%	79		100%	28%
FLC - College Prep	404	162	40%	162		100%	24%
FLC - Clinical Medical Asst	289	111	38%	111		100%	29%
FLC - Business Administration	335	106	32%	106		100%	26%
FLC - Art	253	77	30%	77		100%	25%
CAPA - Vocal Music	154	26	17%	26		100%	54%
CAPA - Visual Arts	402	51	13%	51		100%	65%
CAPA - Theatre	213	34	16%	34		100%	56%

CAPA - Instrumental Music	146	56	38%	56	100%	36%
CAPA - Digital Media Production/Mdtv	205	38	19%	38	100%	58%
CAPA - Dance	273	22	8%	22	100%	82%
CAPA - Creative Writing	239	38	16%	38	100%	47%
Bodine, William W. High School	1,348	706	52%	706	100%	21%
Arts Benjamin Rush - Vocal Music	88	21	24%	21	100%	62%
Arts Benjamin Rush - Theatre	165	48	29%	48	100%	54%
Arts Benjamin Rush - Instrumental Music	126	37	29%	37	100%	62%
Arts Benjamin Rush - Dance	143	31	22%	31	100%	68%
Arts Benjamin Rush - Art	508	115	23%	115	100%	60%

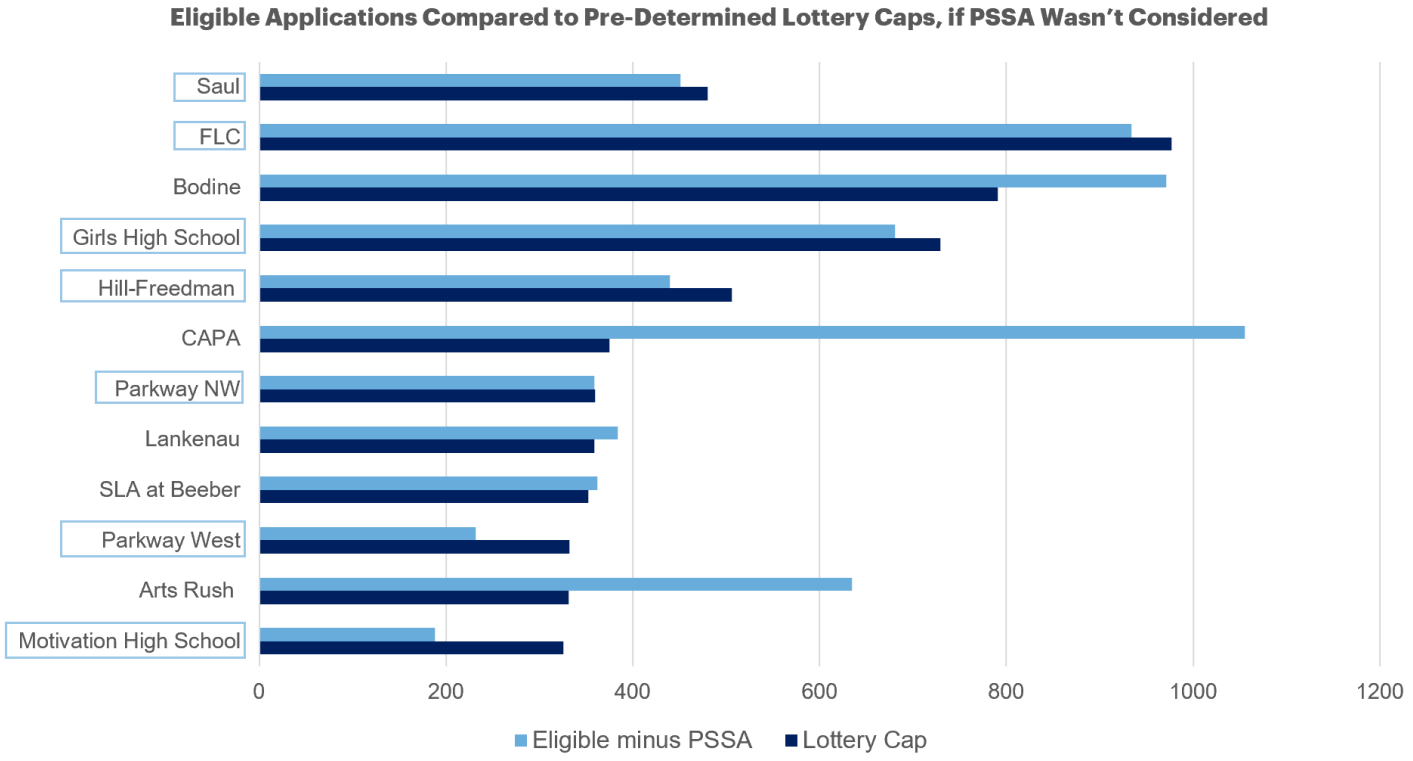
It was confirmed during the process audit of this study that *all* students accepted to criteria-based schools met the criteria of the program in which they applied. Of the 4,910 eligible students that applied to criteria-based schools across 5th-12th grade in Fall 2022, 86% received an offer to at least one criteria-based school in which they applied. 696 students were waitlisted without a single offer to a criteria-based school (14%). During the Fall 2021 selection process, 1,304 (16%) were waitlisted without a single offer. Recommendations on this issue are addressed in the Recommendations section of this report.

Figure 2. Eligible, overall ineligibility, and the percentage ineligible due to PSSAs at a minimum (some students were ineligible to more than one criterion) for 9th grade applications to criteria-based schools, sorted by decreasing number of total applications. Applications to performance and project-based criteria schools, and students that requested waived criteria through LeGare are not included.



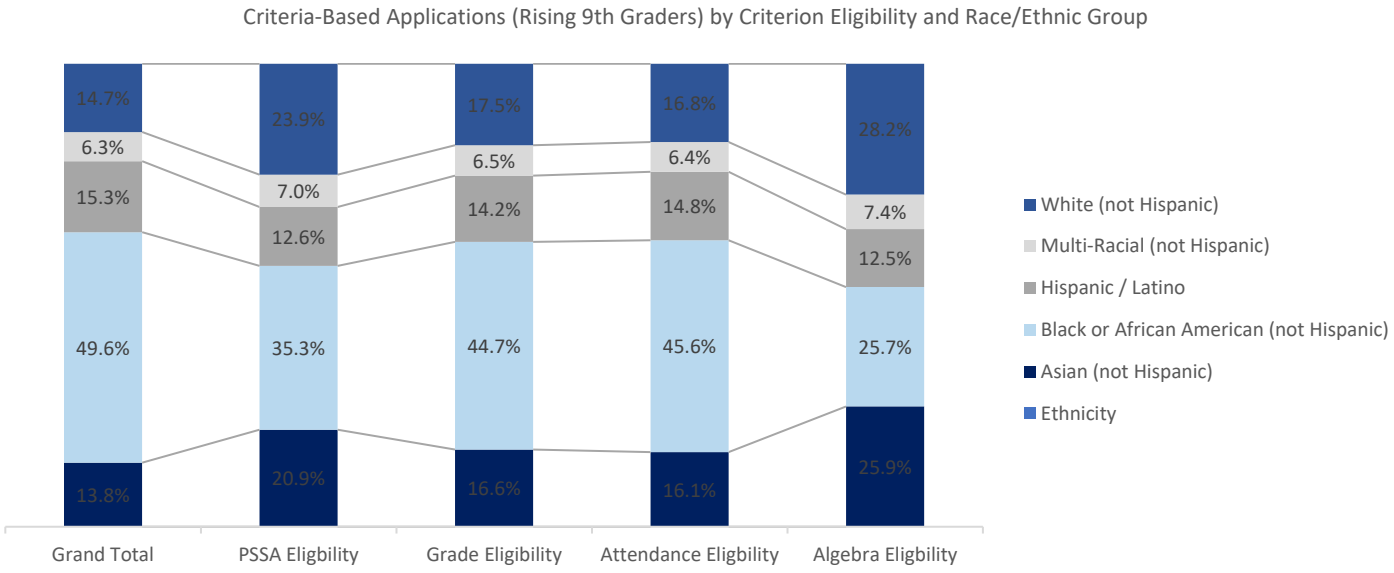
Of the three primary criterion (grades, attendance, and PSSAs), PSSAs had the greatest impact on ineligibility. A substantial 94% of total applications from rising 9th graders to criteria-based schools did not meet the PSSA requirement, excluding performance and project-based schools and those who requested waived criterion through LeGare. Comparably, 49% of applications were ineligible for the grade requirement, and 33% were ineligible for the attendance requirement. 4,939 students were ineligible for two or more criteria (41%).

Figure 3. List of schools that did not receive enough eligible 9th grade applications to meet their lottery cap but would have met their lottery cap had PSSAs not been used as eligibility criteria. The International Baccalaureate (IB) programs are not shown. Criteria-based high schools not listed received sufficient eligible 9th grade applications to meet their lottery cap.



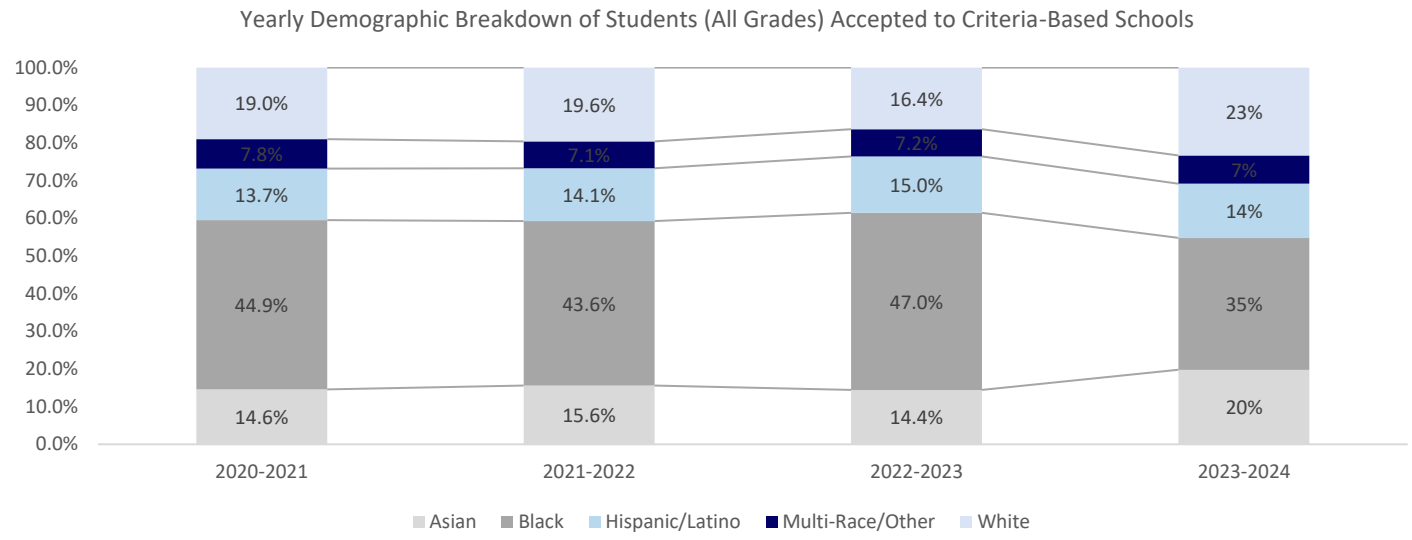
As mentioned above, of the students that applied to criteria-based schools, the PSSA was the primary inhibitor for student eligibility for the SY 23-24 cycle. A scenario was modeled for the twelve (12) schools that did not have enough eligible applications to meet their desired lottery cap. The model was used to determine how many students *would* have been deemed eligible had PSSAs not been included as a criterion (see Figure 3). Five (5) schools would have had enough eligible applications to meet their lottery cap, had grade and attendance been the only criteria and the remaining seven (7) would still face under-enrollment. Granted, this model does not account for additional potential applicants had there been no PSSA requirement.

Figure 4. Race and ethnicity breakdown of rising 9th graders applying to criteria-based schools. The grand total column refers to the breakdown of all students that applied to criteria-based schools (eligible and ineligible), and each subsequent column refers to the demographic breakdown for each eligibility criterion.



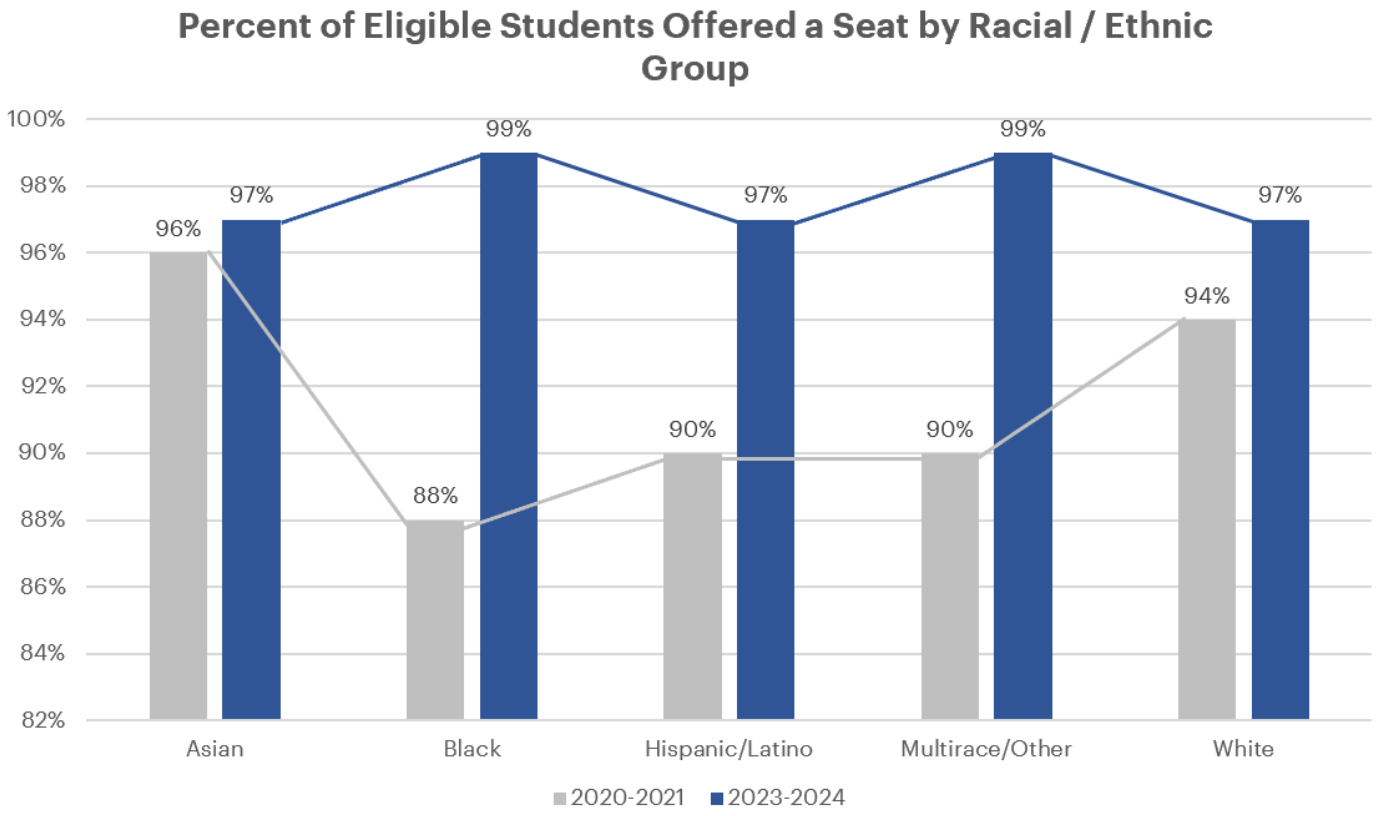
Compared to other eligibility criteria, the PSSA impacted certain demographic groups more than others. Last year, except for Masterman's algebra requirement, eligibility criteria did not have a major impact on racial and ethnic representation. This year, however, the PSSA eligibility requirement impacted racial and ethnic representation within the offered students pool and incoming 9th grade classes for criteria-based schools. More specifically, the PSSA had an adverse impact on Black and African American students, as they were the only racial or ethnic group with a significant dip between applications and eligibility. However, White, and Asian students saw an increase in the proportion of eligibility on PSSAs compared to the overall applications. This trend was not observed in the grades nor attendance criterion. Many students come from catchment schools where algebra is not offered, which majorly impacts opportunity of access to Masterman, Julia R. Laboratory and Demonstration School. There were no significant differences in criteria eligibility between genders.

Figure 5. Breakdown of different racial and ethnic groups across students accepted into criteria-based schools over the past four (4) years. The Fall 2019 and 2020 school selection processes were managed by the schools, while the Fall 2021 and 2022 processes were managed centrally by the District with the lottery.



In Fall 2019 (for school year 2020-2021) and Fall 2020 (for school year 2021-2022), racial/ethnic representation remained consistent. The introduction of the lottery and centralized lottery in Fall 2021 (for school year 2022-2023) had a positive impact on representation when compared to the overall demographic breakdown of the district. However, while the centralized process / lottery appeared to have a positive impact on race and ethnic representation during the Fall 2021 process, the dip in representation for certain groups in Fall 2022 process is likely due to the introduction of the PSSA, as shown above in Figure 2.

Figure 6. Racial/ethnic breakdown of students who received offers from the selection process of Fall 2019 (for SY 20-21) when schools managed offers compared to the selection process of Fall 2022 (for SY 23-24) when the lottery managed offers.



As previously shown in the data, the criteria set for Fall 2022 was more prohibitive for student eligibility and acceptance than in previous years, across all students, particularly for Black and African American students. From a racial, ethnic, and gender perspective, the lottery, however, maintained more equal representation across randomly offered students than in previous years when the lottery was not used (see Figure 6).

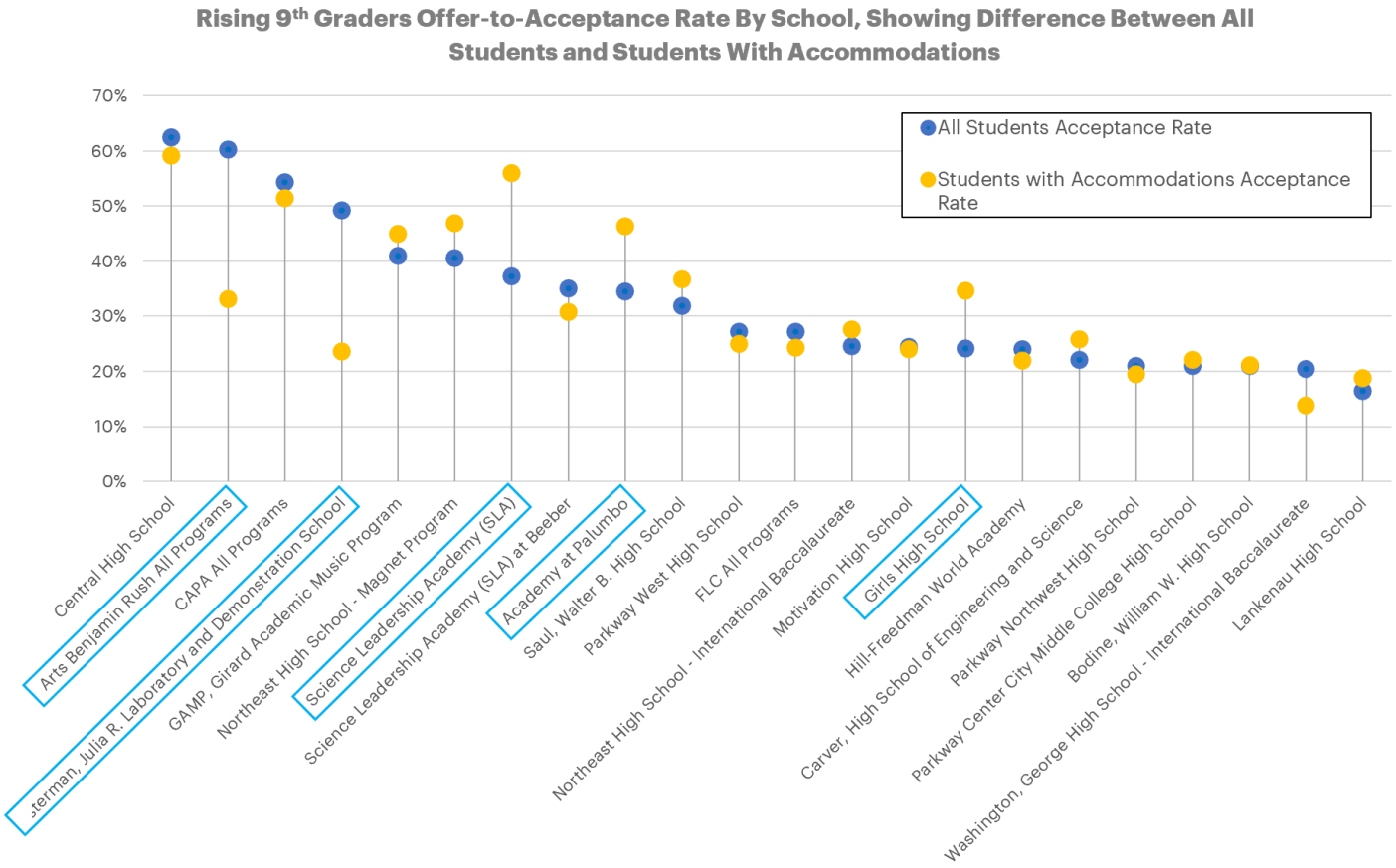
The zip code priority was implemented in Fall 2021 to provide criteria-eligible students (5-12th grade) from zip codes with the lowest historical representation priority to the top four schools (Carver, Central, Masterman, and Palumbo) in efforts of increasing access and geographic equality. In Fall 2020, students from zip codes that were identified as underrepresented (and thus, priority) for Fall 2022 accounted for 7%, 5%, 7%, and 2% of total offers to Carver, Central, Masterman and Palumbo, respectively. Over the past two years, the zip code priority successfully increased geographic representation of students from the zip codes to those top four schools.

- In Fall 2019, 154 of 2,815 rising 9th grade students (5.5%) who received offers to the top four schools were from zip codes identified as priority zip codes in Fall 2022.
- In Fall 2020, 181 of 2,936 rising 9th grade students (6.2%) who received offers to the top four schools were from zip codes identified as priority zip codes in Fall 2022.
- In Fall 2021, 239 of 2,054 rising 9th grade students (11.6%) who received offers to the top four schools were from priority zip codes.
- In Fall 2022, 184 of 1,775 rising 9th grade students (10.4%) who received offers to the top four schools were from priority zip codes.

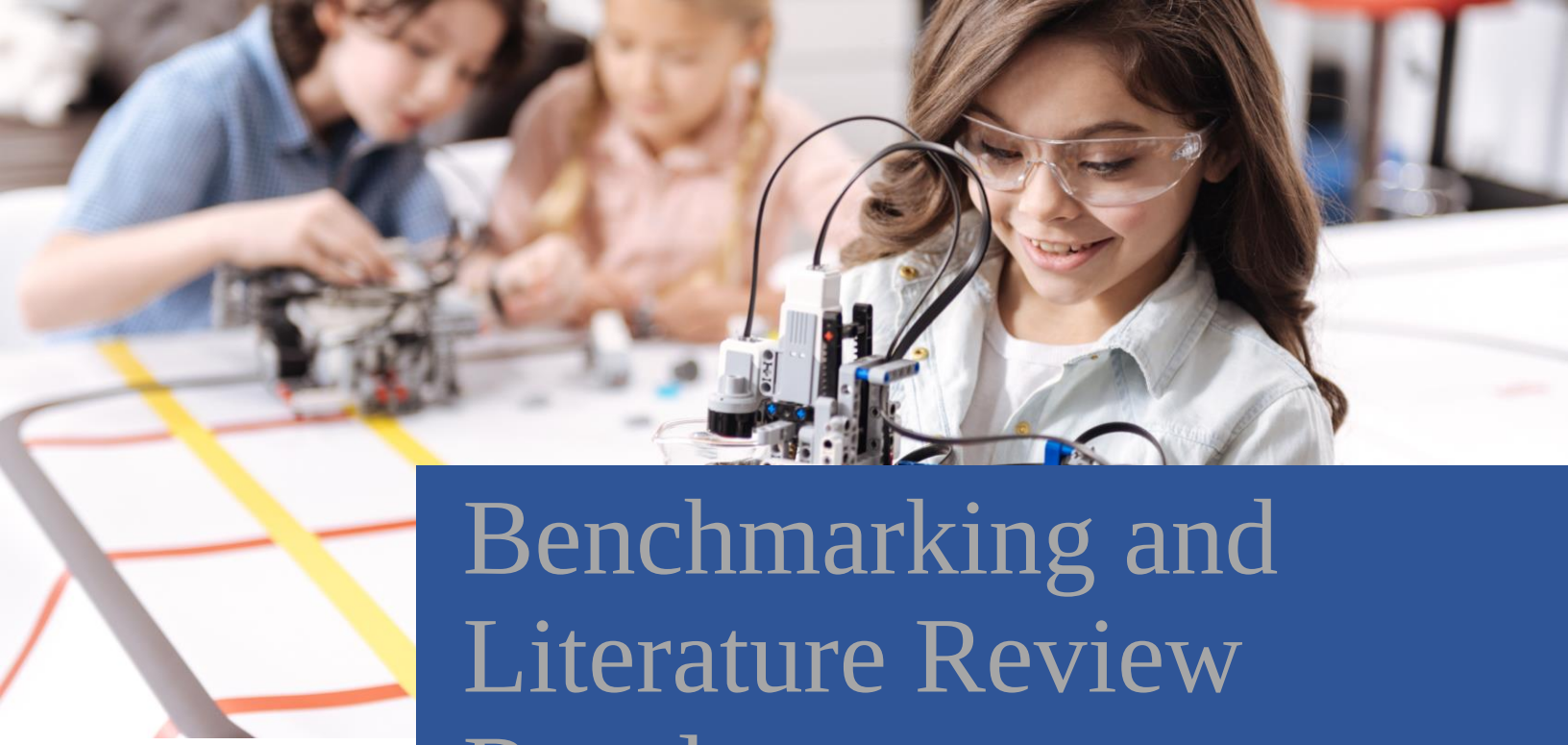
The process audit confirmed all students from priority zip codes that met the criteria and applied to the top four schools were offered admission.

Historical data from the Fall 2019-2020 selection processes shows that many of the top-ranked schools, such as Central, Carver, and Masterman, have had the lowest representation of students with accommodations of all criteria-based schools.

Figure 7. Comparison of criteria-based school rising 9th grader offer acceptance rate compared to the offer acceptance rate for students with accommodations, for the Fall 2022 selection process. The International Baccalaureate (IB) programs are not shown.



Furthermore, students with accommodations are more likely to accept offers from certain criteria-based schools, and less likely to accept offers to others (Figure 7). More specifically, students with accommodations have a higher accepted offer rate at SLA, Palumbo, and Girls High, suggesting those schools are potentially more inclusive and/or accommodating. However, Masterman and Arts Rush have much lower acceptance rates from students with accommodations than students without accommodations. The recommendation section of this report outlines potential improvements to the LeGare process, which exists to support these students.



Benchmarking and Literature Review Results

Bench-marking

A top-down comparison of school selection processes at eight (8) peer districts in the United States) to the District was conducted to identify possibilities for future initiatives. The eight (8) districts are:

- Boston
- Chicago
- NOLA (New Orleans)
- Richmond
- DC
- San Francisco
- Denver
- New York City

Key insights from the benchmarking activity include (see Appendix E for more details):

- 7 out of 8 districts use a **ranking algorithm**, in which students and parents/guardians rank their selections in their order of preference.
- 5 out of 8 districts have adopted a **single best offer** lottery procedure, so that the lottery provides a single match to each student that aligns with their ranking preferences. Districts such as New York City allow students to remain on the waitlist for any school ranked higher than where they are placed.
- 5 out of 8 districts **prioritize socioeconomic factors** within their lotteries.
- 4 out of 8 districts have a **sibling priority** for students to attend the same school as that sibling if they apply there.
- 3 out of 8 districts have confirmed **utilizing a platform that enables a level of customization** to meet the complex needs of their school selection process.
- **1 out of 8 districts, Richmond Public Schools, has a completely randomized lottery process** in which parents/guardians submit up to three nonresidential schools. It is important to note that not only is Philadelphia's District nine times the size of

Richmond's, but also that Richmond is not a choice district where students are proactively encouraged to attend schools outside of their neighborhoods.

Literature Review

A literature review on school choice, school selection processes, and communications was conducted to identify leading practices. The review consists of twenty (20) sources, and key insights are highlighted below (see Appendix F for more details):

- 7th grade GPA is a better predictor of high school academics than Specialized High School Admissions Test (SHSAT).[22]
- At selective enrollment high schools, students who score barely above or barely below the cutoff are essentially identical in prior achievement.[23]
- Randomized lotteries improve selection outcomes due to fairness inherent in randomization.[24]
- For school-based discretion, in which medical schools customize their selection criteria, Pareto-optimal weighting better balances predictiveness and diversity.[25]
- When choosing schools, in a school choice model, families prioritize school factors by what is most displayed (e.g., distance, safety, academic performance).[26]
- The intended outcomes of any choice-based mechanism (algorithm) are a result of a combination of factors, including system design, constraint, lack of information, as well as any parental preference.[27]

Conclusion

This audit sought to answer the following questions: 1) Did the District use the school selection process it **committed** to? 2) Did the District **communicate** effectively with key stakeholders? 3) What are the **perceptions** of the process change?

Commitment

The analysis confirmed that the District upheld five out of six of its public commitments:

	Process Standardization	Upholding Criteria	LeGare Process Integration	Zip Code Priority	Communication
Key Commitments	✓ Standardize the process across all criteria-based schools (here)[2] ✓ Increase equality of access by implementing a lottery for students who meet the criteria (here)[1]	✓ All students must meet the school's criteria and students that did not apply are not offered seats in a school (here)	✓ Adapt the LeGare process for implementation in a centralized admission for designated student groups (e.g., students with IEPs, 504 plans, and/or who identify as an English Language Learner) (here)	✓ Increase equity of access by implementing a zip-code preference at four criteria-based schools. This zip code preference is only applicable for qualified students living in underrepresented zip codes (here)	x The process communicated to the public and internal staff was not done in an effective manner (here)

✓ Commitment validated through quantitative and qualitative analysis

× Commitment has not been fully upheld based on collected and received data

The District standardized the process across all criteria-based schools and upheld the standardization 99.99% of the time. There were roughly 20 or fewer students that successfully appealed eligibility after the appeal deadline. Each student was required to meet specific eligibility criteria in order be entered into a criteria-based school's lottery. The analysis did not find evidence of any student being admitted to schools in which they were ineligible. While standardizing the process enabled equality of access at top criteria-based schools, the Moreover, for non-traditional curriculum programs, interviews provide more insight on hands-on learning experiences to help a student determine if such a program tailored to specific occupation(s) truly aligns with their interests. requirements created new barriers. The criteria selected for the Fall 2022 school selection process had an adverse impact on Black/African American students, as they were the only racial or ethnic group with a significant dip between applications and eligibility.

The District aimed to create greater inclusion and opportunity by implementing a zip code preference at four criteria-based schools (Masterman, Central, Palumbo, and Carver). This zip code preference is only applicable for qualified students living in underrepresented zip codes, which are identified annually (using data for the last four (4) years) by the Office of Research and Evaluation. This preference nearly doubled the percentage of 9th grade students who received offers (6.2% to 11.6%) from priority zip codes from school year 21-22 to 22-23. Following the Fall 2022 process, 184 of 1,775 students (10.4%) who received offers to top criteria-based schools were from priority zip codes.

In addition to implementing a zip code preference, the District further integrated designated student groups, including students who are receiving special education services, have a physical or mental disability plan, and are English Language Learners, into the criteria-based school selection process by determining their eligibility prior to the lottery. In Fall 2022, 19% of LeGare eligible students that applied to criteria-based schools received offers, which was an increase from previous years. Given that the PSSA was the greatest preventer of eligibility, those who waived the PSSA benefited most (66% of criteria waivers were for the PSSA).

	Geographic Representation (Zip Code Priority)	Racial/Ethnic Representation	Gender	Accommodations
Outcome of the 2023-2024 Selection Process	✓ The zip code priority update to the selection process has increased criteria-based school access for students across all zip codes (here)	✓ The lottery itself increased equal selection across racial/ethnic groups. Historically, schools were able to maintain racial/ethnic representation; however, removing that ability has negatively impacted racial/ethnic representation due to eligibility criteria (here)	✓ The lottery has not had a negative impact on gender representation; however, this was not a concern in previous years (here)	✓ The lottery has increased access for students with accommodations to all criteria-based schools, however, some students with accommodations are placed in schools that are not able to meet their needs (here)

Communication

"Effective communication" is defined as the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose.

Adequate Information and Resources	Available in Multiple Languages	Understanding of Different Admissions Requirements	Understanding of Eligibility Criteria Policy	Understanding of Eligibility Cutoff
✓ There was information and resources to complete the application (here). x However, there was misinterpretation of the criteria (e.g., 95% attendance, PSSA percentile conversions, Common Transcript).	✓ Students and families received communication in a language they understood (here).	✓ There was an understanding that different schools have different admissions requirements (here).	✓ Applicants were aware of the policy that if an applicant did not meet a school's criteria, they would not be eligible for the lottery at that school (here).	x Despite awareness, stakeholders still applied to at least one school in which they did not meet the eligibility requirement(s) (here). x There was a lack of comprehension around the strictness of the criteria applied.

In Fall 2022, schools could no longer accept students out-of-order on the waitlist. The centrally managed waitlist allows any qualified student, not initially offered a seat, to automatically know their numeric order on the waitlist and in real-time see their descending position on the waitlist number as seats are accepted and the waitlist declines. There was no evidence of any student receiving an offer out-of-order on the waitlist.

Lastly, the District maintained that the process was communicated to the public and internal staff. In the family survey on the selection evaluation, 62.4% of parents felt as if they had enough information to complete their application. Similarly, 71.4% of students felt as if they had enough information to complete their application.

On the counselor survey, only 1 out of 5 (20.9%) strongly agreed that they understood how the school selection process worked. Just as many principals felt as if they had enough information to prepare staff and students for the application process as those who did not (36.7%). These findings, combined with sentiment shared during interviews and focus groups, suggest that there was a significant gap in communication between internal staff to adequately prepare them for their roles and responsibilities.

And while students, on average, were satisfied with communication, a smaller percentage understood the underlying mechanics. 59.1% of students who completed the survey agreed that they understood how the lottery worked. 93.8% of those students were aware of the policy that if they did not meet a school's criteria, they would not be eligible for the lottery at that school. However, 43% of respondents applied to at least one school where they did not meet the school's criteria. Only 63% of those students agreed or strongly agreed with knowing how to accept a waitlist offer from a school. The parent survey revealed similar findings, and thus it is concluded that some respondents' lack of comprehension of the enforcement of the criteria existed. Additionally, considering in previous years when selection was up to the schools, some students who were ineligible were still accepted, so it is understandable that students and parents/guardians still attempted to apply to schools where students were short on meeting the criteria. Improving communication with more timely and relevant messaging can enhance comprehension and improve stakeholder trust.

Perception

Overall, all stakeholder groups (students, parents, counselors, and principals) have a negative perception of the school selection process, with principals being the least satisfied. An overwhelming majority (71.6%) of principals were dissatisfied with the Fall 2022 school selection process. Only two principals (3.3%) were strongly satisfied. This may speak to the loss of autonomy and school-based input that schools once had. As mentioned in the recommendations below, including some level of school involvement in the selection process is valuable and will help improve school buy-in and public perception on lottery outcomes.

In conclusion,

1. Did the District use the school selection process it committed to? –Yes, The District did what they said they would do – they upheld criteria, optimized zip code priority, and integrated the LeGare review. Standardizing the process across all criteria-based schools successfully increased representation, however, the strict criteria impacted eligibility significantly which reduced overall access.
2. Did the District communicate effectively with key stakeholders? – Largely No, Detailed information was disseminated throughout the school selection process for stakeholders to complete the application successfully. However, post-application, the lack of efficacy of the messaging and training led to a misalignment in understanding outcomes.
3. What are the perceptions of the process change? – Mostly negative, Majority of stakeholders who were surveyed or participated in focus groups were not satisfied with the Fall 2022 school selection process. Counselors and principals expressed lower rates of satisfaction compared to students and parents. Parents felt largely dissatisfied with the lottery process, mostly because of the unpredictability of lottery outcomes.



Recommendations

Recommendations to the District are grounded to five (5) objectives the District intended with the process changes:

Objectives

1. Increase equity of access by minimizing subjectivity in the school selection process.
2. Create a centralized system to enable fair admissions to criteria-based schools.
3. Increase student representation, across the District, in four (4) criteria-based schools by prioritizing zip codes with the lowest participation in the school selection process from previous years.
4. Increase representation of students with accommodations through an integrated LeGare impartial review.
5. Educate stakeholders on the new process to increase buy-in.

Additionally, the recommendations are categorized across the following time horizons, prioritized by the anticipated level of effort it will take to implement combined with the sense of urgency for implementation:

1. Immediate recommendations to implement by August and November 2023
2. Intermediary recommendations with implementation goal of the Fall 2024
3. Long-term recommendations with an implementation goal of the Fall 2025

Recommendations and Initiatives to Continue or Implement by August 2023

1. **Provide Offers to All Eligible 8th Graders in Middle-High Schools Who Meet Criteria** – During the recent selection cycle, there were more available seats in some criteria-based schools than there were eligible rising 9th grade applications to those schools (Table 3). In contrast, Masterman, Palumbo, Science Leadership Academy (SLA), Central, Carver, and Girard Academic Music Program (GAMP) received a greater number of eligible applications than the lottery cap, which led to students being placed on a waitlist. Since the District did not administer the PSSA in Spring 2020 or 2021 due to COVID-19, students could not utilize the super-score of the best of two previous years. The District has experienced test score declines from 2018-2019 to 2021-2022: 34% of students in grades 3-8 met state standards for English, 17% met proficiency standards for math, while 37% of students in grades 4-8 met standards for science. These numbers are down from 36%, 22%, and 40% respectively. Given that many students do not meet the Commonwealth's proficiency standards or perform well on standardized tests, the PSSA criterion and percentile need to be revisited. Further, the PSSA relies almost exclusively on one method of assessment that may fail to measure more innate abilities, such as grit and self-motivation. Additionally, the District has seen a drop in student attendance from 2020-2021 to 2021-2022, with only 37% of students reported attending 95% or more of instructional days, down from 58%.[28] Since less than half of students meet the attendance measure for criteria-based schools, the District should revisit whether to weigh each criterion equally.[29]
    - **Collaborate with school leaders to ensure criteria is a best fit for each school** – Twelve (12) criteria-based schools received fewer eligible applications than the lottery cap, which led to a 100% acceptance rate. This is due to a variety of issues including strict criteria, and possibly the low number of applications submitted for these schools. These schools were Saul, Franklin Learning Center (FLC), Bodine, Girls High, Hill-Freedman, Parkway NW, Parkway West, Creative and Performing Arts (CAPA), Lankenau, SLA at Beeber, Arts Rush, and Motivation High. The requirements for admission to these schools, particularly the PSSA percentile, may have been set too high to maximize the number of offers received. If used as a condition for acceptance into criteria-based programs, the PSSA should be applied appropriately to meet those academic standards. The District and school leaders should ensure the PSSA criterion is truly needed for their school - for example, it is possible that the PSSA criterion makes sense for the criteria-based schools ranked highest in Philadelphia but does not make sense for others. The District should continue to co-develop criteria with principals.
    - **Ensure fair comparison between PSSA and alternative assessments** – The District should continue with alternative standardized assessments for select schools to increase equity of access for students homeschooled, in private school, or outside of the District. To utilize such scores as part of the admissions criteria for future application cycles, fairness must be prioritized. Rather than eliminate alternative assessments altogether, the District can normalize percentile conversions to the Philadelphia population (rather than at the national or state levels) so that there is an equal comparison score results for the TerraNova, ISEE, and other alternative exams. In a 2004 study, mathematics correlations (0.66 to .79) between PSSA and CTBS/Terra Nova were typically stronger than reading (.68 to .61) and science (.63 to .64) correlations.[30] Additionally, the TerraNova (an approved alternative assessment), that the District administers, typically takes one and a half hours to five and a half hours over a day's time. By contrast, SDP's PSSA testing window occurs over two weeks. This difference may adversely impact certain student groups more than others.

- **Long-term, apply weightings to criteria-based qualifications** – A student must meet all qualifications to be entered into the lottery for criteria-based schools. Grades, attendance, and the PSSA are all weighted equally in the process, and any one of the three acts as a disqualifier for the other two. While cumulative grades, which are a measure of a student's academic performance, can best speak to one's ability over time, attendance and PSSA scores may not accurately reflect the quality of support or education a student receives. In 2019, researcher Jonathan Taylor evaluated the New York City's elite public high schools' predictive validity and gender bias of the sole admissions criterion, the Specialized High School Admissions Test (SHSAT). When the score was replaced with an admissions index, based on the SHSAT and seventh-grade GPA, with the GPA given more weight (20.243 + 0.008 *SHSAT + 0.717 *GPA7), the representation of girls increased from 44% to 65%. Similarly, the representation of African American, Hispanic, and White students increased, while Asian students still comprised the majority of students admitted (from 78% to 66%). The use of this hypothetical criterion assigned every student a percentage score rather than relying on binary eligibility criteria. Because course grades earned over the seventh grade were found to be a far better predictor than the SHSAT, this index can also increase equity without diluting the quality of the entering class.[31]
- **Define criteria** – Eligibility criteria needs to be defined in the most basic terms (i.e., concrete numbers) to reduce workload on behalf of the applicant. For example, instead of using percentiles (i.e., 95th percentile for attendance), let schools and families know that the cutoff is 9 or fewer unexcused absences.
- **Simulate admissions probability for criteria-based schools** – To estimate a simulated admissions probability, the District can run a deferred acceptance algorithm on school choices for each application, using a randomized lottery number, up to a thousand times. The admissions probability represents what percentage of a thousand cases a student is assigned to a particular school. Students who match to a single school on their application have a guaranteed admissions probability; those who never match have no admissions probability. Since this is an empirical exercise, the District can only calculate this probability for schools that a student selects. Due to the nature of a probability calculator, the tool can only predict the probability for schools to which a student applies and not the real-world outcome.[32]

2. **Develop an eligibility landing page** – Students are able to apply to schools in which they do not meet the eligibility criteria as the system allows students to select any school that accepts applications leading to a missed opportunity for an offer. To help redirect this outcome, the District should develop a simple and easily accessible landing page in which students can readily determine which criteria-based schools they are eligible for and receive recommendations. Not only would this help students and parents/guardians understand where to apply, but it would also encourage families to gather documentation earlier in the process, provide schools an additional marketing platform, and likely reduce the number of applicants that undergo the eligibility appeals process. Furthermore, future applicants could utilize the page as a motivation tool to strive for eligibility in upcoming years. Initial ideas include:
    - Landing page should direct viewers interested in learning about their eligibility to criteria-based schools to a quiz/survey format, in which they first populate the various eligibility criteria categories with their information and notate if they are eligible for the LeGare Impartial Review. For each criterion, readily available information should be provided on how to locate and format their criteria (i.e., how to find PSSA results). Viewers should be required to populate all fields to move onto the next page.

- The next page could ask students to select their interests, if any, from a list populated by the school's offerings. For example, if any of the criteria-based schools plan to offer a marching band elective for the following school year, that shall be included on the list.
- The viewer should then be taken to a results page in which they are informed of the criteria-based schools in which they are eligible for (based on the information provided in survey), as well as the schools they are ineligible, and which criteria prevented their eligibility to those schools. Students that are eligible for LeGare could receive a recommendation for which criteria to waive, if any. Additionally, viewers could be made aware of the eligible schools that might best suit their interests (i.e., have marching bands). From there, SDP could link additional information to each school for students and parents/guardians to learn more.
- Build and release for the Fall 2024 selection process. In future years, update in the spring with selection and school information.
- Allow log in capabilities to view saved / unfinished process, as well as outcomes. Allow students to retake the 'quiz.'
- Invite current students and parents/guardians to test design through usability testing.
- Create a detailed infographic or video explaining how the lottery works by illustrating lottery number generation, school choice, randomization, and the range of outcomes to decode the lottery for stakeholders.

3. **Revise existing communications strategy** (beginning July 2023) – The District's Communications and Office of Student Enrollment and Placement (OSEP) teams should co-develop a communications strategy, with specific dates, and a responsibility matrix to communicate a shared process on notifying students, parents/guardians, and other stakeholders. The communication plan outlined below has two major differences from previous strategies: 1) 1st through 12th grade lottery results are released the last week of January after holiday breaks. 2) For kindergarten and new-to-District students, the lottery is held the first week of May to ensure catchment students are prioritized and to give schools more accurate waitlist numbers.[33] (See Appendix A for a detailed, proposed communications plan).
4. **Enhance the LeGare review process** – As a greater proportion of students undergo the LeGare process, more resources are needed to expand capacity and enable scale. Approximately one out of six 8th grade District and non-District students (nearly 1,600 out of 10,700 8th grade applicants) with an IEP, a 504 Plan, or who identify as English Learners waived part of the Fall 2022 admissions process under the LeGare Consent Decree. To accommodate the increasing volume of impartial reviews for applications, within a firm deadline, supporting staff have experienced an increase in workload to meet the demand. And although families have taken on more responsibility post-COVID in preparing their children's advocacy folders for the LeGare review, survey results demonstrate that 37.2% of parents/guardians were not satisfied with the assistance they received as a parent or guardian of a child with an IEP, 504 plan, or receiving English Learner services. Parents do not have adequate knowledge to make informed decisions on which schools can best support students with IEP and special education programming – a crucial step in the LeGare process.
    - **Adequately notify stakeholders of the LeGare process** – Principals, counselors, family engagement liaisons, bilingual counseling assistants, and others require comprehensive training (~2 weeks before the application opens) to adequately inform and guide parents in the educational decision-making process under the LeGare Consent Decree. Moreover, a high-quality software demo that counselors can access at any time to learn more about the LeGare process would accelerate learning significantly. Parents need tactical guidance and

understanding of how the process works, how it impacts their child, and how decisions are made in the language(s) and vernacular they are accustomed to. Additionally, ensure families are made aware that the LeGare impartial review is an appeals process, therefore, students, parents/guardians cannot appeal the decision made.

- **List accommodations and services for all criteria-based schools** – The District LeGare Team should require that all school-based LeGare Teams (principal or designee, ELL Teacher, Special Education Liaison (SEL)/Special Education, Building Point of Contact, School Nurse (504 Plan), counselors) list and confirm all reasonable support systems that their schools provide. Guidance counselors can use this information to assist students and parents/guardians in deciding which schools to apply to.
- **Include actionable language within the decision explanation for those deemed ineligible** – A brief, standardized explanation on why a student's waiver was not accepted should be part of the LeGare review for Fall 2023. To accommodate this additional step, the suggested timeline for this assessment has been lengthened. This will minimize the number of families who request an appeal to understand why the impartial review did not work in their child's favor. Long-term, the District can collaborate with their enrollment management vendor to provide specific outcomes, or explanation codes, accessible via the application portal.
- **Assign counselors to provide more school-based support** – Consider promoting selected nurses or counselors of each catchment area into a specialist role in which they are responsible for maintaining working knowledge of all reasonable accommodations for schools within that catchment. Specialists would be the first point of contact when the District LeGare Team has specific inquiries on whether a school can adequately support a student's needs and serve as the final decision-maker for such cases. Alternatively, with the lengthened timeline, more school-based counselors can directly offer input without designating specific individuals.
- **For Fall 2024, encourage families to submit a pre-LeGare screening survey** – Families should submit a pre-LeGare survey along with their child's advocacy folder. The District will provide a Google form survey that when information is inputted, suggests the most optimal criteria to waive, benchmarking the student's credentials against their school choices. Doing so will prevent families from incorrectly waiving criteria, or even undergoing the LeGare process when it is not needed for their child's circumstances. (This would be a part of the "Landing Page" recommendation).
- **For Fall 2025, expand the impartial review process to criteria-based middle school entry grades** – Representation of diverse learners is relevant for all grades. Additionally, one of the recommendations is to allow qualified 8th graders in middle-high schools to enroll in 9th grade automatically. As this would decrease the incoming (new) 9th grade student population, and thus decrease equality of access and student representation, the middle school grades should undergo a similar process to ensure adequate representation of diverse learners. Work with the governing Board of Education to update the LeGare Consent Decree to include an impartial review to entry criteria-based middle school grades as well.

5. **Provide offers to all eligible 8th graders who meet criteria in middle-high schools and eliminate the need for them to reapply** – Schools such as Masterman and the Girard Academic Music Program (GAMP) enroll students from fifth grade through twelfth. With this approach, students who meet academic standards are positioned early to meet the academic rigor and culture that these schools provide. Under the District's current school selection process, eighth graders must be reentered into

the lottery system for a possible opportunity to be offered a seat in the current school's ninth grade class. The process has not made a concerted effort to prioritize academic and cultural continuity. With these implications, the teaching and learning climate may look entirely different from eighth to ninth grade. Instructional program coherence can best be achieved for middle-high school students by ensuring the transition is not too disjointed for students to overcome. Thus, current middle-high school eighth graders that meet criteria should automatically receive offers for program continuation.

- **Standardize 9th grade promotion for existing students** – It is vital to maintain the same rigor as students at middle-high schools transition from grades eighth to ninth. In 2020, Missouri Consultants for Education implemented a successful policy for mid-level feeder school retention. Students who fail to meet grade-level objectives met with a committee to review the student's academic record, test scores, and relevant work samples.[34] Students were then retained, or in some cases expelled, unless there was an upward trend in improving their work. A standardized approach for promotion and retention sends a message that promotion to 9th grade in middle-high schools is not a guarantee for existing students. It will also uphold the standards in which middle-high schools set forth. The standardized requirements should be publicly reported, and the process should be externally audited yearly to minimize bias and ensure fairness for all students.
- **Optimize seats to allow continuity of existing students and opportunity for incoming high school students** – Currently, at certain middle-high criteria-based schools, the middle school average class size is larger than the average high school class size which prevents continuity and the opportunity for new, incoming high school students to apply. At Masterman, for example, the 2023-2024 original enrollment goal average for middle school (5th-8th grades) was 181 students, and 115 students for high school. At GAMP, the original enrollment projections were 83 and 62 students, respectively. Assuming a majority of middle school students at these schools apply to the continued high school, meet the eligibility criteria, and desire attending, the reduction in class size will effectively prevent new, incoming students from attending. As opposed to increasing the overall school population, Masterman and GAMP should gradually (over 1-4 years) increase the size of their high schools and reduce the size of their middle schools to allow opportunity for new students to be enrolled in the 9th grade.
- **Provide resources to help incoming students succeed** – Middle-high schools need to establish effective interventions to fully integrate new students in the existing culture. Summer academic transition programs, in-school tutoring, mentorship, and encouragement in extracurricular activities are some of the recommended interventions based on research. [35] Furthermore, middle-high schools should capitalize every opportunity to integrate incoming students into the existing culture, for example, ensuring a mix of student type in advisories.

6. **Maintain zip code priority preference** – Geographic diversity has long been a method to increase feeder school representation, across the District and in other Districts, at four (4) criteria-based schools.
    - Share the "why" behind the zip code preference – Communicate the explicit purpose of the priority process and the intended outcomes.
    - Explore other approaches to achieve increases in District geographic representation:
        - Utilize catchment school – Prioritize geographic diversity by a designated catchment (neighborhood).
        - Utilize census tracts – Census tracts provide more geographic granularity and are associated with more reliable demographic-economic data. In

Philadelphia, there are 372 census tracts compared to 48 zip codes. Boston Exam Schools created tiers based on census tracts and one school saw a large increase in geographic diversity from 18% to 43%.36 37 To determine this, the District would need to build a map, overlayed with recent Census data, that easily allows families to enter their home address and informs them whether they are in a priority tract. Boston Public Schools has built a tool for families to input their addresses and determine the catchment they live in, with selected zones that are then prioritized in applications.38 This tool would be available on the school selection website, and a stepper would be included to give step-by-step instructions on how to use the tool. During the evaluation phase the District will need to validate addresses.

7. **Continue the simplified lottery for Fall 2023, with the goal of long-term improvement** – The placement of students in the lottery process enables equality of access. However, a long-term continuation of running each school's lottery in a siloed, simplified manner will not further expand access, but hinder it because the lottery is not optimizing offers to students. The District should use the remainder of this school year and next to explore school selection algorithms that enable best-fit offers to students. In addition to that, the following recommendations should also be considered to improve the experience for participants:
    - **Confirm that every school reaches out to students with offers** – Provide principals with a spreadsheet that contains the name and contact information of every student that receives an offer to their school. School staff can then proceed with outreach to notify families of next steps. All schools shall perform outreach by April.
    - **Share rejection letters for interview, performance, and project-based applicants** – Provide students with a short description of why they did not meet eligibility, once lottery results are released.
    - **Have families update their contact information** – Ensure contact information for all students and parents is up to date by requiring applicants to enter all demographic fields. Phone numbers and email addresses can then be imported back into the SIS system and reconciled through each school's administration team.
    - **Permit counselors to submit extenuating circumstances** – As part of the appeals process, permit counselors to submit a letter explaining extenuating circumstances on students' behalf and to submit supporting documentation, when appropriate.
    - **Share lottery outcomes of previous years** – To help families put their children's qualifications into perspective, the District can share the number of applicants offered and waitlisted for previous years for all schools. This information can be shared in a stepper, on the High School Program List within the SDP School Selection website, and in any publications shared at the GreatPhillySchools K-8 and High School Fairs.
    - **Expand user types within the enrollment management system** – There are currently three distinct levels of users within the District's enrollment management system: Super-User, Admin, and Parent – which pose user limitations for the latter two categories. Parent/Guardian accounts cannot override what is directly inputted by student users. Students can complete and submit applications without informed consent. The Admin role, often assigned to counselors and other school staff, enables users to view and edit school-based information (e.g., upload materials). Except for Super-Users, Admins cannot perform the following: add/manage users, manage or edit applications, manage discovery, and decline reasons, input custom messages, or manage registration packets. A school-specific super-user role would allow counselors to provide greater assistance to students and parents/guardians when

completing the application and gain greater visibility into profiles (e.g., updated contact information).

8. **Advocate for the Philly High School Fair to be held earlier** – In 2022, the Philly High School Fair (not affiliated with the School District of Philadelphia) took place Friday, October 14th and Saturday, October 15th – halfway through the application window.[39] The District should recommend that GreatPhillySchools host the fair in late August or early September so that students have an opportunity to get educated on schools to narrow down their five school selections earlier in the process.
9. **Send correspondence to non-District counselors** – The invitation to counselor training and the announcement of the opening of the school selection process should be sent out to counselors outside of the District as well as homeschooling families.

Recommendations to Implement in the Next 4 Months, by November 2023

10. **Offer more PSSA resources to students –** For the Fall 2022 selection cycle, 94% of ineligible 9th grade applications to non-performance, criteria-based schools did not meet PSSA eligibility requirements. Currently, the Commonwealth of Pennsylvania does not provide preparatory resources for PSSAs, they only provide test design and scoring information. To ensure students are adequately prepared for school selection eligibility requirements, the District can collaborate with the Commonwealth of Pennsylvania to obtain old exams and full practice tests for students. In the interim, more schools can provide college readiness and tutoring support for comprehension of PSSA exam material. Taking it one step further, in New York City, the Specialized High School Admissions Test (SHSAT) is an assessment administered to eighth and ninth grade students interested in applying to specialized high schools. NYC Public Schools provides two sample tests and two sample SHSAT answer sheets.[40] Within the sample test documents, there are explanations for each answer at the end. The SHSAT webpage also includes information on what to expect on the test, strategies to prepare, scoring, and how the results are reported. The District can also consider developing a Philadelphia-wide test or implementing NWEA MAP, a nationally normed standardized achievement test, for criteria-based schools. With this, the District would then need to provide sample tests, test strategies, and scoring information so students are better prepared for the exam.
    - **Analyze assessment results:** Analyze what parts of the exam students poorly perform in. By placing more emphasis on the areas that contribute to low test scores, school administrators can focus on reteaching specific lesson plans to increase mastery of core material.
11. **Expand open houses and shadow days** – Catchment schools host kindergarten Open House events at least two times a year, typically in the spring. Expand this for non-catchment students, and even citywide schools, so that families can become acquainted with kindergarten learning experiences beyond their neighborhoods.
    - **Offer open houses to admitted students** – Schools should only be required to offer open houses for students who are admitted. Schools that have the capacity to host additional shadow days during the application window can.
12. **Host SchoolMint application labs for families –** The school selection application is open to students and parents/guardians from mid-September to early November (approximately 7 weeks). During this time, families must fill out applications within the portal and may receive support from counselors, Bilingual Counseling Assistants, and Office of Family and Community Engagement (FACE) liaisons. However, counselors do not have complete access to student applications within the SchoolMint system, hindering them from providing more personalized support. To make the application process easier for families, walk-in assistance sessions should be held at the District building, with involvement from FACE and high school

volunteers. Labs are to be held at convenient times, including nights and weekends leading up to the deadline. Personnel can assist families in determining eligibility, advising on school choices, and ultimately completing the application. This form of advising allows families to interact with a broader range of community members, without increasing the burden on school staff.

Recommendations to Implement by Fall 2024

13. **Optimize lottery system** – According to the student survey distributed to evaluate the school selection process, most students would like the District to remove the lottery (54.4%) or allow students to rank school choices if the lottery remained (38.2%). Similarly in parent survey results, 27.6% of parents believed that the best way to improve school selection is by allowing students to rank their school choices through an interdependent lottery system. Additionally, due to the independent nature of the lottery runs today, students are not receiving the best and/or optimal number of offers today. There are several existing options that SDP can investigate further:
    - **Allow students to rank applications** – The ability to rank school applications provides insight into a student's best-fit choice in which students are matched to schools that they are most excited to attend. Rankings can also inform a student's place on waitlists for schools ranked higher than where a student is matched. The District can attach a ranking priority to a family's number one choice, which would then impact the order in which students are prioritized for each school lottery in which they apply for. In addition to connecting a student with his or her best-fit school, this data can also be used to help the District expand choice offerings (e.g., increasing funding and seats at higher-ranked schools, offering transportation vouchers, increasing resources for students with disabilities, etc.).
    - **Optimize students receiving at least one offer** – If an interconnected lottery system was implemented, the ranking and matching process could provide each applicant with offers to the highest-ranked schools on their list in which they meet eligibility criteria, and in which space is allotted. The algorithm would work to place as many applicants as possible in the schools they want.
    - **Enhance waitlist features** – Allow students and families to request to be removed from waitlists they wish to leave, freeing up spots for others. The District of Columbia utilizes a similar feature in the My School DC Application system.[41] In this instance, if a student is matched to their number one choice, they are not waitlisted at other schools. If a student is matched to a school that is ranked below their number one choice, they are only placed on the waitlists of schools ranked above where they are matched.
14. **Determine process to secure sports for qualified students with no offers, where there are open seats** – Schools should have the resources and contact information of families to reach out to students without a District school offer. Data from the Fall 2019 school selection suggests that for District applicants, schools were primarily selecting students that met the criteria (albeit not necessarily in sequential order). If there are still unfilled seats after late spring, for instance, the District can collaborate with schools to determine the best process for filling these seats, if necessary, so long there is sufficient demand and capacity to support additional enrollment.
15. **Eliminate organizational silos at the District level** – Significant changes were made for the Fall 2022 school selection process. However, the District did not ensure internal alignment across departments to enable a successful program adoption and launch through change planning. Change planning begins with the analysis of key stakeholder groups and the respective impacts the changes will have on each group. It better prepares stakeholders for upcoming changes and enables better execution of the change to ensure long-term program success through adoption and buy-in.

- **Catalog stakeholders** – Document each stakeholder group in the school selection process, their role, mindsets, and existing communication channels.
- **Define change impacts** – Determine how the changes to the school selection process will impact those stakeholders, and other processes, and technology. This will inform and refine the change management strategy and future change interventions (e.g., training, communications, etc.) to ensure students and other stakeholders are set up for success.
- **Establish a change network** – Identify key stakeholders, or champions, to drive awareness of the change, communicate benefits, and drive change adoption. Champions can support the District's objectives by advocating the vision, encouraging engagement, and providing an ear on the ground. Whenever possible, champions should have a thorough understanding of the details of the school selection process.
- **Develop a communications strategy and approach** – Review "Revise existing communications strategy" within the Top Recommendations.
- **Conduct training needs analysis and deliver training** – Gather feedback on the existing training approach and resources for counselors, families, and others. Perform a training needs analysis, then socialize and validate. Develop or refresh resources and training that addresses the impacts and complexity levels of each process change (e.g., outcomes of the lottery) and implications. Provide hyper care and training augmentation (e.g., District application assistance labs to support students and parents/guardians in troubleshooting and/or application submission). Conduct training evaluation to capture feedback and best practices to codify for future years.
- **Identify KPI metrics and scorecards** – Ensure readiness and adoption of all stakeholder groups with defined KPIs and metrics that reflect the superintendent's strategic vision and intended outcomes. Build and track readiness scorecards and dashboards to ensure transparency and establish a cadence to review and share outcomes publicly.

16. **Launch a community-centric engagement strategy** – Involve more stakeholders in proposed changes to the school selection process to increase buy-in. The aim of a community-centric engagement is to incorporate the knowledge and perspective of all parties into the District's immediate and long-term recommendations.
    - **Roll out a strategic engagement strategy for SY 2024 – 2025** – Starting in March 2024, the District should develop a process to share proposed changes to key stakeholder groups using existing methods such as on the SDP school selection site, within parent and student portals, and via an anonymous voting procedure. Key performance indicators will track progress toward objectives and ensure transparency to maximize the impact of the plan.
17. **Show a 'Day in the Life' of Students** – School progress reports, handbooks, and websites do not give an accurate representation of what a day in the life of a student is like. Those considering different schools need a way to envision their academic and extracurricular experiences before making their five selections. An app or magazine-style handbook can be excellent mediums in distributing this messaging widely.
18. **Promote CTE programs to increase student interest**– On average, between 20% and a quarter of Philadelphia graduating seniors in recent years have gone through a CTE program. Of the 43 specialties, just seven were at 100% capacity in the 2021-2022 school year.[42] Studies illustrate that CTE programs with well-defined career middle-highs, aligned core academics, and students placed in smaller learning communities had the most positive educational outcomes.[43]
    - **Identify barriers to CTE access** – According to peer-reviewed literature, even when high-quality CTE programs are available, there are barriers to access particularly for girls, students with disabilities, and BIPOC students.[44] Further,

the District's CTE programs, such as West Philadelphia and Mastbaum, struggle to fill their seats during school selection due to low number of applications to the schools. CTE programs can collectively develop strategies to conduct intentional outreach to learners who may not at first consider occupational offerings as part of their school choice.

- **Establish an interview for all CTE and alternative-curriculum schools** – Studies suggest that unstructured, one-on-one traditional interviews can have limited validity on a student's future performance. By contrast, multiple mini-interviews – in which applicants are provided semi-structured questions by trained interviewers (current students and teachers) predict higher objectivity toward future academic performance.[45] Moreover, for non-traditional curriculum programs, interviews provide more insight on hands-on learning experiences to help a student determine if such a program tailored to specific occupation(s) truly aligns with their interests. Career immersion *after* the school selection process may surface shortcomings that could immediately be identified and addressed during an interview phase. Interviews should also apply to service academies, including the Philadelphia Military Academy (PMA).
- **Institute McKinney Vento CTE programs** – Under the McKinney-Vento Homeless Assistance Act, learners experiencing homelessness or displacement can immediately access CTE programs of study at any time of year.[46] The expanded definition of special populations includes those facing historical barriers, migrant workers, and others. With an estimated 10,000 homeless students currently attending Philadelphia public schools, the District must provide appropriate academic support and services.[47] While CTE schools can help equip such populations with the skills and credentials needed to obtain jobs with living wages, lack of access to wraparound services cause students to struggle in succeeding. Through the establishment of McKinney Vento programs schools can help address these unique education barriers and pave the way for living-wage employment.

19. **Support marketing for all schools** – Many schools within the District do not have the capacity to effectively market their curriculum and enrichment offerings to prospective students and families. However, the schools offer quality programs that are valued in the community and need to be shared with prospective students to prevent families from selecting schools only based on first-glance reputation. For instance, historically, Strawberry Mansion High School has had a tough time shaking its reputation due to neighborhood safety concerns and a lack of funding. However, Strawberry Mansion has effectively been using marketing to make a powerful impact on the public – and redefine its reputation as a welcoming and safe haven for all students.[48] Given the prominence of school selection in Philadelphia, it is important for the District to empower schools to share their value proposition in a way that excites and attracts students that would be a good fit. As an exemplar, Los Angeles Unified School District has a robust marketing effort that utilizes data-driven insights, school marketing toolkits, advertising, and more.[49]
    - **Implement data-driven marketing** – To increase enrollment at less prominent schools, the District can collect and analyze data on student retention and satisfaction. This will allow schools to easily identify factors that families care most about, and position themselves in a way to exceed those expectations while maintaining their overall mission.
    - **Design customizable marketing toolkit** – To effectively support all District schools, marketing toolkits should be provided. Toolkits may contain briefs, which succinctly articulates what a school wants to accomplish and efforts they currently have underway. Additionally, kits may include an image library of current students, social media snippets, signage, and other creative

imagery. These kits will equip staff and students with the necessary resources needed to launch authentic campaigns. Each school would need a designated campaign manager as well as student advocates who can speak about their day-to-day experiences.

- **Debrief on the Philly School Experience Survey (PSES)** – In June, once the PSES has closed, the District's Office of Research and Evaluation analyzes survey results. Alongside these insights, staff and administrators should stay abreast of student and family reviews (on sites such as Google, Niche, Public School Review), school profiles (on GreatPhillySchools and U.S. News & World Report), and local news. Reviewing this information will allow schools to understand how they are perceived by the public and help them craft talking points in addressing those discernments. Schools can utilize these sources in further enhancing their marketing plans.

Recommendations to Implement by Fall 2025

20. **Evaluate vendors for future lottery and enrollment management system** – The varying needs of schools and students within the District calls for a more complex and custom enrollment algorithm and a system well-suited to those needs. Currently, custom reports are not immediately available for school staff – resulting in external dashboards to track disparate data. The siloed lottery process does not take into consideration the interconnectedness of schools, thus diminishing the chance of each student receiving at least one offer. One of the most concerning issues is that students are allowed to submit applications to schools for which they do not meet the criteria— this leads to a lot of wasted effort and loss of trust in the system itself. The District has the option to build, buy, or borrow:
    - **Build a new enrollment management system from scratch**: The District can build a bespoke, customized platform on top of Salesforce for Education or another integrated platform. This approach requires the most time, capital investment, and long-term commitment, in addition to dedicated staff to scale impact.
    - **Shortlist and select a different platform**: The District can perform a gap assessment of its current software capabilities against key requirements. After the gap assessment report, a project team can carry out vendor shortlisting and facilitate demos, including with the District's current vendor. With the help of community stakeholders, the project team would then evaluate each system and share findings. Lastly, the District will finalize an implementation roadmap for the selected system. With an upgraded platform, the District has more power to make sure that their wants and needs are expressed and accomplished before signing the contract. Nevertheless, switching to a different platform entirely might bring about issues that weren't originally foreseen.
    - **Integrate new features on existing platform**: Overall, the experience of using the existing tool is familiar for both families and schools. When it comes to more complex tasks – such as integrating lottery algorithms or displaying scorecards for principals to evaluate performance and project candidates – other back-end platforms can be utilized, and their results can be brought back into the current platform and displayed to families. This is an effective workaround that would allow the District to assess what they need from an enrollment management system without any disruption to the current user experience. A feature wish list includes:

Enrollment Management Feature Wishlist			
Sign-up and login	**Application**	**School Selection**	**Selection Outcome**
Lasting login credentials (single sign-on) so those set during the application process are used for SIS system, as well	Request verified electronic transcripts from school administrators by officially signing release forms through the system	Codes and explanations that explain why students are ineligible, then allows them to make another school selection	Ability for schools to manage schedule of tours, interviews, and other admissions activities by contacting students directly in-platform
Allow families to update their contact information year-round with SIS integration	Customize reports to track the entire enrollment process, including family progress on submissions, and administrative users' workflow status. Users notified of incomplete sections, with ability for staff to view patterns/trends of incomplete applications	For schools with more complex admissions process, ability to read, score, and review applications and submissions within platform	Predictive Enrollment Analytics to provide insights to address challenges around budgeting, facilities, and staff planning, and promotes data-driven decisions for management teams and school boards
Separate application portals for new-to-District versus non-District families. Archive, rather than delete, inactive accounts (for students who transition out-of-district)	Tooltips that users can turn on/off to guide through the application process. For instance, a tooltip reminding parents to input PSSA scores prior to hitting "submit."	LeGare and appeals processes run in-platform (no external information or data entry required)	Streamline communication with easy email notifications to all applicants on their application status following the lottery results
Self-service password reset with use of mobile text code and notification	Counselors receive edit and notification access for students currently attending their schools	Ability to customize algorithm, weightings, and preferences by school and grade with pre-built scenario modeling; ability to change weightings at the District level	Online registration for students accepted through the lottery. Students can officially enroll in school and submit additional information, documents, and records
Provide email address deliverability and validation, helping to understand why particular messages may have bounced or skipped in transit.	Make sure every field that users must complete are already within the application (e.g., test scores)	Update "eligible" and "ineligible" language for LeGare and project/performance-based applicants to state "qualified" or "unqualified"	Automatically emails and texts students and parents when movement on a waitlist occurs, with ability to customize preferences (e.g., any movement, offer received, etc.)
Enable Live artificial intelligence (AI) chatbot to limit helpdesk calls	Application automatically rejects forms not in an acceptable format (e.g., common transcript)	Automatically notify when applications are incomplete and tag counselors to notifications	Waitlist management - allow students to monitor their place in the queue on their phone and receive notifications, get an estimate of their chances of getting off the waitlist, opt out of the list at any time, and be contacted through several methods when a seat becomes available
Comprehensive manual – technical and non-technical, updated on an feature-release basis (either paper-based or an online wiki)	Timeline and calendar embedded within application portal, with ability to view by clicking on a button at anytime	Allow students to update their school selection after learning of ineligibility	



Appendices

Appendix A. Proposed Communication Timeline

Date	Message	Audience	Timeline/Process Change
1st – 12th Grade			
June 13th – July 24th	Leveraging short-term recommendations in this report, define selection process for upcoming year	Internal staff	New
June 20th	Communicate to schools that the District will define criteria for Fall 2023 in collaboration with school principals between July 1st – July 21st	School leaders	New
July 1st – August 1st	Align with schools on specific criteria requirements. Ensure all criteria is in layman's terms (e.g., raw score, number of absences, numerical grades). *In future years, ideally to be finalized in late Spring*	School leaders	Update
July 24th – Aug 3rd	Prepare documentation and communications for selection process, work with departments to check for understanding	Internal staff	
Aug 3rd – August 11th	Translate documentation and communications into additional languages, ensuring proper reviews with native speakers	Communications Team	
August 14th	In easy-to-understand language, announce the detailed selection process, timeline and key dates, appeals process, highlighting all changes to the school selection process that differ from previous year. Include information on the eligibility landing page, include town hall information	District-wide (publicly)	Update

August 14th *(offer May 1st in future years)*	Publish "How the Lottery Works" and LeGare review steppers and communication for how to leverage *(if feasible)*	District-wide (publicly)	New
August 30th	Host counselor/school staff training (interpreters) #1 for all counselors who serve students participating in school selection (record)	Counselors and school staff aiding in the selection process	Update
August 31st	Host counselor/school staff training (interpreters) #2 for all counselors who serve students participating in school selection (record)	Counselors and school staff aiding in the selection process	Update
Sep 5th – 6th	Host school selection townhalls	Families	
Sep 7th – 8th	Host LeGare Impartial Review townhalls	Families, Counselors	
August 30th	Publish themes and high-level notes from town halls. Highlight if any follow up actions will be taken by District, available on the website	Publish district wide, send out communication to families	Update
August 30th	Remind audience of selection information, key dates, and resources (reminder) via website and flyers. Include information about application assistance labs and school information resources	Families	
Sept 4th	External counselors to confirm training attendance and complete questionnaire to receive SchoolMint access	External Counselors/appropriate school staff	
Sept 15th	Open application window on the first day of school, announce to families. Include information (in communications, and in student and family portal) to reference eligibility landing page for criteria-based schools	District-wide	
Sept 15th – Oct 27th	Host weekly application assistance labs at the District office and participating high schools for troubleshooting and general help	Families	New
Sept 15th – Oct 27th	Offer office hours for counselors and school staff	Counselors/school staff	
Mid Sep –Oct	Host alternative assessments on Saturdays: Sept 23rd, Sept 30th, Oct 14th (other dates as needed)	Students	
Oct 2nd	Reminder Communication: School selection deadline is Friday, October 27th	District-wide	
Oct 16th	Reminder Communication: School Selection Deadline is Friday, October 27th	District-wide	
Oct 26th	Final Reminder: Application window closes tomorrow, October 27th	District-wide	
Oct 27th	Last day to upload alternative assessments		Update
Oct 27th	Last day to submit advocacy folders for LeGare Impartial Review	Families of students who participate in the LeGare process	
Oct 27th	Application window closes		
Oct 30th	Communication that LeGare Impartial Review will now be conducted for interview, project, and performance-based schools	Counselors/ school staff	New
Oct 27th – Dec 15th	OSEP audits academic data, ORE audits test scores, and communicates to counselors. OSEP and ORE to prioritize 1) review of all common transcripts, 2) applications to performance/project-based schools with requests for waived criteria to allow LeGare to get started as soon as possible. 3) non-LeGare students to performance and project-based schools 4) LeGare students to all CB schools 5) all remaining non-District students; 6) all other students and schools	Counselors	
Nov 3rd	Communication to applicants that did not submit the required common transcript form or have missing or incomplete fields/pages school Selection Application - Immediate Action Required by Wednesday, Nov 8th	School Selection applicants that did not submit the required common transcript form or with fields/pages were incomplete	

Nov 7th	Reminder communication to applicants that did not submit the required common transcript form or have missing or incomplete fields/pages school Selection Application - Immediate Action Required by Tomorrow, Nov 8th	School Selection applicants that did not submit the required common transcript form or with fields/pages were incomplete	
Nov 9th	Systems team runs eligibility script for performance and project-based schools, and results per each student's application are posted	Counselors/school staff	
Nov 10th	OSEP reviews missing data for interview, project, and performance-based schools	Internal	
Oct 30th – Nov 10th	LeGare Impartial Review is being conducted for interview, project, and performance-based schools from now until Nov 13th (prioritize students without missing information in first week, since those families will be contacted)	Counselors/ school staff	
Nov 13th	Communication that LeGare Impartial Review will now be conducted through Dec 15th for remaining criteria-based schools	Counselors/ school staff	New
Nov 15th – Dec 15th	LeGare Impartial Review is conducted for remaining criteria-based schools	Counselors/school staff	
Nov 14th	Schools, families, and students that participated in LeGare Impartial Review process and applied to performance, project-based schools are notified of their results	Families, students, counselors/school staff	Update
Nov 14th	Schools are provided with all contact information for eligible students, to contact for auditions/interviews	Performance/Project based schools	
Nov 14th	For eligible students, communication for scheduling interview, performance, or project at selected schools is provided	Families of students for performance or project-Based Schools	
Nov 17th – Dec 20th	Interviews, performances, and project reviews take place. Results are not published until all criteria-based school results are published	All families of students who apply for interview, performance, or project-based schools	Update
Dec 18th	Eligibility script for criteria-based schools (non-performance, project based, non-LeGare) is run	Internal	
Dec 19th	Schools, families, and students that participated in LeGare Impartial Review process are notified of their results	Families of LeGare Eligible students for all other Criteria-Based Schools (NOT performance or project-based schools)	Update
Dec 19th	Eligibility information is communicated for all criteria-based schools. Results (in form of eligible/ineligible) are provided to students that completed interviews/auditions. Communications clearly inform that for students that had interviews/auditions, if their application now says "ineligible," it means they did not pass the audition process. Information is shared for those would like to appeal. Communicate to students that participated in LeGare that they are ineligible for additional appeal	Counselors/school staff, and all families that applied to criteria-based schools	Update
Dec 20th	Students who went through interview or audition process and were not selected are notified and provided reasoning	Students	New
Dec 19th - Jan 10th	Appeals window opens for students appealing eligibility (not for performance results)	Students, parents/guardians	
Dec 19th – Jan 12th	Appeals requests are reviewed as they come in by Student Rights and Responsibilities. Results are not shared until after the deadline	Counselors/school staff	
Jan 3rd – Jan 17th	Lottery tested in sandbox (not contingent on students that submitted appeals)	Internal	
Jan 4th	Communication reminder to students to submit appeals request by Friday, Jan 12th	Families of LeGare review students who submitted an Appeals request	
Jan 9th	Communication reminder to let stakeholders know the lottery decisions will be released Jan 26th, and accept/deny responses are requested a week after	Counselors/school staff, parents/guardians, students	New

Jan 10th	Communication reminder to families to submit appeals request by Friday, Jan 12th	Counselors/school staff, parents/guardians, students	
Jan 10th	Appeals deadline	Families	
Jan 18th	Appeals decisions communicated	Counselors/school staff, parents/guardians, students	New
Jan 19th	Lottery run	Internal	
Jan 19th – Jan 25th	Lottery results analyzed to prepare District for public response and equip schools with information needed, if any	Internal	Update
Jan 26th	Lottery results released. Information that student decisions are required by Feb 2nd, as well as waitlist process	Applicants (message received based on activity in system) and District-wide messaging	
Jan 29th	Communication reminder for students to respond to lottery decisions	Counselors/school staff, parents/guardians, students	New
Feb 2nd	Students to respond to lottery decisions	Counselors/school staff, parents/guardians, students	
Feb 6th	Waitlist results are posted. Communication is shared	Counselors/school staff, parents/guardians, students	Update
Feb 6th - *ongoing*	Waitlist shall be updated on a weekly cadence (for example, Monday - Tuesday at 5pm), with responses required by the following Monday at 5pm, to prevent having to check constantly. Schools to make available space requests by Friday EOD.	District-wide (publicly)	
Apr 1st – May 3rd	After the waitlist, if seats are empty, work with schools and school leaders to fill these seats from students who did not receive offers	District-wide (publicly)	New
By Apr 1st	Schools required to notify all families of next steps for following year	Families	Update
By Apr 1st	District issues request for proposal (RFP) for third-party assessment to assess the following year's process	Internal staff	New
May 1st	As scores become available, encourage schools to submit PSSA scores once they are released	District-wide (publicly)	New
Kindergarten and New-to-District Applicants			
Jan 31st	Announcement: Kindergarten and New-to-District school selection process (for new-to-district, if there is space, no waiting list, and students meet the criteria)	Philadelphia-wide	New
Feb 2nd	Host Kindergarten and New to District town hall	Families	New
Feb 5th – Mar 29th	Kindergarten in-catchment registration	Philadelphia-wide	
Apr 1st	Accurate numbers of seats available of participating schools shared with families	District-wide	New
Apr 1st – May 3rd	Out-of-catchment and citywide registration for schools with open seats	Philadelphia-wide	New
May 17th	Lottery results released	Families	

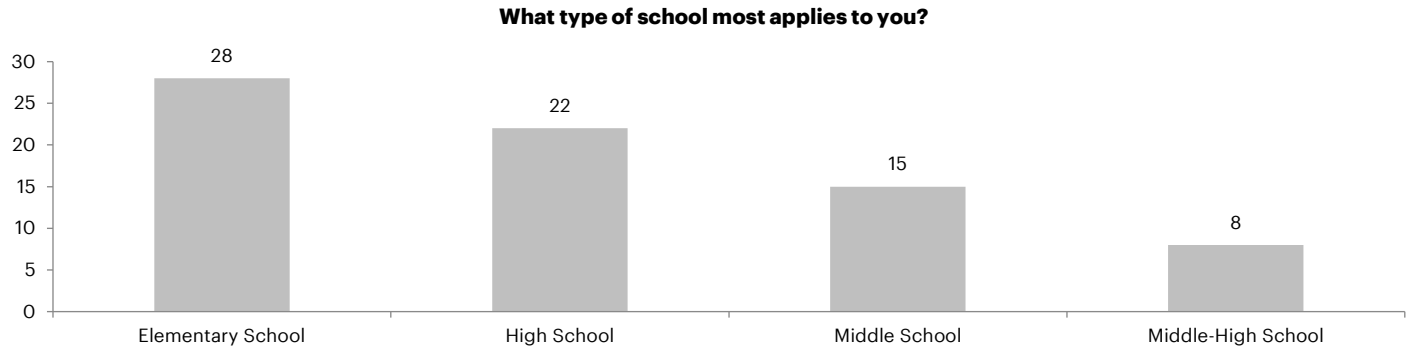
Appendix B. Counselor Survey

The District made significant changes to the school selection process in Fall 2022. Accenture has been brought in to conduct a third-party evaluation to assess if this new process delivered on the commitments the organization shared publicly, the outcomes they intended, and to understand key stakeholder perceptions on the process. Additionally, Accenture administered a survey for both District and non-District counselors involved in the Fall 2022 school selection process.

The survey was open from May 15th – 19th, 2023. Of all the potential respondents, there were 116 counselors that completed the survey. Accenture did not test for significance, given the small number of respondents.

Most counselors who responded to the survey work at elementary (44.0%) and middle schools (31.9%). Of those schools, 69.8% are categorized as neighborhood (catchment) schools.

This memo summarizes the findings from the counselor survey and provides considerations to address the challenges and concerns identified by staff.



Methods

- Accenture developed and finalized the survey questions with input from the Office of Research and Evaluation.
- The survey was administered via Qualtrics, and a link was sent to both District and non-District counselors with a SchoolMint account during the Fall 2022 school selection cycle (for enrollment during SY23-24).
- The sample size was insufficient to separate District counselors and non-District counselors in analysis as (n = 10) for non-District counselors.
- Communication was sent to principals, letting them know that their counselors will be contacted by Accenture for the third-party evaluation.

Findings

Counselors who responded to the survey were likely to work at elementary (44.0%) and middle schools (31.9%). An overwhelming majority of counselors work at neighborhood (catchment) schools. Roughly one out of eight counselors (12.9%) work at criteria-based schools.

Table 1. Representativeness of Survey Respondents

Q2. Are you a counselor or in an administrative school role?	Count	Percent
Yes	99	96.1%
Other (Explain below)	4	3.9%

Table 2. School Type of Survey Respondents

School Type	Count	Survey Respondents
Elementary School	51	44.0%
Middle School	37	31.9%
High School	20	17.2%
Middle-High School	8	6.9%

Table 3. School Description

School Type	Count	Survey Respondents
Neighborhood (Catchment) School	81	69.8%
Criteria-Based School	15	12.9%
Citywide School	10	8.6%
Charter School	5	4.3%
Private School	5	4.3%

Navigating the Process

46.0% of counselors learned about the school selection process through District staff. 42.3% of counselors also learned about the Fall 2022 process through various communications (e.g., flyers, emails, and announcements).

Q5. How did you learn about the school selection process? [Select all that apply]

	Source	Count (#)	Percent (%)
Counselors	District staff	63	46.0%
	Communication (Flyer, email, announcement)	58	42.3%
	Other counselors	32	23.4%
	My principal	25	18.2%
	Event (conference, information session, school night)	20	14.6%
	Other staff	10	7.3%

Counselors largely supported students face-to-face in the application process through classroom visits (62.0%) and events (56.9%). Counselors also provided printed information (54.0%) and held office hours specifically on school selection topics (53.3%).

Q6 - I or someone at my school provided these resources to our students to support in their decision-making and application process. [Select all that apply]

	Source	Count (#)	Percent (%)
Counselors	Classroom visits	85	62.0%
	Events (high school expo, town halls, information sessions, school assembly)	78	56.9%
	Printed information sent home (flyers, newsletters, announcements)	74	54.0%
	Office Hours	73	53.3%
	Emails	68	49.6%
	Computer and technology use	60	43.8%
	High school fairs (in-person or digital)	45	32.8%
	Social media	28	20.4%
	Other (Explain below)	23	16.8%

Approximately 1 in 5 counselors (20.7%) completed most of their students' applications on their behalf. In contrast, many counselors (49.1%) did not submit any of their students' applications, suggesting less hands-on involvement for most students.

Q7. How involved were you in submitting your students' applications through the online SchoolMint system?

	Count (#)	Percent (%)
I submitted none of my student's applications on their behalf.	57	49.1%
I submitted a few of my student's applications on their behalf.	35	30.2%
I submitted most of my student's applications on their behalf.	24	20.7%

Catchment counselors, which represent the largest counselor group, submitted applications on students' behalf (46 out of 81, 56.8%) at a higher rate. 100% of counselors from charter schools who completed the survey submitted applications on their students' behalf. The lack of direct student application submissions from private schools may speak to a further need to enhance resources and training for non-District staff.

School Type	I submitted a few of my student's applications on their behalf.	I submitted most of my student's applications on their behalf.	I submitted none of my student's applications on their behalf.
Charter	3	2	0
Citywide	2	2	6
Criteria-Based	3	0	12
Neighborhood (Catchment)	26	20	35
Private	1	0	4

District's Commitment to the Selection Process

1 out of 3 counselors did not have a firm grasp of understanding on the school selection process. Only 1 out of 5 counselors strongly agreed that they understood how the school selection process worked.

Q9. Overall, I understood how the school selection process worked.

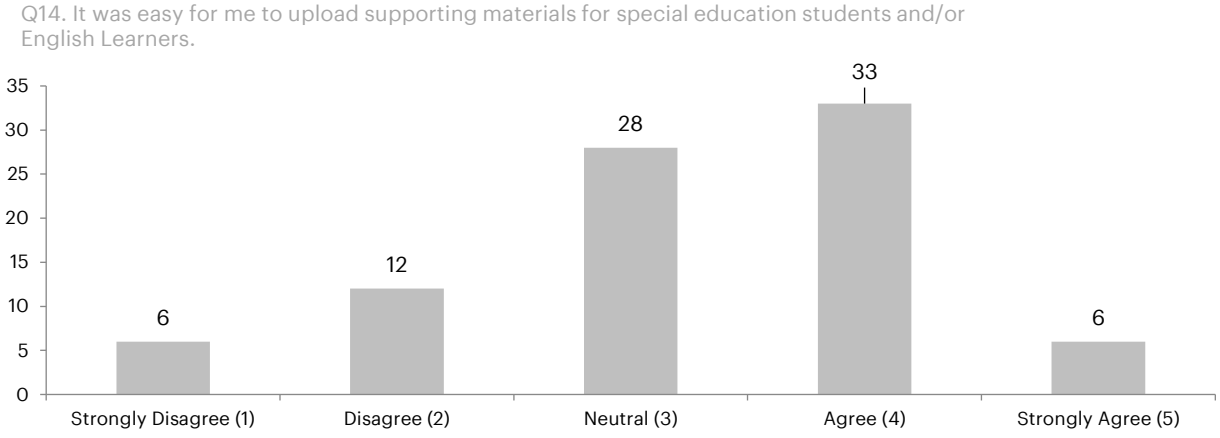
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	5	12	23	47	23
%	4.5%	10.9%	20.9%	42.7%	20.9%

65.9% of counselors experienced technical difficulties when viewing SchoolMint, the school selection platform, to monitor or modify applications.

Q13. I experienced technical difficulties when viewing the SchoolMint system to monitor or modify applications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	7	4	22	37	27
%	7.2%	4.1%	22.7%	38.1%	27.8%

78.8% of counselors found it easy to upload support materials for students with accommodations. Counselors who found the experience difficult were likely to work in catchment schools, of which the majority submitted a few or most applications on their students' behalf.

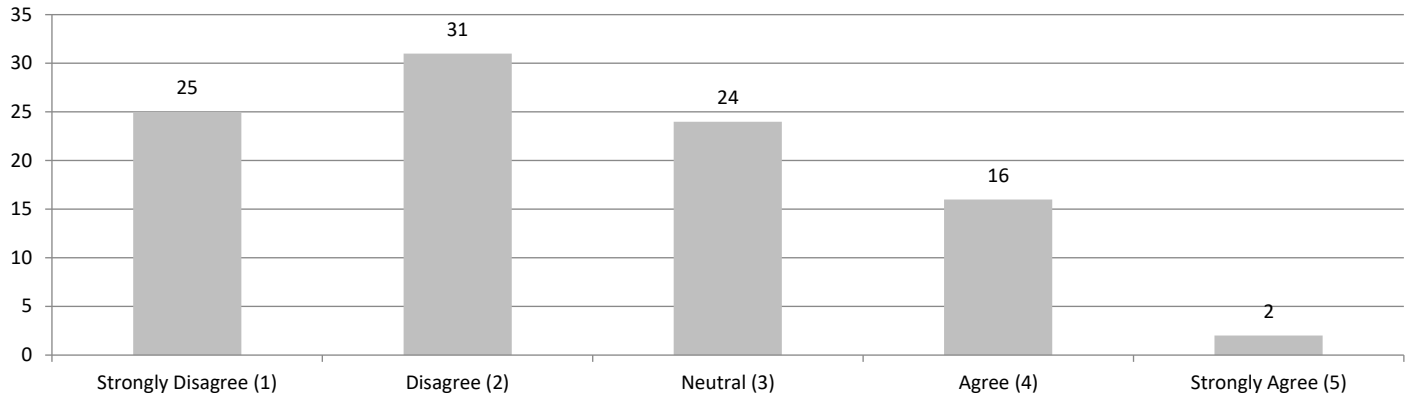


Q14. It was easy for me to upload supporting materials for special education students and/or English Learners. [By School Type]

School Type	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Charter	0	0	1	1	1
Citywide	0	0	2	3	0
Criteria-Based	0	1	4	3	1
Neighborhood (Catchment)	6	11	20	25	4
Private	0	0	1	1	0

55.9% of counselors did not find the application easy for their schools' families to understand and complete. This sentiment was highest for charter school counselors (75% disagreed), followed by neighborhood school counselors (of which 30.8% strongly disagreed and 29.5% disagreed) and criteria-based school counselors (7.7% strongly disagreed and 38.5% disagreed).

Q15 - The application was easy for my school's families to understand and complete.



Q15. The application was easy for my school's families to understand and complete. [By School Type]

School Type	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Charter	0.0	75.0	25.0	0.0	0.0	100
Citywide	7.7	38.5	23.1	23.1	7.7	100
Criteria-Based	30.8	29.5	24.4	14.1	1.3	100
Neighborhood (Catchment)	20	0.0	40.0	40.0	0.0	100
Private	0.0	0.0	100.0	0.0	0.0	100

94.5% of counselors were aware that different schools have different admission criteria.

Q19. I was aware that different schools have different admission criteria.

	Count	Percent
Yes	104	94.5%
I don't know	3	2.7%
No	3	2.7%

92.7% of counselors were aware of the policy that if their students did not meet a school's criteria, they would not be eligible for the lottery at that school.

Q20. I was aware of the policy that if a student did not meet a school's criteria, they would not be eligible for the lottery at that school.

	Count	Percent
Yes	102	92.7%
I don't know	4	3.6%
No	4	3.6%

78.6% of counselors shared that their students applied to at least one school where they did not meet that school's criteria. Further investigation is needed on the implications of eligibility criteria was communicated to staff, and if there were opportunities to check for understanding.

Q21. My students applied to at least one school where they did not meet that school's criteria.

	Count	Percent
Yes	77	78.6%
No	11	11.2%
Does Not Apply	10	10.2%

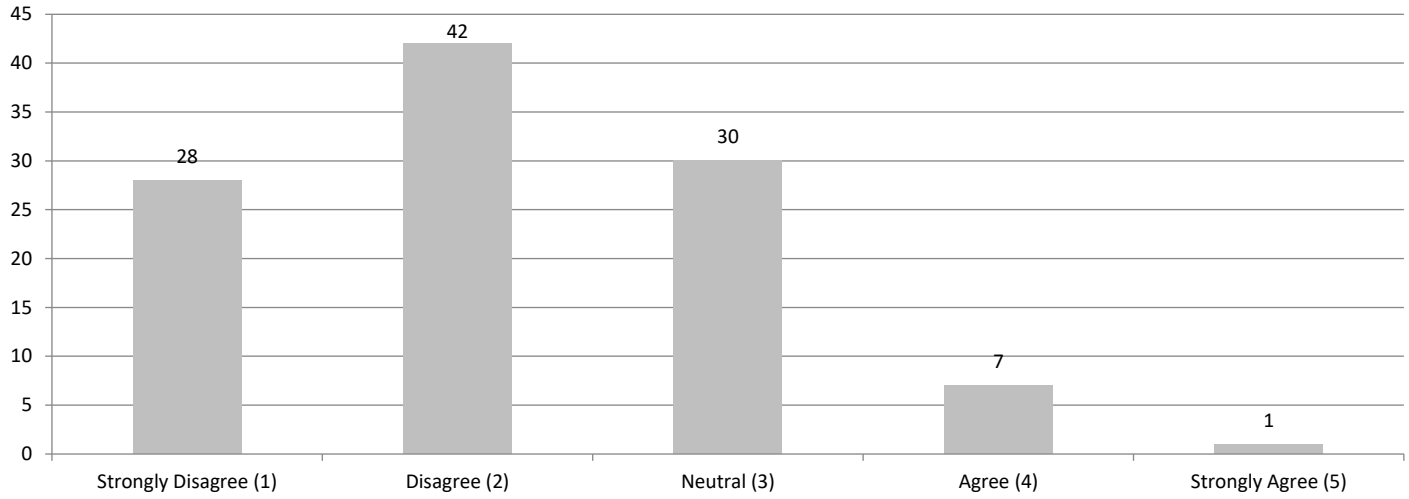
District's Communication on the Selection Process

64.7% of counselors felt that they had sufficient information to effectively communicate the process to their students and families in the languages they understood. Elementary school counselors disagreed with this statement at a higher rate (8.2% strongly disagreed and 16.3% disagreed) compared to other counselor groups, indicating that there may be larger immigrant populations that do not speak English or Spanish in grades K-4.

Q12. Information regarding the selection process was communicated to my students and families in the languages they understood.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	7	11	17	48	16
Percent	7.1%	11.1%	17.2%	48.5%	16.2%

Q10. Overall, I was satisfied with the school selection process.



Q12. Information regarding the selection process was communicated to my students and families in the languages they understood. [By Grade Range]

Grade Range	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Elementary School	4	8	6	27	4
High School	0	2	3	3	2
Middle School	3	1	7	15	9
Middle-High School	0	0	1	3	1

Only 29% of counselors felt that they had enough resources to create a structure to best support their students. 40.2% of counselors felt as if they did not.

Q11. I had enough resources to create a structure to best support my students throughout the entire selection process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	11	32	33	23	8
Percent	10.3%	29.9%	30.8%	21.5%	7.5%

Overall Perception of the School Selection Process

64.8% of counselors were dissatisfied with the Fall 2022 school selection process. Only one counselor (0.9%) was strongly satisfied.

For criteria-based schools, satisfaction with the following evaluation criteria (grades, attendance, and PSSA scores) varied by criterion.

- 74.3% of counselors agree or strongly agree with being satisfied with **grades** as an evaluation criterion.
- 62.2% of counselors agree or strongly agree with being satisfied with **attendance** as an evaluation criterion.
- Only 24.7% of counselors agree or strongly agree with being satisfied with **PSSA** as an evaluation criterion.

Q16_1. I am satisfied with the following evaluation criteria – Grades.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	4	11	12	59	19
Percent	3.8%	10.5%	11.4%	56.2%	18.1%

Q16_2. I am satisfied with the following evaluation criteria – Attendance

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	8	16	16	47	19
Percent	7.5%	15.1%	15.1%	44.3%	17.9%

Q16_3. I am satisfied with the following evaluation criteria – PSSA

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	27	28	24	20	6
Percent	25.7%	26.7%	22.9%	19.0%	5.7%

If counselors could improve upon the school selection process, they would remove the lottery (31.4%), change the eligibility criteria (29.2%), and enhance communication (24.1%). Few counselors would want to remove the zip code preference (7.3%) or standardize resources (2.9%).

Q30. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]

Choice	Percent	Count
Removing the lottery	31.4%	43
Changing the eligibility criteria	29.2%	40
Better communication about on the process and admission requirements	24.1%	33
More resources in assisting and supporting students and their families	23.4%	32
Communicate changes with more advanced time	21.9%	30
Enabling schools to interview prospective students	21.2%	29
Allow students to rank their school choices	13.9%	19
Other (Explain below)	13.9%	19
Providing more time to complete the application	13.9%	19
Centralized school tour and shadowing calendar	12.4%	17
Provide more professional development for school staff who will support students	7.3%	10
Removing the zip code preference	7.3%	10
Offering more standardized resources	2.9%	4

Considerations

The following considerations were developed by Accenture based on the feedback received from counselors on the survey. Accenture reviewed emerging themes from ~130 comments. Below are the top themes that counselors provided.

Is there anything else you would like to share with us?

Theme 1: Counselors expressed a need for more sufficient training about the school selection process.

- Non-District counselors felt as if they did not have enough training to turnkey the process to their families and other staff.
- During training, counselors were not able to get all their LeGare questions answered.

Theme 2: SchoolMint and supporting platforms are not user-friendly, providing misleading information to applicants.

- When PSSA scores are submitted, students receive a green check even if scores are inputted incorrectly.
- Students with high scores were initially determined to be ineligible due to a glitch in the system.
- Students who are not eligible are not blocked from schools they don't qualify for.

Theme 3: The process to determine LeGare eligibility is unwieldy.

- Trying to upload files for LeGare was a hassle and repetitive.
- IEP files that were unreadable or could not be opened were marked ineligible with no explanation for families or counselors.
- Parents do not have adequate knowledge to make informed decisions on which schools can best support students with IEPs and special education programming.

Theme 4: While students and parents/guardians require counselor support, counselors' ability in SchoolMint has decreased.

- The district has removed the ability of the counselors to view, alter and submit applications however, we are still responsible for the submissions.
- The ability to track applications and generate reports is housed within a different platform from SchoolMint.
- Counselors do not receive emails when students are accepted off the waitlist. Instead, notifications are sent to students' emails, in which they may miss updates.

Counselor Questions

1. Are you a counselor or in an administrative school role?
    - Yes
    - No
    - Other (Explain below)
2. What type of school most applies to you?
    - Elementary School
    - Middle School
    - Middle - High School
    - High school
3. How would you describe your school?
    - Neighborhood School (Catchment School)
    - Charter School
    - Private School
    - Citywide School
    - Criteria-based School
4. **Grid:** How did you learn about this year's school selection process? [Select all that apply].

- Communication (Flyer, email, announcement)
    - Event (conference, information session, school night)
    - News media (radio, tv, newspapers)
    - My principal
    - District staff
    - Other counselors
    - Other staff
    - Other (Explain below)
5. **Grid View:** I or someone at my school provided these resources to our students to support in their decision-making and application process. [Select all that apply]
    - Events (high school expo, town halls, information sessions, school assembly)
    - Emails
    - Printed information sent home (flyers, newsletters, announcements)
    - Office Hours
    - Classroom visits
    - Computer and technology use
    - Social media
    - High school fairs (in-person or digital)
    - Other (Explain below)
6. How involved were you in submitting your students' applications through the online SchoolMint system?
    - I submitted none of my student's applications on their behalf.
    - I submitted a few of my student's applications on their behalf.
    - I submitted most of my student's applications on their behalf.

For the next set of questions, we want to understand your perception of the current school selection process. For each question, select your response, on a scale of 1-5 from Strongly Disagree (1) to Strongly Agree (5).

7. Overall, I understood how the school selection process worked.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
8. Overall, I was satisfied with the school selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
9. I had enough resources to create a structure to best support my students throughout the entire selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
10. Information regarding the selection process was communicated to my students and families in the languages they understood.

- [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]

11. I experienced technical difficulties when viewing the SchoolMint system to monitor or modify applications.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
12. It was easy for me to upload supporting materials for special education students and/or English Learners.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
13. The application was easy for my school's families to understand and complete.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
14. **Grid:** The following school selection criteria were fair.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        1. Standardized Assessment Scores (e.g., PSSA)
        2. Attendance
        3. Grades
15. I understand how the school selection process lottery works.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
16. I am satisfied with the school selection lottery process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
17. I was aware that different schools have different admission criteria.
    - Yes
    - No
18. I was aware of the policy that if a student did not meet a school's criteria, they would not be eligible for the lottery at that school.
    - Yes
    - No
19. My student's applied to at least 1 school where they did not meet that school's criteria.
    - Yes
    - No
    - I don't know
    - Does Not Apply
20. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]
    - Allow students to rank their school choices
    - More resources in assisting and supporting students and their families
    - Better communication about on the process and admission requirements
    - Changing the eligibility criteria
    - Removing the lottery
    - Removing the zip code preference
    - Providing more time to complete the application
    - Communicate changes with more advanced time
    - Offering more standardized resources
    - Provide more professional development for school staff who will support students
    - Enabling schools to interview prospective students
    - Centralized school tour and shadowing calendar
    - Other (Explain below)

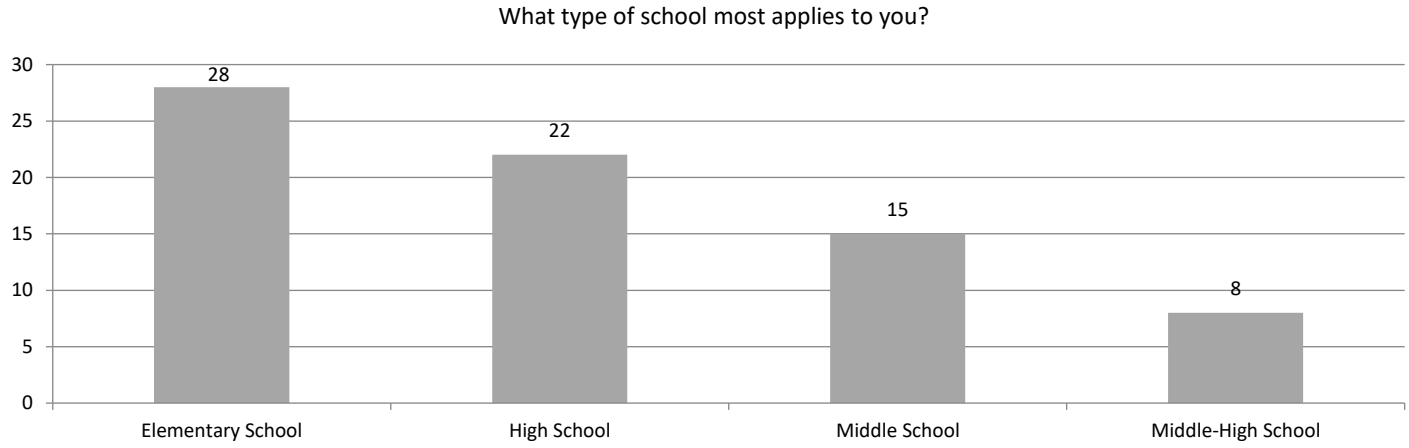
Appendix C
Principal Survey

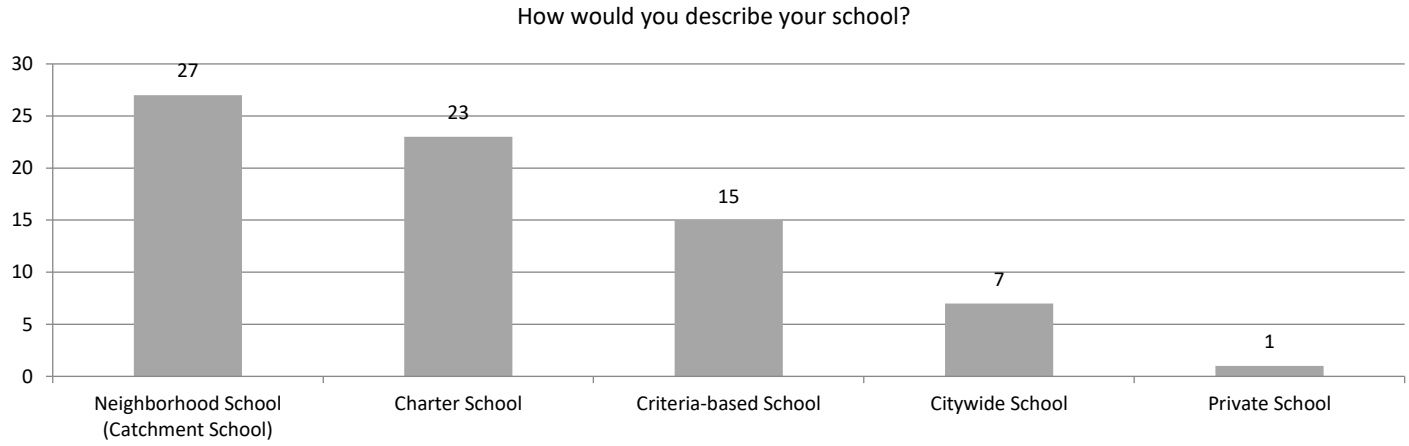
The District made significant changes to the school selection process in Fall 2022. Accenture has been contracted to conduct a third-party evaluation to assess if this new process delivered on the commitments the organization shared publicly, the outcomes they intended, and to understand key stakeholder perceptions on the process. Additionally, Accenture administered a survey for both District and non-District principals involved in the Fall 2022 school selection process.

The survey was open from May 15th – 19th, 2023. Of all the potential 107 respondents, there were 73 District and non-District principals who completed the survey. Because Accenture aimed for a sample size of 75 or higher, the organization could not test for statistical significance.

This memo summarizes the findings from the principal survey and principals' considerations to address the challenges and concerns identified by staff.

Most principals who responded to the survey work at elementary (40.3%) and middle schools (30.6%). 40.3% of principals work at neighborhood (catchment) schools. Approximately, 1 out of 3 of principals who completed the survey work at criteria-based schools (27.4%) and 1 out of 5 principals work at citywide schools.





Methods

- Accenture developed and finalized the survey questions with input from the Office of Research and Evaluation.
- The survey was administered via Qualtrics, and a link was sent to both District and non-District principals with a SchoolMint account during the Fall 2022 school selection cycle (for enrollment during SY23-24).
- Communication was sent to principals, letting them know that their principals will be contacted by Accenture for the third-party evaluation.
- When there is a difference between District and non-District principal responses, results are split to show the trends across each.

Findings

Principals who responded to the survey were likely to work at elementary (38.4%) and middle schools (20.5%). An overwhelming majority of principals work at neighborhood (catchment) schools (37.0%). 1 out of 5 of principals who completed the survey work at criteria-based schools (20.5%) and approximately 1 out of 10 principals work at citywide schools.

Table 1. Representativeness of Survey Respondents

Q2. Are you a principal or in an assistant principal?	**Count**	**Percent**
Principal	57	78.1%
Assistant Principal	14	2.7%
Other (Explain below)	2	19.2%

Table 2. School Type of Survey Respondents

School Type	Count	Survey Respondents
Elementary School	28	38.4%
Middle School	15	20.5%
High School	22	30.1%
Middle-High School	8	11.0%

Table 3. School Description

School Type	Count	Survey Respondents
Neighborhood (Catchment) School	27	37.0%
Criteria-Based School	15	20.5%
Citywide School	7	9.6%
Charter School	23	31.5%
Private School	1	1.4%

Navigating the Process

29.5% of principals learned about the school selection process through various communications (e.g., flyers, emails, and announcements). Other ways in which principals were likely to learn about the school selection process was through District staff (29.5%) and school counselors (21.0%).

Q5. How did you learn about the school selection process? [Select all that apply]

	Source	Count (#)	Percent (%)
Principals	Communication (Flyer, email, announcement)	31	29.5%
	District staff	31	29.5%
	School counselor	22	21.0%
	Other principals	15	14.3%
	News media (radio, tv, newspapers)	13	12.4%
	Event (conference, information session, school night)	8	7.6%
	Other (Explain below)	7	6.7%
	Other staff	2	1.9%

Principals largely supported students in the application process through events (42.9%) and printed information sent home (43.8%). Principals provided resources about the school selection process via computer and technology use (23.8%), or through social media (20.0%) at much lower rates.

Q6 - My school provided these resources to our students to support in their decision-making and application process. [Select all that apply]

	Source	Count (#)	Percent (%)
Principals	Events (high school expo, town halls, information sessions, school assembly)	45	42.9%
	Printed information sent home (flyers, newsletters, announcements)	46	43.8%
	Emails	37	35.2%
	Office Hours	32	30.5%
	Classroom visits	32	30.5%
	High school fairs (in-person or digital)	30	28.6%
	Computer and technology use	25	23.8%
	Social media	21	20.0%
	Other (Explain below)	12	11.4%

District's Commitment to the Selection Process

56% of principals understood how the school selection process worked. Roughly 1 out of 4 principals (25.8%) did not have a firm grasp of understanding on the school selection process.

Q8. Overall, I understood how the school selection process worked.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	5	12	12	28	9
%	7.6%	18.2%	18.2%	42.4%	13.6%

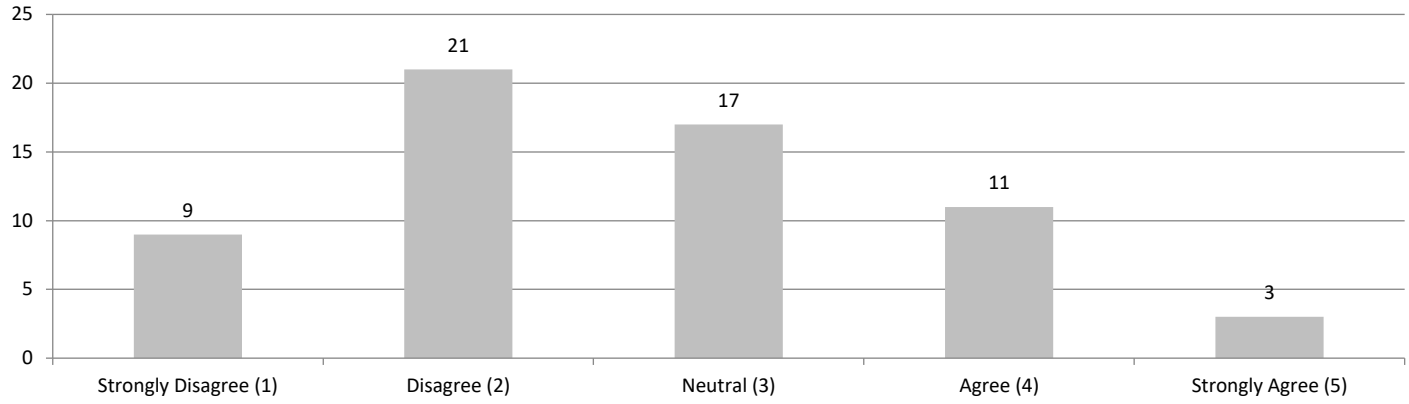
41.5% of principals experienced technical difficulties when viewing SchoolMint, the school selection platform, to monitor or modify applications. Approximately a quarter of principals (26.5%) did not experience much or any difficulties.

Q13. I experienced technical difficulties when viewing the SchoolMint system to monitor or modify applications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	3	11	17	10	12
%	5.7%	20.8%	32.1%	18.9%	22.6%

49.2% of principals did not find the application easy for their schools' families to understand and complete. This sentiment was highest for criteria-based principals (66.7% strongly disagreed or disagreed) and for neighborhood principals (48% strongly disagreed or disagreed).

Q11. The application was easy for my school's families to understand and complete.



Q11. The application was easy for my school's families to understand and complete. [By School Type]

School Type	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Charter	29.4%	11.8%	29.4%	29.4%	0.0%	100
Citywide	16.7%	33.3%	16.7%	16.7%	16.7%	100
Criteria-Based	16.7%	50.0%	25.0%	0.0%	8.3%	100
Neighborhood (Catchment)	4.0%	44.0%	28.0%	20.0%	4.0%	100
Private	0.0%	0.0%	100.0%	0.0%	0.0%	100

Q11. The application was easy for my school's families to understand and complete. [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	9.3%	44.2%	25.6%	14.0%	7.0%	100
Non-District	27.8%	11.1%	33.3%	27.8%	0.0%	100

89.2% of principals were aware that different schools have different admissions criteria.

Q19. I was aware that different schools have different admissions criteria.

	Count	Percent
Yes	58	89.2%
No	7	10.8%

Only 44.6% of principals were aware of the policy that if their students did not meet a school's criteria, they would not be eligible for the lottery at that school. 41.5% of principals expressed that they did not know enough about eligibility criteria for criteria-based schools.

Q19. I was aware of the policy that if a student did not meet a school's criteria, they would not be eligible for the lottery at that school.

	Count	Percent
Yes	29	44.6%
I don't know	27	41.5%
No	9	13.8%

75.0% of principals shared that their students applied to at least one school where they did not meet that school's criteria. Further investigation is needed on the implications of eligibility criteria was communicated to principals and staff, and if there were opportunities to check for understanding.

Q20. My students applied to at least one school where they did not meet that school's criteria.

	Count	Percent
Yes	36	75.0%
No	11	22.9%
Does Not Apply	1	2.1%

	District	Non-District
Yes	24	11
No	1	0
Does Not Apply	11	0

72.5% of principals hoped they could consider students who did not meet all criteria for enrollment. Of the total population that responded, 38% stated "Does Not Apply," given that their schools did not have eligibility criteria for enrollment.

Q21. I had hoped that I would be able to consider students who did not meet all criteria for enrollment.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	1	3	7	7	22
Percent	2.5%	7.5%	17.5%	17.5%	55.0%

District's Communication on the Selection Process

36.7% of principals felt as if they did not receive enough information to prepare staff and students for the application process. However, 36.8% believe that they received enough information.

Q10. I received enough information to prepare my staff and students for the application process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	9	16	16	20	5
Percent	13.2%	23.5%	23.5%	29.4%	7.4%

58.8% of principals had sufficient information to effectively communicate the process to their students and families in the languages they understood.

Q12_1. Information regarding the selection process was communicated to my students and families in the languages they understood.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	3	7	12	30	10
Percent	4.4%	10.3%	17.6%	44.1%	14.7%

Q12_2. Information regarding the selection process was communicated to my students and families in the languages they understood. [By Grade Range]

Grade Range	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Elementary School	1	2	5	14	4
High School	1	2	5	9	0
Middle School	0	3	1	4	4
Middle-High School	1	0	1	3	2

Q12_3. Information regarding the selection process was communicated to my students and families in the languages they understood. [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	2.3%	9.1%	25.0%	52.3%	11.4%	100
Non-District	11.1%	16.7%	5.6%	38.9%	27.8%	100

Only 32.4% of principals felt that they had enough resources to create a structure to best support their students. 44.1% of principals felt as if they did not have enough resources.

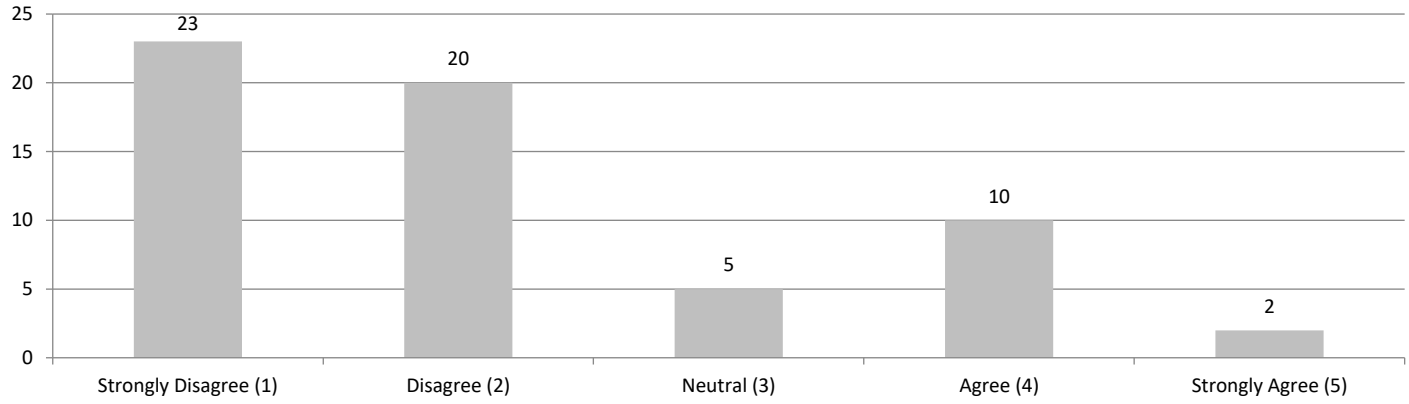
Q11. I had enough resources to create a structure to best support my students throughout the entire selection process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	9	21	14	17	5
Percent	13.2%	30.9%	20.6%	25.0%	7.4%

Overall Perception of the School Selection Process

An overwhelming majority of principals were not satisfied with the Fall 2022 school selection process. 71.6% were dissatisfied. Only two principals (3.3%) were strongly satisfied.

Q10. I am satisfied with the school selection process.



Q10. I am satisfied with the school selection process. [District vs Non-District]

Grade Range	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
District	39.1	30.4	19.6	10.9	0
Non-District	21.1	21.1	26.3	26.3	5.3

37.1% of principals did not understand how the lottery process works.

Q15. I understand how the school selection lottery process works.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	7	16	11	20	8
Percent	11.3	25.8	17.7	32.3	12.9

Q15_1. I understand how the school selection lottery process works. [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	13.6	29.5	22.7	25.0	9.1	100
Non-District	5.6	16.7	5.6	50.0	22.2	100

For criteria-based schools, satisfaction with the following evaluation criteria (grades, attendance, and PSSA scores) varied by criterion.

- 57.3% of principals agreed with using **grades** as an evaluation criterion.
- 57.4% of principals agreed with using **attendance** as an evaluation criterion.
- Only 29.4% of principals agreed with using the **PSSA** as an evaluation criterion.

Q16_1. I am satisfied with the following evaluation criteria – Grades

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	5	10	11	24	11
Percent	8.2%	16.4%	18.0%	39.3%	18.0%

Q16_1. I am satisfied with the following evaluation criteria – Grades [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	9.1	20.5	20.5	25.0	25.0	100
Non-District	5.9	11.8	50.9	52.9	23.5	100

Q16_2. I am satisfied with the following evaluation criteria – Attendance

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	5	11	10	20	15
Percent	8.2%	18.0%	16.4%	32.8%	24.6%

Q16_2. I am satisfied with the following evaluation criteria – Attendance [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	9.1	20.5	20.5	25.0	25.0	100
Non-District	5.9	11.8	50.9	52.9	23.5	100

Q16_3. I am satisfied with the following evaluation criteria – PSSA

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Count	12	15	16	11	7

Percent	19.7%	24.6%	26.2%	18.0%	11.5%

Q16_3. I am satisfied with the following evaluation criteria – PSSA. [District vs Non-District]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
District	22.2	24.4	28.9	13.3	11.1	100
Non-District	12.5	25.0	18.8	31.3	12.5	100

If principals could improve upon the school selection process, they would interview prospective students (27.6%), change the eligibility criteria (24.8%), and enhance communication (15.2%). Few principals would want to centralize the school tour and shadowing calendar (6.7) or offer more standardized resources (1.9%).

Q30. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]

Choice	Percent	Count
Enabling schools to interview prospective students	27.6%	29
Changing the eligibility criteria	24.8%	26
Better communication about on the process and admission requirements	15.2%	16
Removing the lottery	14.3%	15
Communicate changes with more advanced time	13.3%	14
Removing the zip code preference	12.4%	13
Allow students to rank their school choices	11.4%	12
More resources in assisting and supporting students and their families	11.4%	12
Other (Explain below)	11.4%	12
Providing more time to complete the application	8.6%	9
Provide more professional development for school staff who will support students	7.6%	8
Centralized school tour and shadowing calendar	6.7%	7
Offering more standardized resources	1.9%	2

Considerations

The following considerations were developed by Accenture based on the feedback received from principals on the survey.

Is there anything else you would like to share with us?

1. **Open enrollment**: Allow students to select again for any open seats once enrollments are initially determined.
2. **Eliminate K-8 school selection:** Consider eliminating school selection for K-8.
3. **Invest in neighborhood schools** and stop letting people shop around at different schools.
4. **Criteria for CTE schools**:
    - Consider returning some degree of academic/behavioral criteria to CTE schools.
    - Provide a screener interview so that students are aware of specific expectations at each CTE school (e.g., working outside in the weather, working with animals, working in the mud, wearing boots, etc.).
5. **Revisit eligibility criteria range for IEP students**: Consider students with IEP's when they can test in the Basic range, which essentially equates to a C average.
6. **Provide schools with resources to support students with accommodations**: The District needs to assist schools that now have students with elevated needs that do not have those resources.
7. **Expand application window**:
    - Deadlines for put schools at a disadvantage. The short window to make decisions frequently included a weekend when we could not intervene.

    - The timeline constantly changed and caused anxiety and stress for all involved, especially our young Philadelphia students.
8. **Eliminate the algebra criteria** for Masterman unless there is access to a middle-high to algebra at every 8th-grade school.
9. **Offer notifications**: Send acceptance emails with counselors/principals copied so we can support children when the waitlist moves. Some children at our school missed their waitlist opportunity because they missed an email.
10. **Improve confirmation notifications**: Families and school counselors should receive immediate email confirmation that the application was submitted.
11. **More feedback opportunities for high school principals and staff**:
    - I am a high school principal. I would like to answer more questions about my experiences as a school leader who is on the receiving end.
    - I would love to be included in school selection workshops for educators.
    - Schedule time to speak with leaders outside of Central Office to discuss this process.
12. **Principals to weigh in on applicants:**
    - I think schools should be allowed to select 50% of their students for site selection.
    - The loss of human discretion has resulted in unfilled seats at some schools that could be filled with potential students.
13. **Align District and Charter timelines**: It is not clear for families that they can apply to schools in two systems - district & charter and aligning timelines might help families understand that enrollment is a thing at a certain time of year.
14. **Improve communication for new families:** Families moving into the city have a tough time navigating to try to find a school. Can the window be pushed to spring?
15. **Eliminate the lottery**: Using a lottery truly ruins the personal touch needed to truly get to know students prior to welcoming them to a difficult learning environment that is challenging.
16. **Provide considerations for students in alternative education**, who should receive a second chance and often do better when re-enrolled.
17. **Clarify how strict the eligibility criteria are**: The biggest issue is about students who do not meet the eligibility criteria. For example, if a student has more than 11 absences, but strong PSSA scores and grades, will they still be considered?
18. **Provide a grading rubric consistent across schools**: The use of school records does not allow for a straight comparison of each students' merit.
19. **Improve SchoolMint notifications**: The communication post lottery has been difficult. Many of the students' email addresses are counselor email addresses. Please share student email addresses as well. It a tedious process to try to reach out to SDP students based on their student ID. As a result, less than half of our expected students responded for our welcome night.
20. **Maximize at least one offer per student**: The most important thing is that the algorithm for the lottery needs to be changed to make sure every student gets into one school whose criteria they meet.
21. **Improve communications regarding LeGare process**: The timing and results of the LeGare process were very confusing and unfair this year – with SchoolMint at times providing contradicting updates on whether students met admissions criteria.
22. **Communicate with charter schools earlier**: Communication with charters has been absent, late and/or incorrect on too many occasions to count. This automatically puts students who attend charters at a disadvantage.
23. **Incorporate principals in decision-making**: The process was not shared with Principals until after the decisions were made.
24. **Strive for continuity in middle-high schools**: The high school process adversely affects middle school selection processes.
25. **Increase catchment school marketing efforts** so that the process is fairer.
26. **Allow schools to interview students**: to provide seats to students that experience testing anxiety, missed PSSAs, etc.
27. **Monitor district attrition**: The District lost many families to charters, private schools, an even some moved out of the area to accommodate their children's educational needs when the process was removed from principals and school teams.

Principal Questions

21. Are you a principal or in an administrative school role?
    - Yes
    - No
    - Other (Explain below)
22. What type of school most applies to you?
    - Elementary School
    - Middle School
    - Middle - High School
    - High school
23. How would you describe your school?
    - Neighborhood School (Catchment School)
    - Charter School
    - Private School
    - Citywide School
    - Criteria-based School
24. **Grid:** How did you learn about this year's school selection process? [Select all that apply].
    - Communication (Flyer, email, announcement)
    - Event (conference, information session, school night)
    - News media (radio, tv, newspapers)
    - My principal
    - District staff
    - Other principals
    - Other staff
    - Other (Explain below)
25. **Grid View:** I or someone at my school provided these resources to our students to support in their decision-making and application process. [Select all that apply]
    - Events (high school expo, town halls, information sessions, school assembly)
    - Emails
    - Printed information sent home (flyers, newsletters, announcements)
    - Office Hours
    - Classroom visits
    - Computer and technology use
    - Social media
    - High school fairs (in-person or digital)
    - Other (Explain below)
26. How involved were you in submitting your students' applications through the online SchoolMint system?
    - I submitted none of my student's applications on their behalf.
    - I submitted a few of my student's applications on their behalf.
    - I submitted most of my student's applications on their behalf.

For the next set of questions, we want to understand your perception of the current school selection process. For each question, select your response, on a scale of 1-5 from Strongly Disagree (1) to Strongly Agree (5).

27. Overall, I understood how the school selection process worked.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
28. Overall, I was satisfied with the school selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
29. I had enough resources to create a structure to best support my students throughout the entire selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]

30. Information regarding the selection process was communicated to my students and families in the languages they understood.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
31. I experienced technical difficulties when viewing the SchoolMint system to monitor or modify applications.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
32. It was easy for me to upload supporting materials for special education students and/or English Learners.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
33. The application was easy for my school's families to understand and complete.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
34. **Grid:** The following school selection criteria were fair.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        1. Standardized Assessment Scores (e.g., PSSA)
        2. Attendance
        3. Grades
35. I understand how the school selection process lottery works.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
36. I am satisfied with the school selection lottery process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
37. I was aware that different schools have different admission criteria.
    - Yes
    - No
38. I was aware of the policy that if a student did not meet a school's criteria, they would not be eligible for the lottery at that school.
    - Yes
    - No
39. My student's applied to at least 1 school where they did not meet that school's criteria.
    - Yes
    - No
    - I don't know
    - Does Not Apply
40. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]
    - Allow students to rank their school choices
    - More resources in assisting and supporting students and their families
    - Better communication about on the process and admission requirements
    - Changing the eligibility criteria
    - Removing the lottery
    - Removing the zip code preference
    - Providing more time to complete the application
    - Communicate changes with more advanced time
    - Offering more standardized resources
    - Provide more professional development for school staff who will support students
    - Enabling schools to interview prospective students
    - Centralized school tour and shadowing calendar
    - Other (Explain below)

Appendix D. Student Survey

The District made significant changes to the school selection process in Fall 2022. Accenture has been brought in to conduct a third-party evaluation to assess if this new process delivered on the commitments the organization shared publicly, the outcomes they intended, and to understand key stakeholder perceptions on the process. Additionally, Accenture administered a survey for 5th through 11th grade students involved in the Fall 2022 school selection process.

279 out of 335 students that completed the survey indicated that they participated in the school selection process (83%). 92.1% of students (279 out of 303) applied to at least one criteria-based school.

The survey was open from May 10th – 19th, 2023. Of the 10,369 students who received the survey, there were 335 students that completed the survey, for a response rate of approximately 3.2%. This memo summarizes the findings from the student survey and provides considerations to address the challenges and concerns identified by students.

Methods

- Accenture developed and finalized the survey questions with input from the Office of Research and Evaluation.
- Communication was sent to principals, letting them know that their families will be contacted by Accenture for the third-party evaluation.
- The survey was administered via Qualtrics, and a link was sent to both District and non-District students enrolled in grades 5 to 11 who applied during the Fall 2022 school selection cycle (for enrollment during SY23-24).
    - 12th grade students were not included because they will matriculate out of the District at the end of the school year.
    - One (1) 3rd grade student responded to the survey; their responses were removed from the sample as 3rd graders cannot apply to criteria-based schools.
- Students who did not participate in the school selection process in Fall 2022 were excluded from results.

Findings

Compared to District representation, Asian students were over-represented by (+19.9 percentage points) in the survey sample and Black/African American and Hispanic/Latino students were under-represented (-20.9 and -7.8 percentage points, respectively). In addition, the percentage of males in the survey were underrepresented by 22.4 percent.

Table 1. Representativeness of Survey Respondents

	Survey Respondents	District Representation	Percentage Point Difference
Race/Ethnicity [1]			
Asian	26.9%	7%	+19.9
Black/African American	30.1%	51%	-20.9
Hispanic / Latino	15.2%	23%	-7.8
Multi-racial / Other*	9.6%	5%	+4.6
White	18.2%	13%	+5.2
Gender [1]			
Female	61.8%	46%	+15.8
Male	31.6%	54%	-22.4

[1] "School District of Philadelphia: Demographics", accessed May 24, 2023, https://dashboards.philasd.org/extensions/enrollment-public/index.html#/demographics.

Non-Binary	3.9%	0%	+3.9
Prefer Not to Say	2.7%	0%	+2.7
Grade [1]			
5th Grade	2.4%	5%	-2.6
6th Grade	2.1%	7%	-4.9
7th Grade	0%	10%	-10
8th Grade	72.8%	9%	+63.8
9th Grade	15.9%	9%	+6.9
10th Grade	5.1%	10%	-4.9
11th Grade	1.8%	8%	-6.2

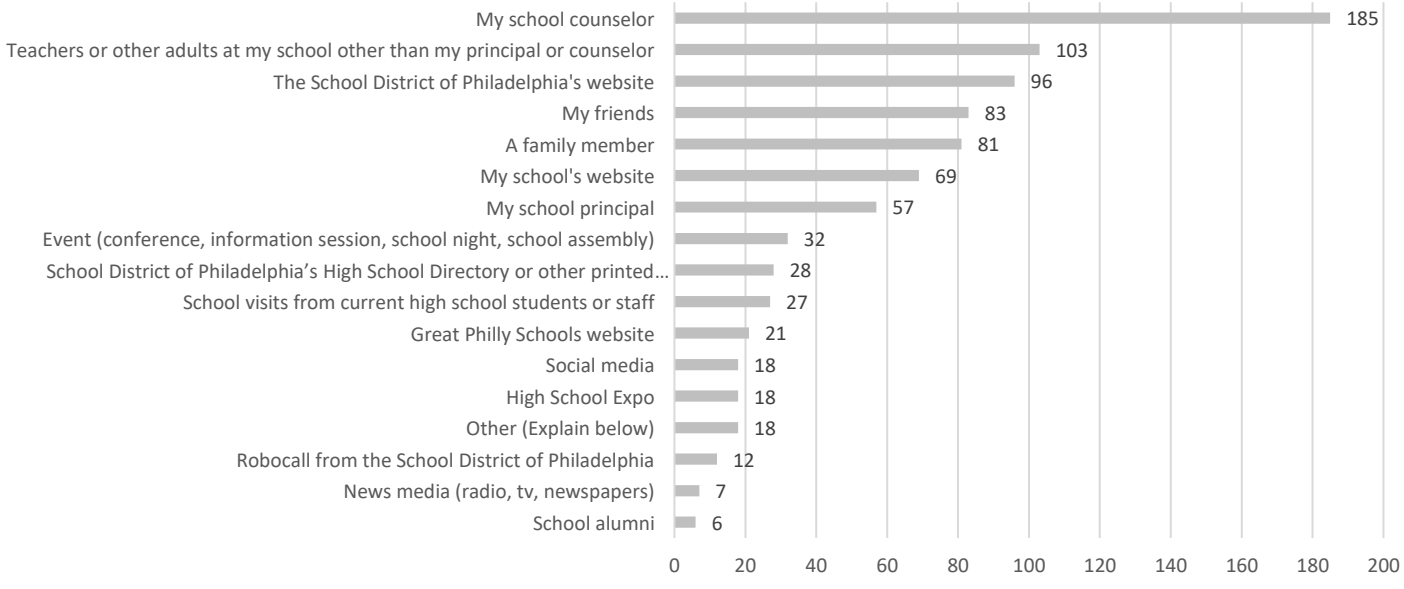
Table 2. School Type of Survey Respondents

School Type	Count	Survey Respondents
Neighborhood (Catchment) School	147	49.7%
Criteria-Based School	101	34.1%
Citywide School	38	12.8%
Charter School	4	1.4%
Homeschool	3	1%
Public School Outside of Philadelphia	2	0.7%
Private School	1	0.3%

Navigating the Process

54.7% of students learned about the school selection process through their school counselor.

Q9. How did you learn about the school selection process? [Select all that apply]



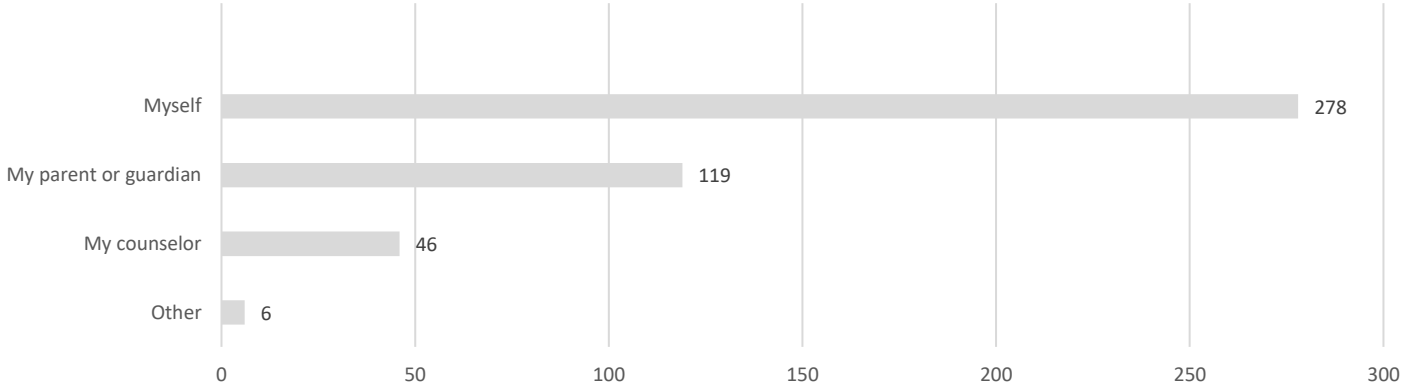
66.3% of students received support from teachers and/or counselors throughout the application process.

Q18. My teachers and/or counselors offered me support throughout the application process.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Percent (%)	5.8	6.8	21.0	34.7	31.6	100
Count (#)	23	27	83	137	125	100

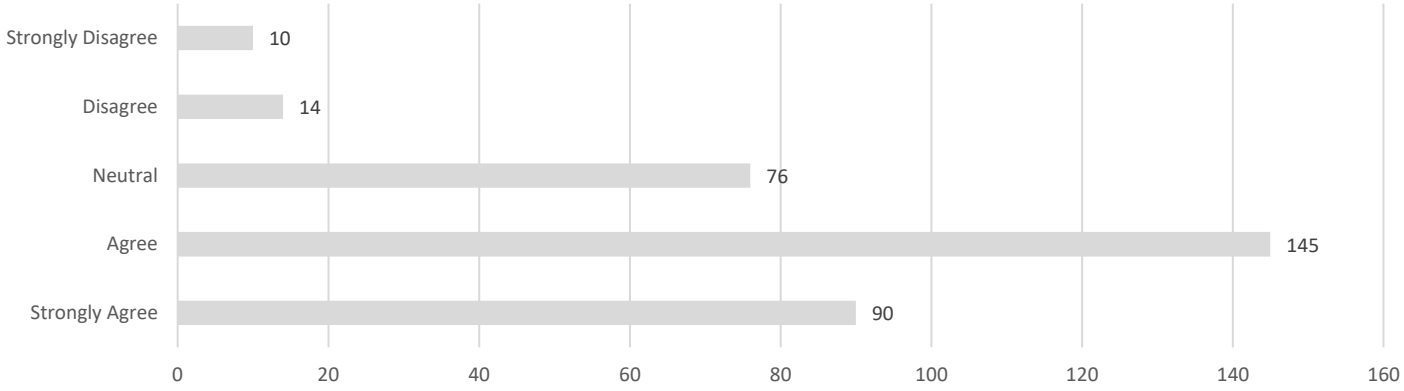
While most students completed their school selection application on their own (83%), many received help from a parent or guardian (35.5%). Only a fraction of students' counselors completed the application on their behalf (13.7%).

Q10. Who completed your school selection application? [Select all that apply]



70.2% of applicants found the online application easy to understand and complete. 10.2% of students disagreed or strongly disagreed.

Q19. The online application was easy for me to understand and complete.



District's Commitment to the Selection Process

Overall, 59.1% of students agreed that they understood how the lottery worked. However, 20.5% of students who identify as Multi-racial/Other and 18.7% of Asian students did not understand how the lottery worked.

Q21. I understand how the school selection process lottery works.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	10.4	8.3	19.8	40.6	20.8	100
Black/African American	2.7	12.5	25.0	40.2	19.6	100
Hispanic/Latino	5.8	7.7	38.5	30.8	17.3	100
Multi-racial/Other*	2.9	17.6	29.4	29.4	20.6	100
White	6.1	3.0	25.8	37.9	27.3	100

97.9% of students were aware that different schools have different admission criteria.

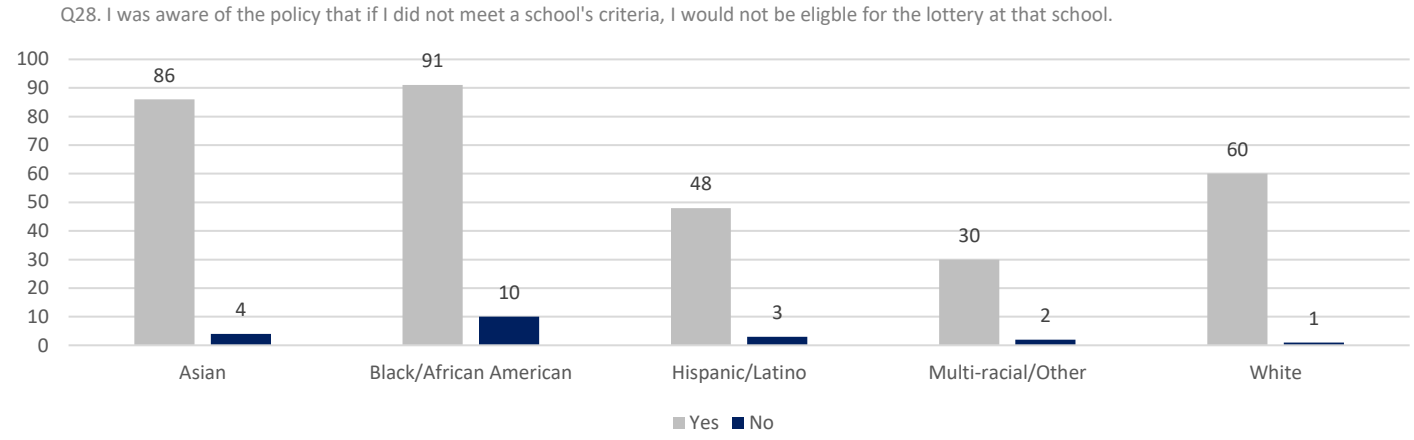
Q21. I was aware that different schools have different admission criteria.

	Count	Percent
Yes	328	97.9
No	7	2.1
Total	335	100

93.8% of students were aware of the policy that if they did not meet a school's criteria, they would not be eligible for the lottery at that school.

Q21. I was aware of the policy that if I did not meet a school's criteria, I would not be eligible for the lottery at that school.

	Count	Percent
Yes	330	93.8
No	22	6.3
Total	352	100



However, 43% of respondents applied to at least one school where they did not meet the school's criteria. Black and Hispanic/Latino students applied to a school in which they did not meet criteria (67% and 67.5% respectively) at a greater rate than Asian and White students (21% and 23% respectively). There is a statistically significant difference between certain races/ethnicities and likelihood of applying to schools in which students did not meet the school's criteria (p–value: < 0.00001, chi-square: 54.5), meaning, the difference is not likely due to chance. The statistically significant pairwise comparisons are shown in the table below (Table x).

Q29. I applied to at least one school where I did not meet that school's criteria.

	No	Yes	Percent that Applied to a School in Which They Did Not Meet Criteria
Asian	60	16	21%
Black/African American	26	53	67%
Hispanic/Latino	13	27	67.5%
Multi-racial/Other*	13	11	46%
White	44	13	23%
Total	156	120	276

Pairwise Comparisons	Statistically Significant Difference
Asian – Black	Yes
Asian – Hispanic/Latino	Yes
Asian – Multi-racial/Other	Yes
White – Black	Yes
White – Hispanic/Latino	Yes
White – Multi-racial/Other	Yes

68.8% of students agreed that it was easy for them to view their position on the waitlist. However, students did not receive push notifications regarding waitlist updates or movement, which meant that they and their parents/guardians were required to view their application status from the student dashboard in their account [Source].

Q25. It was easy for me to view my position on the waitlist.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	4.2	8.3	18.8	44.8	24.0
Count (#)	12	24	54	129	69

63% of students knew how to accept a waitlist offer from a school. 17.4% disagreed or strongly disagreed.

Q26. I understood how to accept a waitlist offer from a school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	6.4	10.9	19.6	38.5	24.5
Count (#)	17	29	52	102	65

For criteria-based schools, satisfaction with the following evaluation criteria (grades, attendance, and PSSA scores) varied by race and ethnicity.

- For **grades**, 72.5% of students were satisfied. There was a statistically significant relationship between race/ethnicity and dissatisfaction with using grades as criteria (p-value: <0.05, chi-square: 49.4).
- 66.7% of students agree to using **attendance** as an evaluation criterion.
- 52.1% of students were satisfied in using the **PSSA** as an admissions criterion.

Q20. I am satisfied with the following evaluation criteria – Grades

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	9.4	4.2	11.5	40.6	34.4	100
Black/African American	3.6	6.3	17.0	46.4	26.8	100
Hispanic / Latino	1.9	0.0	28.8	28.8	40.4	100
Multi-racial / Other*	2.9	14.7	14.7	38.2	29.4	100
White	0.0	6.1	19.7	37.9	36.4	100

Q20. I am satisfied with the following evaluation criteria – Attendance

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	8.3	5.2	12.5	33.3	40.6	100
Black/African American	6.3	5.4	23.2	41.1	24.1	100
Hispanic / Latino	3.8	1.9	30.8	34.6	28.8	100
Multi-racial / Other*	2.9	8.8	32.4	35.3	20.6	100
White	3.0	3.0	25.8	33.3	34.8	100

Q20. I am satisfied with the following evaluation criteria – PSSA

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	11.5	13.5	22.9	24.0	28.1	100
Black/African American	6.3	8.9	32.1	33.0	19.6	100
Hispanic / Latino	5.8	5.8	34.6	32.7	21.2	100
Multi-racial / Other*	5.9	8.8	38.2	26.5	20.6	100
White	10.6	7.6	28.8	31.8	21.2	100

Pairwise Comparisons	Statistically Significant Difference
Asian – White	Yes
Asian – Multi-racial/Other	Yes

District's Communication on the Selection Process

For 65.0% (216 out of 338) of students, English is the primary language spoken at home.

Q8. Is English the primary language spoken at home?

	No (%)	Yes (%)	Total
Asian	67.0	33.0	100
Black/African American	7.6	92.4	100
Hispanic/Latino	67.2	32.8	100
Multi-racial/Other*	12.2	87.8	100
White	21.1	78.9	100

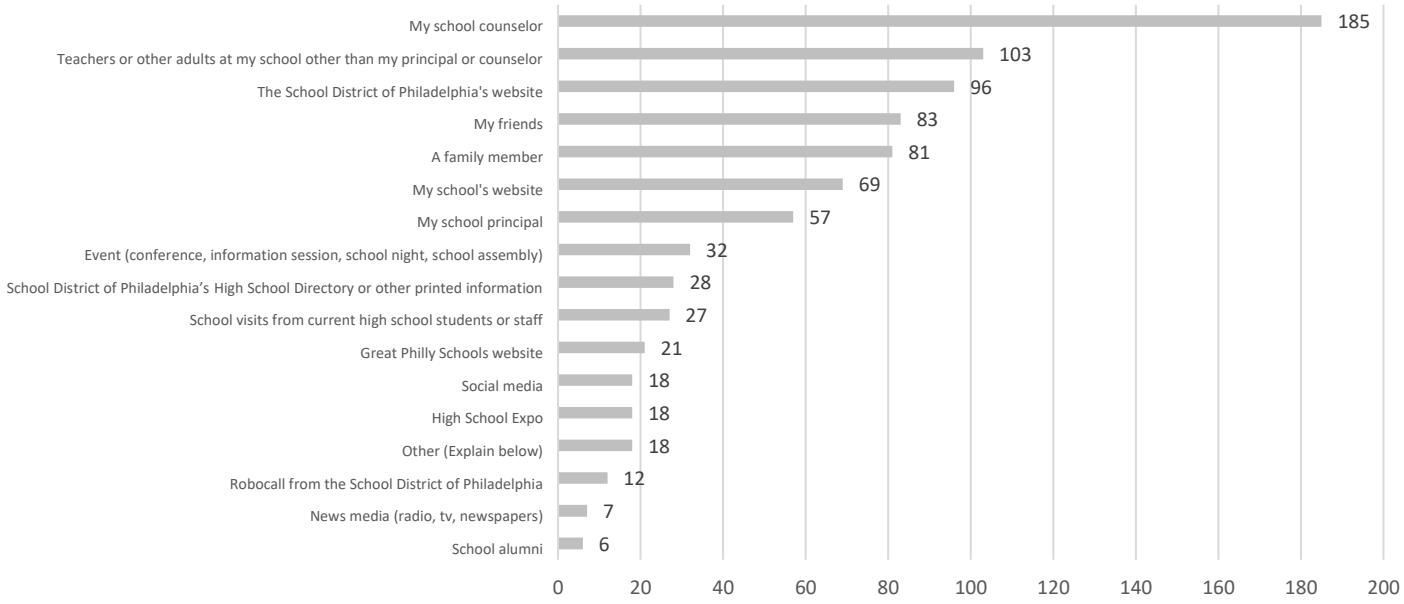
81.7% of students received communication about the process in the language they understood.

Q17. Information regarding the selection process was communicated to me in a language I understood.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	3.8	1.9	13.3	39.0	41.9	100
Black/African American	0.8	1.6	13.1	43.4	41.0	100
Hispanic / Latino	1.9	0.0	15.1	34.0	49.1	100
Multi-racial / Other*	0.0	2.6	10.5	34.2	52.6	100
White	5.4	4.1	14.9	21.6	54.1	100

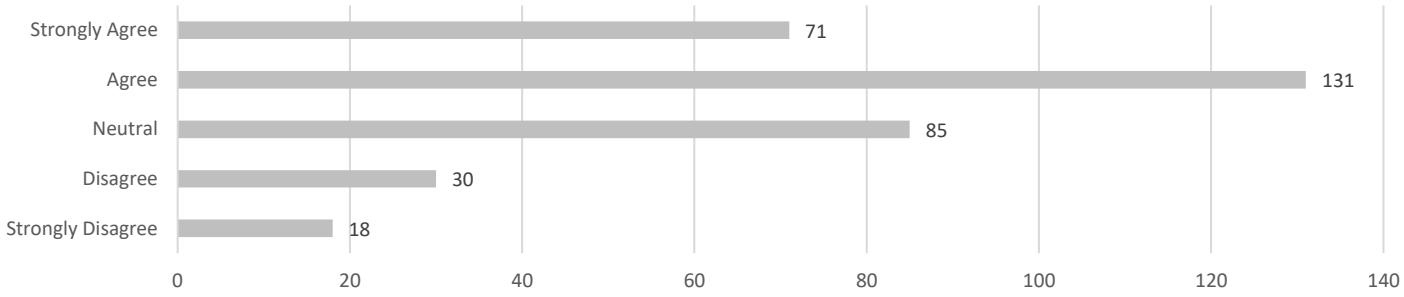
Most students learned about the school selection process through their school counselor.

Q9. How did you learn about the school selection process? [Select all that apply]



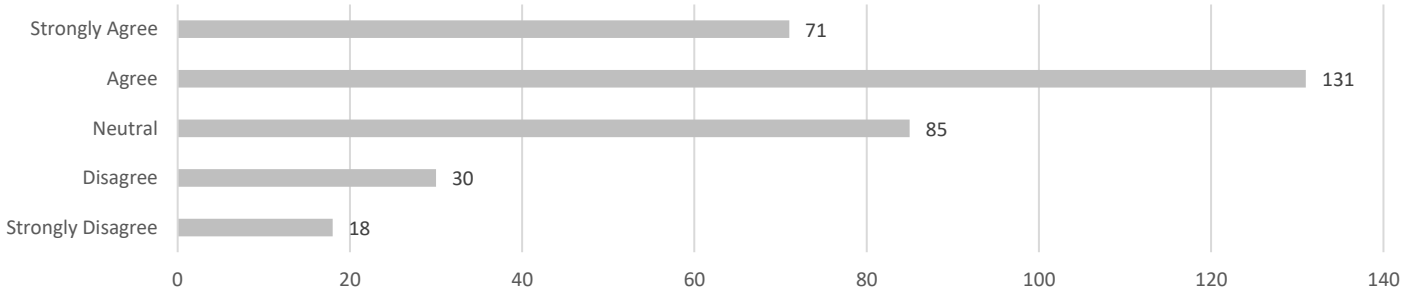
Majority of students stated they had enough resources to decide what school(s) they wanted to apply to. 60.3% of respondents agreed.

Q16. I had enough resources (e.g., school fair, open house, webinar) to confidently decide what school(s) I wanted to apply to



Most students felt as if they had enough information to complete their application. 71.4% of respondents agreed.

Q26. I had enough information to complete my application.



Overall Perception of the School Selection Process

Asian students had the highest rate of dissatisfaction with the school selection process. There was a higher representation of Black students for those who agreed or strongly agreed to feeling satisfied with the school selection process, at 36.9% and 24.4% respectively. There is a statistically significant relationship between race/ethnicity and dissatisfaction with the school selection process (p–value: <0.01, chi-square: 43.4).

Q13. Overall, I was satisfied with the school selection process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	33.7	40.3	21.0	18.1	25.0	100
Black/African American	20.9	17.7	43.8	37.2	25.0	100
Hispanic / Latino	10.5	11.3	10.5	18.1	18.8	100
Multi-racial / Other*	8.1	11.3	9.5	7.4	14.6	100
White	26.7	19.4	14.3	18.1	14.6	100

Pairwise Comparisons	Statistically Significant Difference
Asian – Black/African American	Yes
Asian – Hispanic/Latinx	Yes
Black/African American - White	Yes

Asian, Multi-racial/Other, and White students reported less satisfaction with the lottery process than Black and Hispanic/Latino students. There is a statistically significant relationship between race/ethnicity and dissatisfaction with the lottery process (p–value: <0.001, chi-square: 51.7).

Q22. I am satisfied with the school selection lottery process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	40.0	23.3	16.7	17.9	7.8	100
Black/African American	11.9	14.9	31.7	27.7	13.9	100
Hispanic / Latino	21.6	7.8	31.4	29.4	9.8	100
Multi-racial / Other*	41.9	9.7	22.6	19.4	6.5	100
White	37.7	9.8	19.7	26.2	6.6	100

Pairwise Comparisons	Statistically Significant Difference
Asian – Black/African American	Yes
Asian – Hispanic/Latinx	Yes
Black/African American – Multi-racial/Other	Yes
Black/African American - White	Yes

46.2% of students were satisfied with the offer(s) they received, while 30.5% of students were dissatisfied.

Q23. I am satisfied with the offer(s) I received.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	27.1	13.5	16.7	22.9	19.8	100
Black/African American	13.4	12.5	29.5	30.4	14.3	100
Hispanic / Latino	13.5	7.7	26.9	26.9	25.0	100
Multi-racial / Other*	11.8	14.7	32.4	11.8	29.4	100
White	18.2	16.7	13.6	25.8	25.8	100

Most students would like the District to remove the lottery (54.4%) or allow students to rank school choices if the lottery remained (38.2%). Students also would like to receive additional push notifications for deadlines and changes to the process (29.6%) and would like the District to reconsider the eligibility criteria (28.1%).

Q30. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]

Choice	Percent	Count
Removing the lottery	54.4%	184
Allow students to rank their school choices	38.2%	129
Additional ways to alert me of deadlines and changes (text, phone, banners, intercom announcements)	29.6%	100
Changing the eligibility criteria	28.1%	95
Removing the zip code preference	24.9%	84
Better communication on the process and evaluation criteria	21.9%	74
More resources on navigating and comparing school offerings	16.3%	55
Communicate changes with more advanced time	12.1%	41
Providing more time to complete the application	9.8%	33
Offering resources in more languages	8.0%	27
Make the online application (School Mint) more user-friendly	7.1%	24
More support from counselors and teachers with the application	6.8%	23
Other (Explain below)	5.9%	20

Correlation Matrix

A correlation matrix was developed to evaluate the relationship between student survey questions. Correlations closer to one indicate a strong relationship (green), while correlations closer to zero indicate a weak relationship (orange/red). Key insights include:

- Students who were satisfied with the selection process were also satisfied with the lottery process (0.738).
- Although students were satisfied with the selection process, they were unclear on how to accept waitlist offers (0.076).
- Students who were satisfied with the school selection process faced fewer language barriers (0.206).
- Although students felt satisfied with the school selection process, they did not feel the selection criteria were fair (PSSA – 0.181; attendance – 0.162; grades – 0.201).

Correlation Matrix

	Overall, I understood how the school selection process worked.	Overall, I was satisfied with the school selection process.	I had enough time to complete my application.	I had enough information to complete my application.	I had enough resources (e.g., school fair, open house, webinar) to confidently decide what school(s) I wanted to apply to.	Information regarding the selection process was communicated to me in a language I understood.	My teachers and/or counselors offered me support throughout the application process.	The online application was easy for me to understand and complete.	The following school selection criteria were fair. - Standardized Assessment Scores (e.g., PSSA)	The following school selection criteria were fair. - Attendance	The following school selection criteria were fair. - Grades	I understand how the school selection process lottery works.	I am satisfied with the school selection lottery process.	I am satisfied with the offer(s) I received.	It was easy for me to view my position on the waitlist.	I understood how to accept a waitlist offer from a school.
Overall, I understood how the school selection process worked.		0.317	0.402	0.466	0.325	0.346	0.228	0.462	0.193	0.210	0.146	0.483	0.185	0.331	0.365	0.336
Overall, I was satisfied with the school selection process.	0.317		0.314	0.383	0.320	0.206	0.315	0.380	0.181	0.162	0.201	0.245	0.738	0.647	0.224	0.076
I had enough time to complete my application.	0.402	0.314		0.566	0.444	0.540	0.246	0.510	0.309	0.296	0.253	0.337	0.282	0.376	0.292	0.182
I had enough information to complete my application.	0.466	0.383	0.566		0.574	0.456	0.294	0.525	0.274	0.202	0.192	0.405	0.309	0.423	0.285	0.324
I had enough resources (e.g., school fair, open house, webinar) to confidently decide what school(s) I wanted to apply to.	0.325	0.320	0.444	0.574		0.427	0.246	0.374	0.243	0.185	0.181	0.266	0.229	0.329	0.229	0.226
Information regarding the selection process was communicated to me in a language I understood.	0.346	0.206	0.540	0.456	0.427		0.324	0.489	0.282	0.282	0.312	0.400	0.152	0.275	0.344	0.307
My teachers and/or counselors offered me support throughout the application process.	0.228	0.315	0.246	0.294	0.246	0.324		0.304	0.165	0.081	0.160	0.218	0.305	0.326	0.193	0.125
The online application was easy for me to understand and complete.	0.462	0.380	0.510	0.525	0.374	0.489	0.304		0.285	0.212	0.250	0.434	0.287	0.335	0.387	0.349
The following school selection criteria were fair. - Standardized Assessment Scores (e.g., PSSA)	0.193	0.181	0.309	0.274	0.243	0.282	0.165	0.285		0.425	0.455	0.266	0.216	0.250	0.178	0.095
The following school selection criteria were fair. - Attendance	0.210	0.162	0.296	0.202	0.185	0.282	0.081	0.212	0.425		0.608	0.274	0.169	0.188	0.118	0.155
The following school selection criteria were fair. - Grades	0.146	0.201	0.253	0.192	0.181	0.312	0.160	0.250	0.455	0.608		0.213	0.226	0.254	0.148	0.166
I understand how the school selection process lottery works.	0.483	0.245	0.337	0.405	0.266	0.400	0.218	0.434	0.266	0.274	0.213		0.334	0.304	0.413	0.360
I am satisfied with the school selection lottery process.	0.185	0.738	0.282	0.309	0.229	0.152	0.305	0.287	0.216	0.169	0.226	0.334		0.593	0.222	0.122
I am satisfied with the offer(s) I received.	0.331	0.647	0.376	0.423	0.329	0.275	0.326	0.335	0.250	0.188	0.254	0.304	0.593		0.270	0.161
It was easy for me to view my position on the waitlist.	0.365	0.224	0.292	0.285	0.229	0.344	0.193	0.387	0.178	0.118	0.148	0.413	0.222	0.270		0.482
I understood how to accept a waitlist offer from a school.	0.336	0.076	0.182	0.324	0.226	0.307	0.125	0.349	0.095	0.155	0.166	0.360	0.122	0.161	0.482	

Considerations

The following considerations were developed by Accenture based on the feedback received from students on the survey.

Is there anything else you would like to share with us?

1. **Waitlist notifications**: Regarding the waitlist, many people didn't know that they moved up or got accepted. In addition, some students shared that they weren't properly notified of their offers from off the waitlist, leading them to miss out on opportunities.
2. **Lack of transparency**: Students could not view why they were ineligible and/or not selected from their schools of choice.
3. **Errors within SchoolMint**: Some applications were removed or erased from SchoolMint without notice. It was difficult to follow-up with technical support in recovering lost information.
4. No guarantee to get into any high-performing school for students who meet eligibility criteria.
5. **Resources in more languages** needed for households in which English is not the primary language.

6. **Attendance criteria** is unfair because some schools code “excused” versus “unexcused” absence improperly.
7. **Choice often left to parents**, who select high schools for children, rather than children having more input into where they will shine and excel most.
8. **Increase numbers of applications** so that children can choose more than five schools.

Student Questions

The purpose of this evaluation is to examine how your perceptions may differ based on several factors, such as gender or school type. This first set of questions will provide us the information we need to do that.

These questions help us know if students with different characteristics have the same or different answers to questions on the survey. This first set of questions will provide us the information we need to do that.

1. What is your current grade?
    - [Dropdown for choices of 3 through 11]
2. Did you apply to a criteria-based school during the Fall 2022 selection process (to attend in Fall 2023)? A criteria-based school is one that has requirements to attend like test scores, attendance, or an audition, for example.
    - Yes
    - No
    - I don’t know
3. What is your race/ethnicity?
    - American Indian / Alaska Native
    - Asian
    - Black/African American
    - Hispanic / Latinx
    - Native Hawaiian / Pacific Islander
    - White
    - Multi Racial / Other
4. Do you identify as:
    - Male
    - Female
    - Non-binary
    - Prefer not to say
5. What zip code do you live in? [Five digits allowed]
    - [Text Entry]
6. What type of school do you attend this year?
    - Neighborhood School (Catchment School)
    - Charter School
    - Private School
    - Citywide School
    - Criteria-based School
    - Homeschool
    - Public School Outside of Philadelphia
    - I don’t know
7. Is English the primary language spoken at home?
    - Yes
    - No
8. Grid: How did you learn about this year’s school selection process? [Select all that apply].
    - My school’s website
    - My school principal
    - My school counselor
    - The School District’s website
    - A family member
    - Robocall from the School District
    - My friends
    - Teachers or other adults at my school other than my principal or counselor
    - Great Philly Schools website
    - Social media
    - News media (radio, tv, newspapers)
    - School visits from current high school students or staff
    - SDP’s High School Directory or other printed information

- School alumni
- High School Expo
- Event (conference, information session, school night, school assembly)
- Other (Explain below)
    1. [Text Entry]

9. Who completed your school selection application? [Select all that apply]
    - Myself
    - My parent or guardian
    - My counselor
    - Other (Explain below)
        1. [Text Entry]

Our next set of questions will explore your opinions of the current school selection process. For each question, select your response, on a scale of 1-5 from Strongly Disagree (1) to Strongly Agree (5).

10. Overall, I understood how the school selection process worked.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
11. Overall, I was satisfied with the school selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
12. I had enough time to complete my application.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
13. I had enough information to complete my application.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5
14. I had enough resources (e.g., school fair, open house, webinar) to confidently decide what school(s) I wanted to apply to.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
15. Information regarding the selection process was communicated to me in a language I understood.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
16. My teachers and/or counselors offered me support throughout the application process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
17. The online application was easy for me to understand and complete.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
18. Grid: The following school selection criteria were fair.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        1. Standardized Assessment Scores (e.g., PSSA)
        2. Attendance
        3. Grades
19. I understand how the school selection process lottery works.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
20. I am satisfied with the school selection lottery process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
21. I am satisfied with the offer(s) I received.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
22. I was placed on the waitlist for one or more schools I applied to.
    - Yes
    - No
    - [Branching: If placed on waitlist]
        1. 1) It was easy for me to view my position on the waitlist.
            1. [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        2. 2) I understood how to accept a waitlist offer from a school.
            1. [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
23. I was aware that different schools have different admission criteria.
    - Yes
    - No
24. I was aware of the policy that if I did not meet a school's criteria, I would not be eligible for the lottery at that school.
    - Yes
    - No
25. I applied to at least 1 school where I did not meet that school's criteria.
    - Yes
    - No
    - I don't know
26. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]
    - Allow students to rank their school choices
    - More resources on navigating and comparing school offerings
    - Better communication about on the process and admission requirements

- Make the online application (School Mint) more user-friendly
- Additional ways to alert me of deadlines and changes (text, phone, banners, intercom announcements)
- More support from counselors and teachers with the application
- Changing the eligibility criteria
- Removing the lottery
- Removing the zip code preference
- Providing more time to complete the application
- Communicate changes with more advanced time
- Offering resources in more languages
- Other (Explain below)
    1. [Text Entry]

27. Is there anything else you would like to share with us?

Appendix E. Parent/Guardian Survey

The District made significant changes to the school selection process in Fall 2022. Accenture has been brought in to conduct a third-party evaluation to assess if this new process delivered on the commitments the organization shared publicly, the outcomes they intended, and to understand key stakeholder perceptions on the process. Additionally, Accenture administered a survey for parents/guardians of pre-kindergartners through 11th grade students involved in the Fall 2022 school selection process.

The survey was open from May 10th – 19th, 2023. Of the 18,104 parents/guardians who received the survey, there were 1,316 parents/guardians that completed the survey, for a response rate of approximately 7.3%.

Compared to District representation, parents/guardians of White students were overrepresented by +24.9 percentage points in the survey sample and parents/guardians of Black/African American and Hispanic/Latino students were under-represented (-16.9 and -14.9 percentage points, respectively). Parents/guardians of rising kindergartners and rising 9th graders were overrepresented in the survey (by 6.1 and 46 percentage points, respectively). 1,270 out of 1,316 parents/guardians that completed the survey indicated that they participated in the Fall 2022 school selection process (96.5%).

This memo summarizes the findings from the parent survey and provides considerations to address the challenges and concerns identified by parents/guardians.

Methods

- Accenture developed and finalized the survey questions with input from the Office of Research and Evaluation.
- Communication was sent to principals, letting them know that their families will be contacted by Accenture for the third-party evaluation.
- The survey was administered via Qualtrics, and a link was sent to both District and non-District parents/guardians enrolled in grades 5 to 11 who applied during the Fall 2022 school selection cycle (for enrollment during SY23-24).
- 12th grade parents/guardians were not included because they will matriculate out of the District at the end of the school year.
- 9 respondents who did not identify as a parent or guardian responded to the survey; their responses were removed from the sample.
- 35 respondents did not participate in the school selection process in Fall 2022, and thus were excluded from results.

Findings

Compared to District representation, parents/guardians of White students were overrepresented by +24.9 percentage points in the survey sample and parents/guardians of Black/African American and Hispanic/Latino students were under-represented (-16.9 and -14.9 percentage points, respectively). Parents/guardians of male students in the survey were underrepresented by 6.4 percentage points. Parents/guardians of rising kindergartners and rising 9th graders were overrepresented in the survey (by 6.1 and 46 percentage points, respectively).

Table 1. Representativeness of Survey Respondents

	Survey Respondents	District Representation	Percentage Point Difference
Race/Ethnicity of Child [2]			
Asian	8.9%	7%	+1.9
Black/African American	34.1%	51%	-16.9
Hispanic / Latino	8.1%	23%	-14.9
Multi-racial / Other*	11.0%	5%	+6.0
White	37.9%	13%	+24.9
Gender of Child [1]			
Female	49.7%	46%	+3.7
Male	47.6%	54%	-6.4
Non-Binary	1.7%	0%	1.7
Prefer Not to Say	1.0%	0%	1.0
Accommodations of Child [1]			
Has IEP	9.3%	17.8%	-8.5
Has 504	3.6%	Data not available	Data not available
English Learner	1.7%	17.4%	-15.7
Grade of Child [1]			
Pre-Kindergarten	6.1%	0	+6.1
Kindergarten	1.5%	7%	-5.5
1st Grade	1.0%	8%	-7.0
2nd Grade	1.1%	7%	-5.9
3rd Grade	1.4%	8%	-6.6
4th Grade	12.4%	8%	+4.4
5th Grade	7.1%	5%	+2.1
6th Grade	3.3%	7%	-3.7
7th Grade	2.4%	10%	-7.6
8th Grade	55.0%	9%	+46
9th Grade	6.6%	9%	-2.4
10th Grade	1.8%	10%	-8.2
11th Grade	0.4%	8%	-7.6

[2] "School District of Philadelphia: Demographics", accessed May 24, 2023, https://dashboards.philasd.org/extensions/enrollment-public/index.html#/demographics.

Table 2. Number of Children in Household Currently Enrolled in the District

District Children in Household	Count	Survey Respondents (%)
0	189	14.3
1	445	33.8
2	522	39.6
3	119	9.0
4	31	2.4
5	5	0.4
6	1	0.1
7	3	0.2
8	1	0.1
9	0	0.0
10	2	0.2

Table 3. School Type of Survey Respondents

School Type	Count	Survey Respondents (%)
Neighborhood (Catchment) School	512	39.1
Criteria-Based School	192	14.7
Citywide School	63	4.8
Charter School	273	20.9
Homeschool	24	1.8
Public School Outside of Philadelphia	14	1.1
Private School	194	14.8
I Don't Know	37	2.8

61.4% of respondents are parents/guardians of non-District students. When relevant, survey findings will primarily be factored into internal (District) and external (non-District) groupings.

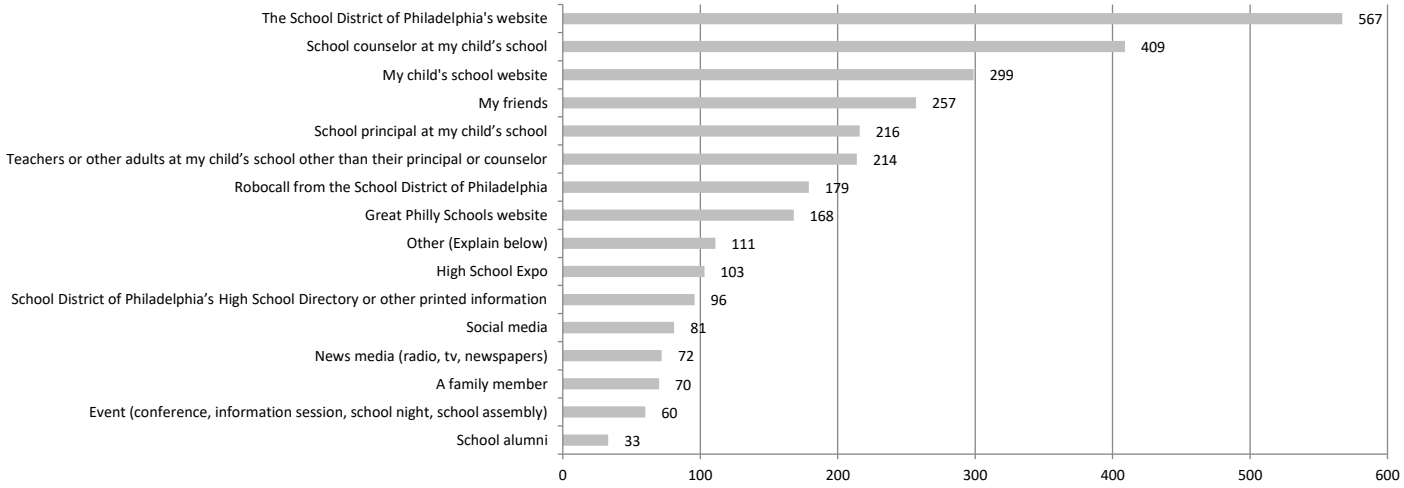
Table 3. School Type of Survey Respondents [Internal vs External]

School Type	Count	Survey Respondents (%)
External	505	38.6
Internal	804	61.4

Navigating the Process

32.7% of parents/guardians learned about the school selection process through the School District of Philadelphia website. Beyond the District's website and school counselors, 28.2% of external parents/guardians learned about school selection through Greatphillyschools.org.

Q12. How did you learn about the school selection process? [Select all that apply]



Q12. How did you learn about the school selection process? [Select all that apply] [External vs. Internal]

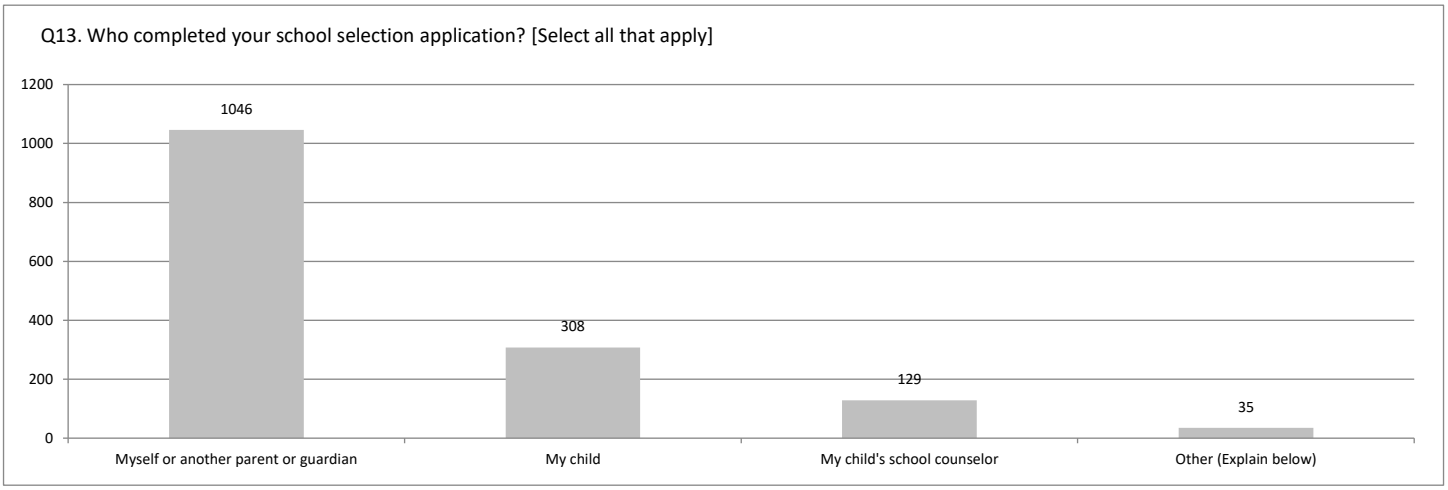
	Top 1	Top 2	Top 3	Top 4	Top 5
External	The School District of Philadelphia Website (38.0%)	School counselor at my child's school (33.3%)	Great Philly Schools Website (18.8%)	My friends (16.8%)	My child's school website (14.1%)
Internal	The School District of Philadelphia Website (46.1%)	School counselor at my child's school (29.7%)	My child's school website (28.2%)	My friends (20.9%)	School principal at my child's school (20.5%)

Just 44.6% of parents/guardians received support from teachers and/or counselors throughout the application process. There is no statistically significant relationship between non-District versus District parents/guardians and the support from school staff they received.

Q22. Teachers and/or counselors offered my family support throughout the application process.

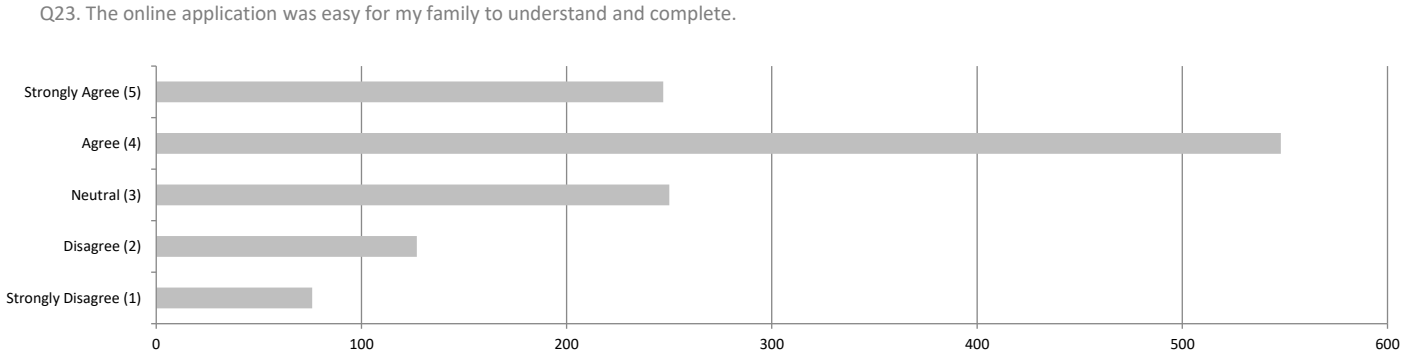
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	17.3%	15.4%	22.8%	26.9%	17.7%
Count (#)	215	191	283	334	220

While most parents/guardians completed their school selection application on their own (60.3%), many children completed the application (17.8%). Only a fraction of parents' counselors completed the application on students' behalf (7.4%). For parents/guardians in which English is the primarily language spoken, 80.7% completed their child's application compared to 63.8% of non-primary English-speaking parents/guardians.



Percent (%)	Myself or another parent or guardian	My child	My child's school counselor	Other (Explain below)
English – Primary language	80.7	22.7	9.0	2.7
English – NOT primary language	63.8	29.1	16.5	2.4

63.7% of applicants found the online application easy to understand and complete. Nearly 1 out of 5 (22.7%) of non-District parents/guardians disagreed. There is a statistically significant relationship between non-District and District parents/guardians' perception of how easy the online application was (p-value: < 0.00001, chi-square: 32.0).



Q23. The online application was easy for my family to understand and complete. [External vs Internal]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
External	9.3%	13.3%	20.6%	42.2%	14.6%	100
Internal	3.9%	8.4%	19.7%	45.1%	22.9%	100

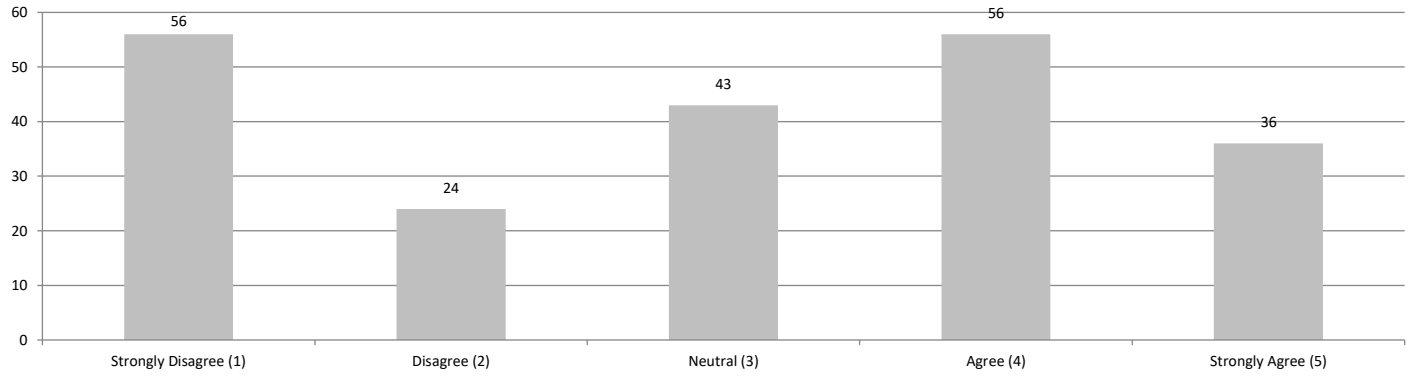
Asian parents/guardians identified technology as a barrier at a higher rate (8.5%) than other races/ethnicities. There is a statistically significant relationship between race/ethnicity and technology access (p-value: < 0.00001, chi-square: 72.0).

Q5. Access to technology was not a barrier to completing the application. [By race/ethnicity]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	4.7%	3.8%	19.8%	42.5%	29.2%	100
Black/African American	3.4%	3.8%	7.9%	45.9%	38.9%	100
Hispanic/Latino	3.0%	2.0%	11.0%	42.0%	42.0%	100
Multi-racial/Other*	0.7%	2.2%	6.6%	44.1%	46.3%	100
White	1.3%	1.3%	4.2%	36.8%	56.4%	100

37.2% of parents/guardians were not satisfied with the assistance they received as a parent or guardian of a child with an IEP, 504 plan, or receiving English Learner services.

Q26. I am satisfied with the assistance I received as the parent or guardian of a child with an IEP, a 504 Plan, or receiving English Learner Services.



District's Commitment to the Selection Process

Overall, 58.9% of parents/guardians agreed that they understood how the lottery worked. However, nearly a quarter of parents/guardians across all races/ethnicities did not.

Q15. Overall, I understood how the school selection process worked.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	10.3%	13.6%	17.1%	40.8%	18.1%
Count (#)	132	174	219	522	232

Q15. Overall, I understood how the school selection process worked. [By race/ethnicity]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	15.0%	8.8%	19.5%	39.8%	16.8%	100
Black/African American	10.1%	13.6%	17.6%	37.3%	21.4%	100
Hispanic/Latino	10.7%	17.5%	23.3%	30.1%	18.4%	100
Multi-racial/Other*	8.6%	12.2%	22.3%	41.0%	15.8%	100
White	9.7%	14.5%	12.8%	46.2%	16.8%	100

89.0% of parents/guardians were aware that different schools have different admission criteria.

Q34. I was aware that different schools have different admission criteria.

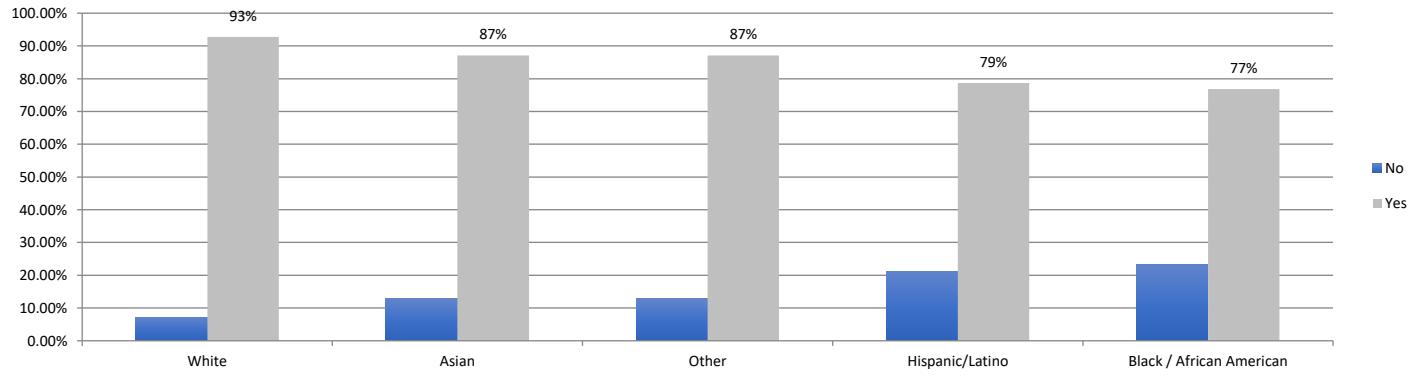
	Count	Percent
Yes	1079	89.0
No	133	211.0
Total	335	100

85.1% of parents/guardians were aware of the policy that if they did not meet a school's criteria, they would not be eligible for the lottery at that school. Black/African American and Hispanic/Latino parents/guardians expressed not being aware of this policy at higher rates than other races/ethnicities (23.2% and 21.3%, respectively).

Q35. I was aware of the policy that if my child did not meet a school's criteria, they would not be eligible for the lottery at that school.

	Count	Percent
Yes	1030	85.1
No	180	14.9
Total	1210	100

Q35. I was aware of the policy that if my child did not meet a school's criteria, they would not be eligible for the lottery at that school.



However, 28.5% of parents/guardians reported that their child applied to at least one school where they did not meet the school's criteria. This rate was slightly higher for non-District parents/guardians (36.2%). Also, there is a statistically significant relationship between this occurrence and race/ethnicity. 42.3% of Black/African American parents/guardians and 35.8% of Hispanic/Latino parents/guardians reported higher rates of this occurrence.

Q36. My child applied to at least one school where they did not meet that school's criteria.

	Count	Percent
Yes	345	28.5
No	680	56.1
I don't know	187	15.4
Total	1210	100

Q36. My child applied to at least one school where they did not meet that school's criteria. [External vs Internal]

	Non-District	District
Yes	36.2	23.7
No	46.7	62.0
I don't know	17.0	14.3
Total	100	100

Q36. My child applied to at least one school where they did not meet that school's criteria. [By race/ethnicity]

	Yes	No	I don't Know	Total
Asian	27.5	52.0	20.6	100
Black/African American	42.3	40.0	17.7	100
Hispanic/Latino	35.8	35.8	28.4	100
Multi-racial/Other*	32.8	55.0	12.2	100
White	14.5	74.8	10.7	100

67.3% of parents/guardians agreed that it was easy for them to view their position on the waitlist.

Q32. It was easy for me to view my position on the waitlist.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	6.1%	9.7%	16.9%	49.1%	18.2%
Count (#)	53	85	147	428	159

60.4% of parents/guardians knew how to accept a waitlist offer from a school.

Q33. I understood how to accept a waitlist offer from a school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	9.0%	12.2%	18.4%	43.4%	17.0%
Count (#)	78	106	160	377	148

For criteria-based schools, satisfaction with the following evaluation criteria (grades, attendance, and PSSA scores) varied.

- For **grades**, 67.8% of parents/guardians agreed in using it as an evaluation criterion.
- 62.4% of parents/guardians agreed in using **attendance** as an evaluation criterion.
- 47.7% of parents/guardians were dissatisfied in using the PSSA as an admissions criterion.
- 29.4% of non-District parents/guardians were dissatisfied with using the **PSSA** as an admissions criterion, compared to 25.6% of District parents/guardians (p-value: < 0.00001, chi-square: 40.2).
- 38.4% of Black / African American parents/guardians and 30.5% of other/multiracial parents/guardians were dissatisfied with using the **PSSA** as an admissions criterion (p-value: < 0.0000135, chi-square: 58.2).

Q27_1. I am satisfied with the following evaluation criteria – Grades

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Percent (%)	8.5%	6.3%	17.5%	37.5%	30.3%	100
Count (#)	97	72	200	430	347	100

Q27_2. I am satisfied with the following evaluation criteria – Attendance

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Percent (%)	7.5%	6.9%	23.1	36.4%	26.0%	100
Count (#)	90	82	276	435	311	100

Q27_3. I am satisfied with the following evaluation criteria – PSSA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Percent (%)	18.4%	11.0%	27.0%	25.7%	17.9	100
Count (#)	221	132	324	308	215	100

Q27_3. I am satisfied with the following evaluation criteria – PSSA [External vs Internal]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
External	23.7%	11.5%	21.1%	7.3%	24.8%	100
Internal	14.9%	10.7%	22.8%	3.1%	26.6%	100

Q27_3. I am satisfied with the following evaluation criteria – PSSA [By race/ethnicity]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	12.7%	5.9%	17.6%	34.3%	29.4%	100
Black/African American	25.1%	13.3%	28.6%	21.9%	11.1%	100
Hispanic / Latino	12.8%	10.6%	29.8%	27.7%	19.1%	100
Multi-racial / Other*	18.8%	11.7%	25.0%	28.1%	16.4%	100
White	14.4%	9.9%	28.4%	25.6%	21.7%	100

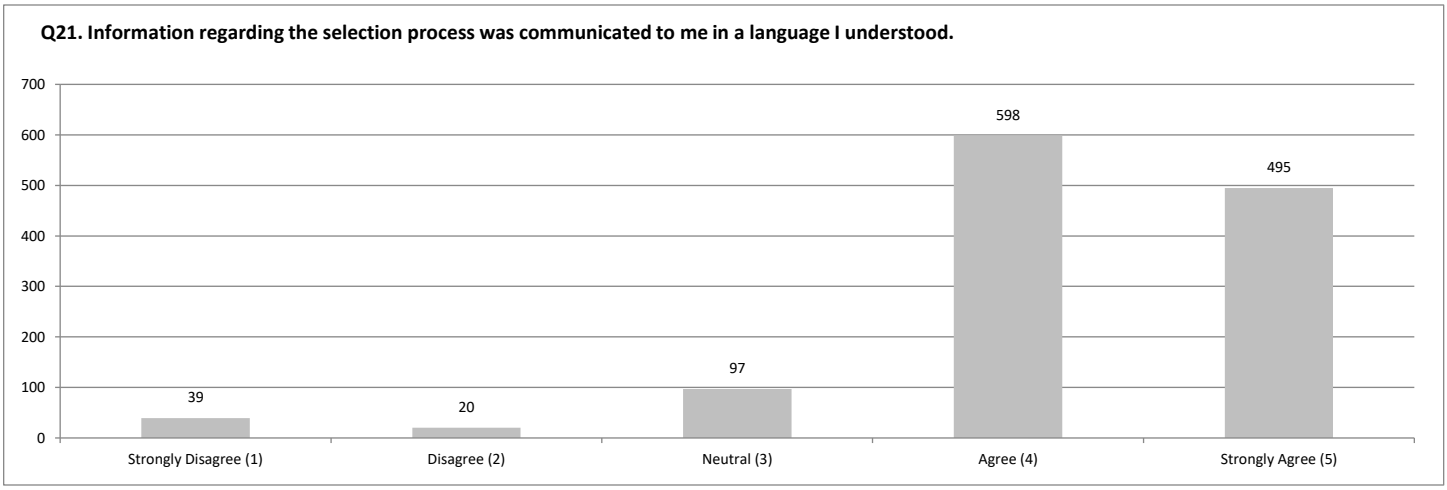
District's Communication on the Selection Process

For 90.3% (1,176 out of 1,303) of respondents, English is the primary language spoken at home. In 51.7% Asian households, English is not the primary language spoken.

Q11. Is English the primary language spoken at home?

	No (%)	Yes (%)	Total
Asian	51.7	48.3	100
Black/African American	1.1	98.9	100
Hispanic/Latino	25.9	74.1	100
Multi-racial/Other*	3.5	96.5	100
White	5.7	94.3	100

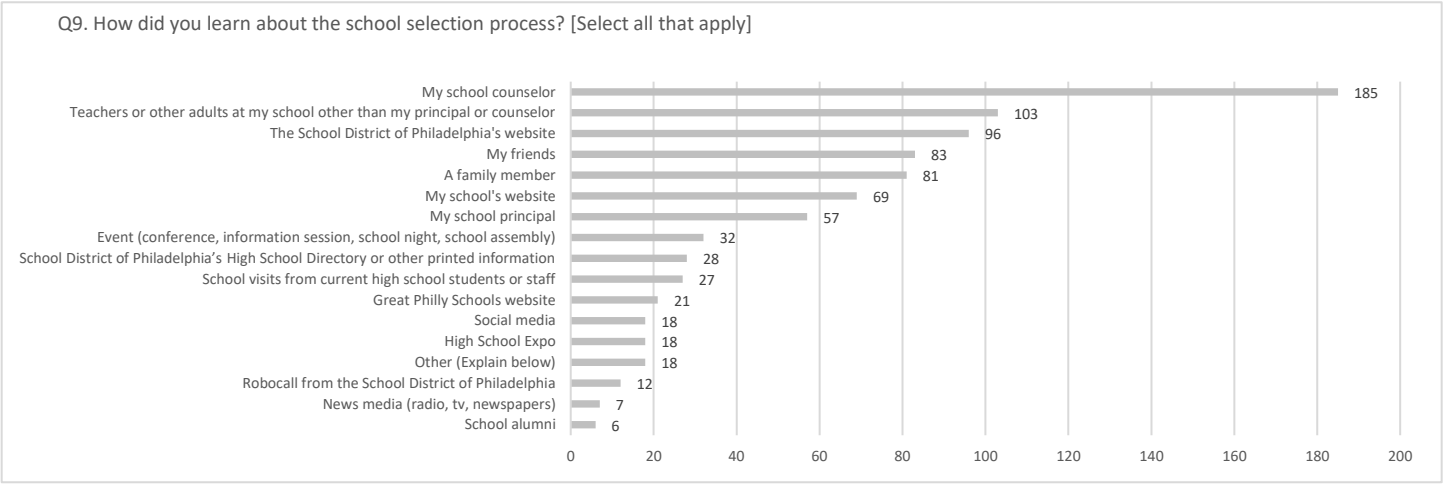
87.5% of parents/guardians received communication about the process in the language they understood. Hispanic/Latino households expressed a higher rate of not receiving communication in a language they understood (10%).



Q21. Information regarding the selection process was communicated to me in a language I understood. [By race/ethnicity]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	3.8%	2.8%	17.9%	47.2%	28.3%	100
Black/African American	5.0%	1.4%	7.2%	52.5%	33.8%	100
Hispanic / Latino	6.0%	4.0%	12.0%	44.0%	34.0%	100
Multi-racial / Other*	2.2%	1.5%	6.6%	51.1%	38.7%	100
White	1.1%	0.8%	5.3%	43.8%	49.1%	100

Most parents/guardians learned about the school selection process through their school counselor.



79.5% of families felt that they had enough resources to confidently make a decision about the schools they wanted their children to apply to.

Q19. My family had enough resources to confidently make a decision about the schools we wanted to apply for (e.g., school fair, open house, webinar).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	11.3%	15.4%	19.7%	36.3%	17.3%
Count (#)	145	197	252	464	221

51.2% of families felt that they were provided with sufficient communication about the application process. There was not a statistically significant relationship between District and non-District families regarding sentiment on sufficient communication.

Q20. My family was provided sufficient communication about the application process. (i.e., updates/process changes, deadlines, missing documents, etc.)

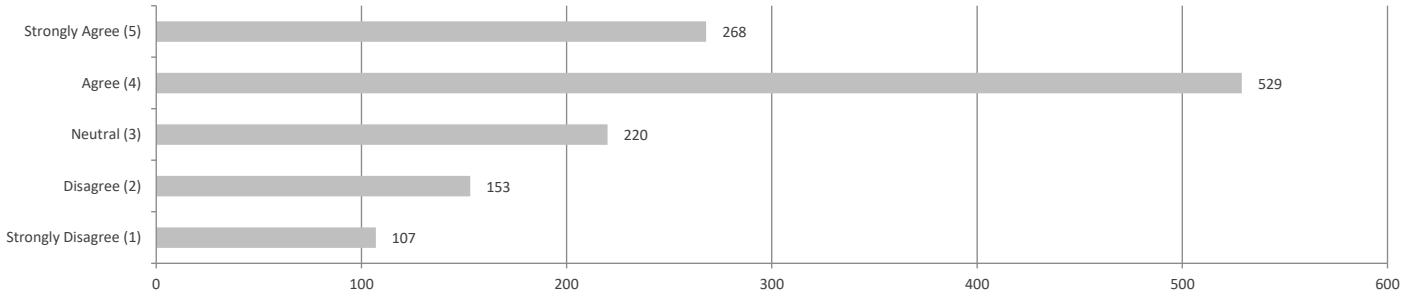
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	15.0%	16.3%	17.5%	36.3%	14.9%
Count (#)	187	204	219	454	186

Q20. My family was provided sufficient communication about the application process. (i.e., updates/process changes, deadlines, missing documents, etc.) [External vs Internal]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
External	17.8%	18.0%	16.1%	35.2%	12.9%	100
Internal	13.1%	15.4%	18.2%	37.5%	15.8%	100

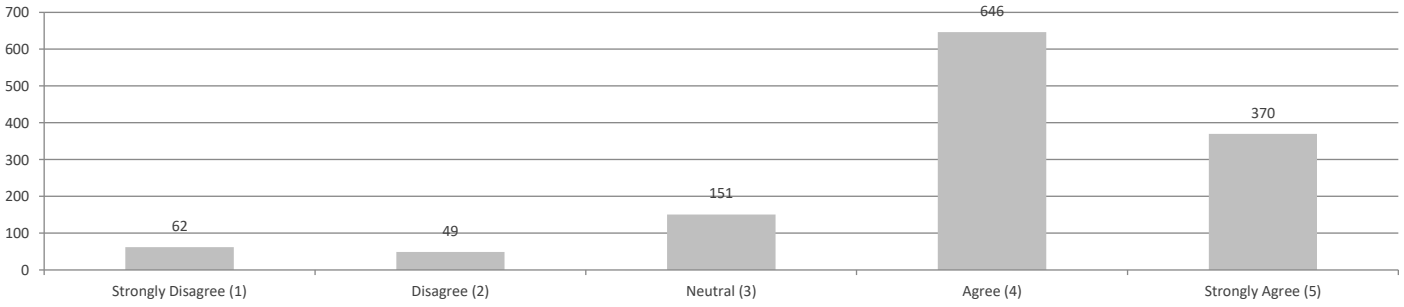
Most parents/guardians felt as if they had enough information to complete their application. 62.4% of respondents agreed.

Q18. My family had enough information to complete the application.



79.5% of parents/guardians felt that they had enough time to complete the application.

Q.17 - My family had enough time to complete the application.



Overall Perception of the School Selection Process

White parents/guardians had the highest rate of dissatisfaction with the school selection process. There was a higher representation of Asian parents/guardians for those who agreed or strongly agreed to feeling satisfied with the school selection process, at 23.9% and 13.3% respectively. There is a statistically significant relationship between race/ethnicity of one's child and dissatisfaction with the school selection process (p–value: 0.00474, chi-square: 34.4).

Q16. Overall, I was satisfied with the school selection process.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	36.2%	19.5%	16.7%	18.9%	8.6%
Count (#)	463	250	214	242	110

Q16. Overall, I was satisfied with the school selection process.

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	30.1%	13.3%	19.5%	23.9%	13.3%	100
Black/African American	32.4%	18.1%	18.5%	21.6%	9.4%	100
Hispanic / Latino	29.1%	21.4%	19.4%	17.5%	12.6%	100
Multi-racial / Other*	41.0%	15.8%	18.0%	15.1%	10.1%	100
White	40.8%	23.0%	14.1%	16.4%	5.8%	100

61.5% of parents and guardians reported dissatisfaction with the lottery process. Parents/guardians of white and black children expressed higher rates of dissatisfaction (70.9% and 55.8%, respectively). There is a statistically significant relationship between race/ethnicity and dissatisfaction with the lottery process (p–value: < 0.00001, chi-square: 55.8).

Q29. I am satisfied with the school selection lottery process.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	43.3%	18.2%	17.3%	14.8%	6.4%
Count (#)	530	223	212	181	79

Q29. I am satisfied with the school selection lottery process. [By race/ethnicity]

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Asian	32.4%	11.4%	29.5%	18.1%	8.6%	100
Black/African American	40.0%	15.8%	16.5%	20.0%	7.7%	100
Hispanic / Latino	33.0%	18.6%	21.6%	18.6%	8.2%	100
Multi-racial / Other*	43.7%	21.5%	14.1%	15.6%	5.2%	100
White	50.0%	20.9%	15.7%	8.3%	5.1%	100

Roughly just as many parents/guardians were satisfied as they were dissatisfied with the offer(s) their children received. 50.5% of non-District parents/guardians were not satisfied with the offers their child received, compared to 39.9% of District parents/guardians. There is a statistically significant relationship between non-District and District affiliation and offer satisfaction (p-value: 0.00318, chi square: 15.9).

Q30. I am satisfied with the offer(s) my child received.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percent (%)	31.3%	12.7%	12.7%	25.3%	18.1%
Count (#)	383	155	155	310	222

Q30. I am satisfied with the offer(s) my child received. [External vs Internal]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
External	37.3%	13.2%	10.8%	23.9%	14.8%	100
Internal	27.7%	12.2%	13.7%	26.2%	20.2%	100

Parents/guardians would like the District to remove the lottery (32.9%) or allow students to rank school choices if the lottery remained (27.6%). 22.2% of parents/guardians would also like to remove the zip code preference. Parents/guardians least approved adding more time to complete the application (2.2%) or offering resources in more languages (1.2%).

Q30. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]

Choice	Percent	Count
Removing the lottery	32.9%	570
Allow students to rank their school choices	27.6%	479
Removing the zip code preference	22.2%	386
Changing the eligibility criteria	19.4%	336
Better communications on the process and evaluation criteria	16.9%	293
Other (Explain below)	15.3%	265
More resources on navigating and comparing school offerings	11.5%	200
More support from counselors and teachers with the application	8.6%	149
Make the online application (School Mint) more user-friendly	6.3%	110
Communicate changes with more advanced time	6.1%	106
Additional ways to alert me of deadlines and changes (text, phone, banners, intercom announcements)	5.8%	100
Providing more time to complete the application	2.2%	39
Offering resources in more languages	1.2%	20

Correlation Matrix

A correlation matrix was developed to evaluate the relationship between parent survey questions. Correlations closer to one indicate a strong relationship (green), while correlations closer to zero indicate a weak relationship (orange/red). Key insights include:

- Parents/guardians who were satisfied with the selection process were also satisfied with the lottery process (0.815).
- Parents/guardians who were satisfied with the selection process faced fewer technology barriers (0.138).
- Although parents/guardians felt satisfied with the selection process, they felt that the selection criteria were unfair. (PSSA – 0.332; attendance – 0.217; grades – 0.234).
- Parents/guardians who received information in a language they understood felt more confident in making school choice decisions (0.289).

Correlation Matrix

	Overall, I understood how the school selection process worked.	Overall, I was satisfied with the school selection process.	My family had enough time to complete the application.	My family had enough information to complete the application.	My family had enough resources to confidently make a decision about the schools we wanted to apply for	My family was provided sufficient communication about the application process.	Information regarding the selection process was communicated to me in a language I understood.	Teachers and/or counselors offered my family support throughout the application process.	The application was easy for my family to understand and complete.	Access to technology was not a barrier to completing my application.	The following school selection criteria were fair. - Standardize Assessment Scores (e.g. PSSA)	The following school selection criteria were fair. - Attendance	The following school selection criteria were fair. - Grades	I understand how the school selection process lottery works.	I am satisfied with the school selection lottery process.	I am satisfied with the offer(s) my child received.
Overall, I understood how the school selection process worked.		0.486	0.436	0.526	0.431	0.514	0.376	0.319	0.525	0.324	0.255	0.203	0.224	0.596	0.404	0.413
Overall, I was satisfied with the school selection process.	0.486		0.324	0.435	0.361	0.526	0.252	0.293	0.435	0.138	0.322	0.217	0.234	0.435	0.815	0.648
My family had enough time to complete the application.	0.436	0.324		0.625	0.455	0.446	0.420	0.266	0.521	0.394	0.299	0.200	0.216	0.326	0.268	0.321
My family had enough information to complete the application.	0.526	0.435	0.625		0.575	0.564	0.395	0.362	0.633	0.314	0.254	0.239	0.233	0.395	0.353	0.373
My family had enough resources to confidently make a decision about the schools we wanted to apply for (e.g., school fair, open house, webinar).	0.431	0.361	0.455	0.575		0.438	0.289	0.397	0.447	0.270	0.247	0.180	0.234	0.344	0.327	0.335
My family was provided sufficient communication about the application process. (i.e. updates/process changes, deadlines, missing documents, etc.)	0.514	0.526	0.446	0.564	0.438		0.394	0.408	0.568	0.243	0.261	0.233	0.219	0.416	0.445	0.405
Information regarding the selection process was communicated to me in a language I understood.	0.376	0.252	0.420	0.395	0.289	0.394		0.233	0.406	0.440	0.192	0.214	0.199	0.352	0.224	0.244
Teachers and/or counselors offered my family support throughout the application process.	0.319	0.293	0.266	0.362	0.397	0.408	0.233		0.363	0.166	0.150	0.130	0.160	0.298	0.273	0.317
The application was easy for my family to understand and complete.	0.525	0.435	0.521	0.633	0.447	0.568	0.406	0.363		0.383	0.227	0.218	0.223	0.393	0.354	0.332
Access to technology was not a barrier to completing my application.	0.324	0.138	0.394	0.314	0.270	0.243	0.440	0.166	0.383		0.160	0.132	0.185	0.243	0.105	0.172
The following school selection criteria were fair. - Standardize Assessment Scores (e.g. PSSA)	0.255	0.322	0.299	0.254	0.247	0.261	0.192	0.150	0.227	0.160		0.455	0.505	0.244	0.302	0.301
The following school selection criteria were fair. - Attendance	0.203	0.217	0.200	0.239	0.180	0.233	0.214	0.130	0.218	0.132	0.455		0.606	0.210	0.209	0.215
The following school selection criteria were fair. - Grades	0.224	0.234	0.216	0.233	0.234	0.219	0.199	0.160	0.223	0.185	0.505	0.606		0.203	0.229	0.239
I understand how the school selection process lottery works.	0.596	0.435	0.326	0.395	0.344	0.416	0.352	0.298	0.393	0.243	0.244	0.210	0.203		0.471	0.398
I am satisfied with the school selection lottery process.	0.404	0.815	0.268	0.353	0.327	0.445	0.224	0.273	0.354	0.105	0.302	0.209	0.229	0.471		0.651
I am satisfied with the offer(s) my child received.	0.413	0.648	0.321	0.373	0.335	0.405	0.244	0.317	0.332	0.172	0.301	0.215	0.239	0.398	0.651	

Considerations

The following considerations were developed by Accenture based on the feedback received from parents/guardians on the survey. Accenture reviewed emerging themes from ~280 comments. Below are the top themes that parents/guardians provided.

Is there anything else you would like to share with us?

Theme 1: Enhanced and more timely communication throughout stages of the application process.

- The district did not inform schools and parents/guardians that they would be using standardized test scores until the end of the summer, providing little time for sufficient preparation.
- After applications were submitted, parents/guardians were not notified as to why applications were marked ineligible.
- Parents/guardians felt as if they did not receive adequate communication to prepare for project and performance-based schools.
- Some parents/guardians found it difficult to navigate the SDP website.
- Multiple modes of communication needed beyond email – including text and voicemail to ensure parents/guardians receive time-sensitive information.
- Once a child is accepted to a school, there is not standardized process for communicating next steps (e.g., open house, shadow day, registration).

Theme 2: Siblings should be given priority in placement.

- Without priority placement for siblings, parents/guardians are required to arrange different pick-ups and drop-offs for their children.
- Twins with similar profiles and test scores end up with different school selections due to the randomization of the lottery.

Theme 3: Glitches with SchoolMint made the process frustrating for parents/guardians.

- When students were deemed eligible due to SchoolMint errors, parents/guardians had to undergo another process to rectify the situation.
- Notifications from the same school would mark a student rejected, then later accepted.
- Parents/guardians of kindergartners submitted a non-District application, which prompted parents/guardians to upload PSSA scores and attendance records.
- The system does not have the capability to review missing items and communicate those to parents/guardians.

Theme 4: Provide a clear understanding of the lottery's underlying mechanics.

- It is unclear for parents/guardians how the lottery works and how applicants who meet the eligibility criteria are randomized.
- Parents/guardians would like more information on how each criterion is weighted, especially if one of the three criteria are waived during the LeGare process.

Theme 5: Need for next steps for students who do not have school placement.

- For students who have been waitlisted but met criteria at the schools in which they applied for, parents/guardians do not know how to proceed with other options.

Theme 6: Parents/guardians will benefit from an avenue to provide supporting documentation regarding extenuating circumstances.

- Some students' attendance records were marked "excused" for medical reasons – the eligibility evaluation does not always take hospitalization into account.
- Given that the continuous waitlist, parents/guardians don't have adequate time to make alternate plans as needed.

Parent Questions

These questions help us know if parents or guardians with different characteristics have the same or different answers to questions on the survey. This first set of questions will provide us the information we need to do that.

Please complete the following questions thinking about the experience of one of your children submitting a school selection application.

If you have multiple children who participated in the school selection process this year, please submit a separate survey for each child. For instance, if two of your children participated in this year's school selection process, take the survey once with the first child in mind, and then take the survey again with the second child in mind.

1. Are you a parent or guardian?
    - Yes
    - No
2. What is your child's current grade?
    - [Dropdown for choices of 3 through 11]
3. Did your family participate in the school selection process this year?
    - Yes
    - No
4. What is your child's race/ethnicity?
    - American Indian/Alaska Native
    - Asian
    - Black/African American
    - Hispanic/Latinx
    - Native Hawaiian/Pacific Islander
    - White
    - Multi Racial / Other
5. Does your child identify as:
    - Male
    - Female
    - Non-binary
    - Prefer not to say
6. What zip code do you live in? *[Five digits allowed]*
    - [Text Entry]
7. How many children in your household are currently enrolled in the School District of Philadelphia?
    - 1-10 [drop-down]
8. What type of school does your child attend this year?
    - Neighborhood School (Catchment School)
    - Charter School
    - Private School

- Citywide School
- Criteria-based School
- Homeschool
- Public School Outside of Philadelphia
- I don't know

9. Does your child receive any of these services? Select all that apply.
    - Individual Education Plan (IEP)
    - 504 Plan
    - English Learner Services
10. Is English the primary language spoken at home?
    - Yes
    - No
11. **Grid:** How did you learn about this year's school selection process? [Select all that apply]
    - My child's school website
    - School principal at my child's school
    - School counselor at my child's school
    - The School District of Philadelphia's website
    - A family member
    - Robocall from the School District of Philadelphia
    - My friends
    - Teachers or other adults at my child's school other than their principal or counselor
    - Great Philly Schools website
    - Social media
    - News media (radio, tv, newspapers)
    - School District of Philadelphia's High School Directory or other printed information
    - School alumni
    - High School Expo
    - Event (conference, information session, school night, school assembly)
    - Other (Explain below)
        1. [Text Entry]

12. Who completed your child's school selection application? [Select all that apply]
    - My child
    - Myself or another parent or guardian
    - My child's school counselor
    - Other (Explain below)
        1. [Text Entry]

Our next set of questions will explore your opinions of the current school selection process. For each question, select your response, on a scale of 1-5 from Strongly Disagree (1) to Strongly Agree (5).

13. Overall, I understood how the school selection process worked.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
14. Overall, I was satisfied with the school selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
15. My family had enough time to complete the application.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
16. My family had enough information to complete the application.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
17. My family had enough resources to confidently make a decision about the schools we wanted to apply for (e.g., school fair, open house, webinar).
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
18. My family was provided sufficient communication about the application process. (i.e. updates/process changes, deadlines, missing documents, etc.)
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
19. Information regarding the selection process was communicated to me in a language I understood.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
20. Teachers and/or counselors offered my family support throughout the application process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
21. The application was easy for my family to understand and complete.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
22. Access to technology was not a barrier to completing my child's application.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]

23. **[Logic: If English is NOT primary language]** I am satisfied with the support I received for interpretation and translation throughout the school selection process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
24. **[Logic: If IEP, 504, and/or English Learner]** I am satisfied with the assistance I received as the parent or guardian of a child with an IEP, a 504 Plan, or receiving English Learner Services.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
25. **Grid:** The following school selection criteria were fair.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        1. Standardized Assessment Scores (e.g., PSSA)
        2. Attendance
        3. Grades
26. I understand how the school selection process lottery works.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
27. I am satisfied with the school selection lottery process.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
28. I am satisfied with the offer(s) my child received.
    - [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
29. My child was placed on the waitlist for one or more schools they applied to.
    - Yes
    - No
    - **[Branching**: **if placed on the waitlist]**
        1. It was easy for me to view my child's position on the waitlist.
            1. [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
        2. My child and I understood how to accept a waitlist offer from a school.
            1. [Strongly Disagree – 1, Agree – 2, Neutral – 3, Disagree – 4, Strongly Agree – 5]
30. I was aware that different schools have different admission criteria.
    - Yes
    - No
31. I was aware of the policy that if I did not meet a school's criteria, I would not be eligible for the lottery at that school.
    - Yes
    - No
32. I applied to at least 1 school where I did not meet that school's criteria.
    - Yes
    - No
    - I don't know
33. What should the School District of Philadelphia consider to improve the annual school selection process? [Select up to 3]
    - Allowing students to rank school choices
    - More resources on navigating and comparing school offerings
    - Better communications on understanding the application and evaluation criteria
    - Make the online application (School Mint) more user-friendly
    - Additional ways to alert me of deadlines and changes (text, phone, banners, intercom announcements)
    - More support from the school with the application
    - Changing the eligibility criteria
    - Removing the lottery
    - Removing the zip code preference
    - Providing more time to complete the application
    - Communicate changes with more advanced time
    - Offering resources in more languages
    - Other (Explain below)
        1. [Text Entry]

Appendix F. Benchmarking

Philadelphia, PA – School District of Philadelphia

Number of students: 197,288
Number of faculty: 12,330
Student to faculty ratio: 16 to 1
Student demographics: 51% Black/African American, 23% Hispanic/Latino, 13% White, 7% Asian, and 5% Multiracial/Other
Number of schools: 329
School types: 217 District Operated, 83 Charter Operated, and 29 Alternative Education.
School selection process: SDP uses a centralized lottery and waitlist system through the PhilaSD portal, a SchoolMint platform. Students apply to schools in which they meet eligibility. For criteria-based schools, students are entered into the lottery if they have sufficient grades in the two previous years, 95% attendance, and meet PSSA percentile cut offs.[50]
School selection process team: There is not a full-time team member solely dedicated to the school selection process. Today, school selection is a joint effort between the Office of Student Enrollment and Placement and the Office of Student Support Services, amongst others.
Priorities: There are six zip codes that are prioritized (19140, 19134, 19132, 19121, 19133, and 19139) at four criteria-based schools, plus sibling priority at selected schools.
Students with accommodations: Students with accommodations can waive one (1) criterion, and then their application goes through a LeGare Impartial Review to determine if the necessary supports and resources are available at the schools in which they applied to.

Boston, Massachusetts – Boston Public Schools

Number of students: 46,001
Number of faculty: 4,256
Student to faculty ratio: 10.8 to 1
Student demographics: 28.4% African American; 8.7% Asian; 43.8% Hispanic; 15.1% White; 3.6% Multi-Race, Non-Hispanic; 0.3% Native American; and 0.2% Native Hawaiian, Pacific Islander
Number of schools: 119
School types: Traditional district schools, exam schools, pilot (teacher-led public) schools, Horace Mann charter schools, and innovation (in-district, autonomous) schools.
School selection process: For the three exam schools, each student applies and registers for school selection through the student information system and ranks at least five schools based on personal preference. Parents/guardians without technology access can apply in-person at the welcome center and work directly with a registration specialist. All exam school applicants are required to sit for the NWEA MAP Growth test as part of the application process – the test accounts for 30 points toward a total score of 100. The rest of the composite score is made up of GPA only. Additional points are added to composite scores for students experiencing homelessness or if they identify as economically disadvantaged. Students with the highest grades and test scores are rewarded – in rank order – to their preferred school(s).
Priorities: The lowest socioeconomic tier of applicants will be considered first.[51]

Chicago, Illinois – Chicago Public Schools

Number of students: 322,106
Number of faculty: 21,981
Student to faculty ratio: 14.6 to 1
Student demographics: 11% White; 35.8% Black; 46.5% Hispanic; 1.5% Multi-Racial; 4.4% Asian; 0.1% Hawaiian/Pacific Islander; 0.4% Unavailable
Number of schools: 635
School types: 514 District Run, 111 Charter, 9 Contract (operated as a public school under contract with the Board of Education), 11 selective enrollment, and 1 Safe school (safe and supportive environment).
School selection process: For selective enrollment high schools, a student's eligibility is determined by a point system, and they are assigned points for: 7th grade final grades; NWEA MAP Growth test; and an admissions test. After the top 30 percent of selective enrollment students are admitted, the remaining 70 percent are placed into geographic tiers, to ensure equal representation throughout Chicago. Students apply within the GoCPS online platform and are considered based on the following factors: admissions screenings (testing, auditions, essays, etc.), whether any priority preferences are considered, the order that they ranked each program on application, the number of seats available in each program, and each program's selection process (lottery or point system).[52]

School selection process team: Office of Access and Enrollment, a team of about 15, solely manages the end-to-end school selection process and enrollment management system.
Priorities: First 30% of seats filled by top scoring based on rank score. Remaining seats are equally distributed among the four socio-economic tiers and filled by the top scoring students in each tier.
Students with accommodations: Instead of waiving criteria, students with accommodations are compared with their peers (other students with accommodations), while general education students are evaluated in comparison to their own peer group. Up to 15% of seats at selective enrollment high schools are designated to students with IEPs, and 85% of the seats for selective schools are reserved for general education learners.
Platform: CPS runs a complex, single-best offer school selection process on a customized platform using a deferred ranking algorithm. This allows CPS to run different types of application processes, customized for each school, concurrently. Parents apply online through SchoolMint, in which their information is then fed into the system for processing.

New Orleans, Louisiana – NOLA Public Schools

Number of students: 44,000
Number of faculty: *Unavailable*
Student to faculty ratio: *Unavailable*
Student demographics: 82% African American, 7% Hispanic, 7% White, 2% Asian, Multiple Races 1%, American Indian 0.2%, Hawaiian/Pacific Islander 0.1%
School types: 83 out of 86 public schools are charter schools. 3 schools are small, specialized programs operated through contracts between NOLA Public Schools and nonprofit organizations.
School selection process: Students apply through EnrollNOLA, an online enrollment system. Students receive their single best offer, based on rankings. If there are more applications than there are places in a school, the school must hold a random lottery. Ten schools have eligibility criteria, in which students must meet before proceeding with next steps. School leaders review documents and test scores, then allocate points on a matrix directly within the enrollment management platform.[53]
School selection process team: NOLA public school district has a dedicated team that solely manages the school selection process and enrollment management system.
Priorities: Zip code priority where 50% of seats reserved for applicants who live either within a half mile of the school or within the zip code zone of the school.
Platform: NOLA uses Salesforce as their enrollment management system. The District is currently transitioning to Salesforce's Education Cloud. In the future, the District hopes to offer a shorter round in which students get placement right away rather than having to wait for a round to close.

Richmond, Virginia – Richmond Public Schools

Number of students: 22,000
Number of faculty: 1,158
Student to faculty ratio: 19 to 1
Student demographics: 55.4% African American; 21% White; 1.6% Asian or Asian/Pacific Islander; 18.5% Hispanic/Latino; and 0.2% American Indian or Alaska Native
Number of schools: 45
School types: 25 Elementary Schools (Including 1 Charter School), 7 Middle Schools, 5 Comprehensive High Schools, 3 Specialty Schools, and 5 Preschool Centers.
School selection process: During open enrollment, students apply through Enroll RPS, a SchoolMint platform, and select up to three out-of-zone schools in which offers are determined via a random lottery. Specialty school applicants are required to complete a single common application, allowing them to submit two teacher recommendations, a long essay, and a short essay response. The selection process for specialty schools is run separately from open enrollment.[54]
School selection process team: One full time employee who manages open enrollment lottery, selective school, and regional governor's school application process. The employee is not fully dedicated to the school selection process – there are other duties within scope.
Priorities: Siblings are prioritized, whereas Richmond public school employees' children are deprioritized.

District of Columbia – DC Public Schools

Number of students: 49,035
Number of faculty: 4,025
Student to faculty ratio: 8.3 to 1
Student demographics: 57% African American; 21% Hispanic; 2% Asian; 3% Two or more races; <1% Native Hawaiian/Other Pacific Islander; <1% American Indian/Alaska Native; and 17% White
Number of schools: 118
School types: 3 Primary Schools, 70 Elementary Schools, 14 Middle Schools, 15 High Schools, 3 Opportunity Academies, 10 Education Campuses, 1 Special Education School, and 2 Youth Engagement Schools.

School selection process: My School DC is the platform that students use to rank up to twelve schools. An application is required for students who wish to attend preschool, K-12 out-of-boundary (non-catchment) schools, and selective high schools. Applying on the platform is not required for an in-boundary or feeder pattern school. For eight highly selective high schools, rising 9th graders are required to submit a combination of their GPA, attendance records, an essay, and undergo an interview (some individual, some family, some both).55
Priorities: Sibling preference, twin offer preference, proximity preference, and equitable access (student identifies as homeless, part of DC's foster care system, or whose family receives assistance).

San Francisco, California – San Francisco Public Schools

Number of students: 50,566
Number of faculty: 9,199
Student to faculty ratio: 5.5 to 1
Student demographics: 6% African American; <1% American Indian; 33% Asian; 4% Filipino; 30% Latino; 1% Pacific Islander; 14% White; and 7% Multi-Racial
Number of schools: 130
School types: 64 Elementary, 8 Alternative Configured (TK- 8), 13 Middle (6-8), 14 High (9-12), 12 Early Education, 5 County, 3 Continuation, and 11 Charters. Elementary attendance areas are geographic borders drawn around elementary schools throughout the district. Middle and high schools do not have attendance areas/geographical borders.
School selection process: There is a main round application window for all grades. If the number of requests for a school is greater than number of spaces available, tiebreakers (preferences) are used to place students in their requested school. Students will be assigned to their highest ranked request, if.[56]
Priorities: Sibling preference, CT1P1 (low test score area), and zip code preferences.

Denver, Colorado – Denver Public Schools (DPS)

Number of students: 88,911
Number of faculty: 6,140
Student to faculty ratio: 14.5 to 1
Student demographics: 54% White; 9% Black; 30% Hispanic or Latino; 4% Asian; and 3% Two or more races
School types: 96 District Run Traditional, 38 District Run Innovation (semi-autonomous schools) within 12 Innovation Zones (iZone), and 56 Charter schools.
School selection process: Students rank their top school preferences and submit their choice application via SchoolMint. DPS then matches students to schools based on those preferences, as well as school admission priorities and available space. For the students who did not participate in the first round, or who did but want to revisit their school options, they can participate in round two.[57]
Priorities: Neighborhood preference/boundary, siblings, and other considerations (children of full-time school site staff members, qualification status, socioeconomic diversity).

New York, NY – New York City Public Schools

Number of students: 1,050,649
Number of faculty: 75,000
Student to faculty ratio: 7.2 to 1
Student demographics: 41.1 Hispanic or Latino; 24.4 Black; 16.6 Asian; 14.7 White
School types: 1,859 schools, including 271 charter schools.
School selection process: Students use the mySchools (custom-built) platform to select 12 or more programs. Students use the same platform to view their children's results and waitlists. Students are automatically added to the waitlist for any program placed higher on their child's application than the program where they received an offer, with the goal of one final single-best offer. Admissions to specialized high schools is a separate process in which students take an exam to earn their seats.58
School selection process team: Five staff members manage the high school admissions process. A data, analytics, and research manager oversee data integration for middle and high schools. A data analyst focuses solely on high school admissions. Separate teams (sizes and functions unknown) focus on elementary and middle schools' admissions processes.
Priorities: Zip code priority for screened programs, sibling priority for middle schools.
Platform: Similarly, to Philadelphia, NYC has centralized their lottery process. For screened programs, which admit the top-performing applicants across each middle school and citywide school, the mySchools platform buckets students based on their performance tier. If the number of applicants in one group exceeds the available seats, students from this group will be chosen to fill the spots through a random selection process based on the individual's unique application number. If each student from group one can be taken care of at a certain school, those in group two will be evaluated next and so forth. For performance-based schools, most auditions and interviews are virtual.

Appendix G. Literature Review

Source: Barrow, Lisa, Lauren Sartain, and Marisa de la Torre. 2020. "Increasing Access to Selective High Schools through Place-Based Affirmative Action: Unintended Consequences." *American Economic Journal: Applied Economics* 12 (4): 135–63. https://doi.org/10.1257/app.20170599.

Summary: This paper investigates whether offering high-achieving, low-income Chicago* students an education at elite public high schools can improve these students' educational outcomes and high school experiences. There is no evidence to suggest that attending a selective enrollment high school (SEHS) raises test scores overall.

*In Chicago Public Schools (CPS), admission to selective high schools is determined by a combination of prior academic performance and family income as proxied by the socioeconomic status (SES) of the student's residential neighborhood (i.e., place-based affirmative action).

Insights:

- The study found a large negative effect on incoming class rank. Students admitted at the margin will have relatively higher-performing peers than the students who just miss the cutoff. Tier 1 students (lowest-SES neighborhood) admitted to a SEHS rank 17 percentile points lower in their high school than tier 1 students who are not admitted to a SEHS. For students from tier 4 neighborhoods (highest-SES neighborhood), being admitted to a SEHS lowers their incoming rank by 10 percentile points. Evidence from other studies shows students are aware of rank differences.
- Overall, being admitted to a SEHS has a −0.08 effect on grade 11 cumulative GPA that is not statistically different from 0. For tier 1 students, the estimate is −0.24, and the estimate for tier 4 students is −0.001; there is a larger impact on tier 1 students.
- Students admitted to SEHSs are no less likely to graduate from high school and are somewhat more likely to enroll in college than their counterparts who are not admitted to a SEHS.

Source: Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., D'Mello, S. K., Finn, A. S., & Duckworth, A. L. (2019). Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability. *American Educational Research Journal*, 56(6), 2077–2115. https://doi.org/10.3102/0002831219843292.

Summary: Longitudinal study comparing the predictive validities of high school grades and admissions test scores for college graduation. Findings suggest that report card grades provide information about self-regulation not captured by admissions test scores.

Insights:

- The incremental predictive validity of high school GPA for college graduation within four years (Odds Ratio = 1.28, $p < .001$, 95% CI [1.25, 1.31]) was stronger than the incremental predictive validity of SAT/ACT scores (Odds Ratio = 1.12, $p < .001$, 95% CI [1.09, 1.15]).
- For 1,622 seniors from 4 urban high schools, the incremental predictive validity of high school grades for college graduation was explained by self-regulation, whereas the incremental predictive validity of SAT scores for college graduation was explained by cognitive ability.

Source: Taylor, Jonathan. 2019. "Fairness to Gifted Girls: Admissions to New York City's Elite Public High Schools." *Journal of Women and Minorities in Science and Engineering* 25 (1). https://doi.org/10.1615/jwomenminorscieneng.2019026894.

Summary: Research compares the predictive validity and gender bias of the admissions criterion, the Specialized High School Admissions Test (SHSAT), with that of seventh grade GPA, a possible additional criterion. For most students, seventh grade GPA is a much stronger predictor.

Insights:

- A hypothetical admissions index was constructed weighting SHSAT and GPA7 by coefficients from the regression of FGPA (20.243 + 0.008 *SHSAT + 0.717 *GPA7). Use of this index would also have resulted in substantially different gender and ethnic proportions.
- Students with extremely high SHSAT scores generally also had high grades. In contrast, for the portion of SHSAT scores around the cutoffs for admission (479-559), SHSAT is a much strong predictor than freshman GPAs at this crucial decision range.
- The SHSAT predicted non-STEM grades for girls that were 4.77 points lower than actually achieved, with the greatest differences in languages (5.48) and humanities (5). In STEM courses, grades were underpredicted by the SHAT, highest in math (3.47).

Source: Gershenson, Seth. 2018. "Grade Inflation in High Schools (2005-2016) Grade Inflation in High Schools (2005-2016)." Thomas B. Fordham Institute. http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/(2018.09.19)%20Grade%20Inflation%20in%20High%20Schools%20(2005-2016).pdf.

Summary: This study compared students' course grades with end-of-course (EOC) exam scores to evaluate the extent of grade inflation (when course grades subjectively assigned by teachers do not comport with objective measures of student performance). Grade inflation occurred in schools attended by more affluent students but not in schools attended by less affluent students.

Insights:

- On average, students who score higher on the EOC exams also earn higher grades. However, a significant number of students who receive high grades also perform poorly on the EOC. Among students with top grades, just 3% of students earning a B and 21% of students earning an A reach the highest level of achievement on the EOC.
- Even after controlling for EOC scores, cumulative GPAs are rising and As are becoming more prevalent for students in affluent schools, suggesting differential grade inflation by school type.

Source: Hitt, Collin, Michael McShane, and Patrick Wolf. 2018. "Do Impacts on Test Scores Even Matter? Lessons from Long-Run Outcomes in School Choice Research." American Enterprise Institute. 2018. https://www.aei.org/wp-content/uploads/2018/04/Do-Impacts-on-Test-Scores-Even-Matter.pdf.

Summary: This brief takes an analytic approach to review every known study that examines test score impacts and contains participant-effect estimates for both student achievement and attainment. According to existing literature reviewed, test score impacts of school choice programs do not serve as a reliable predictor of attainment impacts.

Insights:

- At selective enrollment high schools, students who score barely above or barely below the cutoff are essentially identical in prior achievement—their differences in

scores are more likely due to the imprecision of the tests rather than a true difference in ability.
- The meta-analysis shows that, for school choice programs, there is a weak relationship between impacts on test scores and later-life outcomes.

Source: Allensworth, Elaine M., and Kallie Clark. 2020. "High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions about Consistency across High Schools." Educational Researcher 49 (3): 198–211. https://doi.org/10.3102/0013189x20902110.

Summary: This study examines high school GPAs and ACT scores as measures of academic readiness for college. ACT scores provide less accurate predictions of college success based on students' race, ethnicity, and gender than high school GPAs.

Insights:
- High school GPAs are not equivalent measures of readiness across high schools, but they are strongly predictive in all schools, and the signal they provide is larger than the differences across schools.
- As measures of individual students' academic readiness, ACT scores show weak relationships and even negative relationships at higher achievement levels. ACT score seems to represent factors associated with the student's school rather than the student.

Source: Cohodes, Sarah, Sean Corcoran, Jennifer Jennings, and Carolyn Sattin-Bajaj. 2022. *When Do Informational Interventions Work? Experimental Evidence from New York City High School Choice*. National Bureau of Economic Research Working Paper No. 29690. https://doi.org/10.3386/w29690.

Summary: Details the impacts of communications interventions on the various stages of the high school choice process. Finally, in all cases, English learners and those that did not speak English at home benefited the most from the interventions, pointing to the need for targeted help and materials in home languages for families navigating both the school choice process and an unfamiliar language.

Insights:
- Listing schools in alphabetical order may seem neutral but many prefer schools near the beginning of the alphabet.
- All of the treatments are particularly effective for English learners, even Fast Facts Digital, with a reduction of enrollment in a high school with a graduation rate below 75% of by 6.2 to 12.3 percentage points.
- The interventions with the largest response included "nudges" in the form of excluding other schools from lists of schools and schools presented in descending order by graduation rate. The important thing is to do something that draws students into the process, more so than the specific tool used.

Source: Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, and Alyson Burnett (2018). Presenting School Choice Information to Parents: An Evidence-Based Guide (NCEE 2019-4003). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/pubs/20194003/pdf/20194003.pdf.

Summary: A research study was conducted to provide evidence-based recommendations for presenting school-choice information to parents; assessing understanding, ease of use, and satisfaction. Parents seem to make choices based on what is most prominently displayed. Parents had the ability to re-sort the list of schools by distance, academic performance, or school name, but the initial (default) sort order mattered.

Insights:

- When the list of schools is initially sorted by academic performance instead of distance, parents choose schools with higher proficiency rates (by about five points, 67% versus 62% proficient). However, some strategies tested as part of the study led parents to choose schools that were closer to home or had better measures of school safety or resources rather than choosing academically higher-performing schools.
- Decisions about how to display information may require designers to make trade-offs between understandability, ease of use, satisfaction, and effects on parents' choices. For example, the study showed that including parents' ratings of schools and using graphs is more satisfying to parents, but both strategies make the information display harder to understand.
- Formatting strategies can influence choices by highlighting or obscuring differences. For example, the study showed three schools that appear very different in terms of safety, rated as A, B, or C, each with a different color. However, the horizontal bar graphs are presented on a 0 to 100 scale, which makes the first two schools look nearly identical in terms of safety. Therefore, the same difference of 3 percentage points (between School 1 and School 2) can appear large or small depending entirely on visual representation.

Source: Mawene, Dian, and Aydin Bal. 2018. "Factors Influencing Parents' Selection of Schools for Children with Disabilities: A Systematic Review of the Literature." *International Journal of Special Education* 33 (2): 313–27. https://files.eric.ed.gov/fulltext/EJ1185614.pdf.

Summary: A systematic literature review of research on the factors influencing the decisions of parents of children with disabilities when selecting schools or special education programs. The availability of special education programs was identified in 14 of the 15 studies (93%), which suggests that the primary factor parents consider is whether special education programs, facilities, and specialist staffs are available in the schools.

Insights:

- The review showed that parents valued highly the individual attention that teachers provided to their children. This factor is closely linked to class size and communication. 42% of caregivers in a statewide survey valued the opportunity for their children with disabilities to engage in more personalized learning with school staff.
- By means of multiple regression, Glenn-Applegate et al.'s study (2016) showed that a child's disability status, parents' educational attainment, and poverty status were not significant among preschool selection factors as predictors of parents' preference. Similarly, Ysseldyke et al. (1994) found there were little differences in decision-making across parents' income and education levels.

Source: Prieto, Lydia, Jonathan Aguero-Valverde, Gustavo Zarrate-Cardenas, and Martin Van Maarseveen. 2018. "Parental Preferences in the Choice for a Specialty School." *Journal of School Choice* 13 (2): 198–227. https://doi.org/10.1080/15582159.2018.1442087.

Summary: This study investigates which of the schools' attributes are valued by parents, and how these attributes are weighted depending on the type of specialty school to which they apply. For lower-income students, distance from home to school and eligibility for free or reduced-price meals were major factors in school selection.

Insights:

- The longer the distance from home to school, the less likely that school program will be chosen, as expected. Each additional mile in the distance from home to school is associated with a lower school ranking by a factor of 0.808 (19.1%).

- The results from the poverty interaction indicate that for an applicant, being—versus not being—eligible for free or reduced-price meals and applying for a school with high—versus low—student concentrations of poverty, is associated with ranking these schools higher by a factor of 1.622 (62.2%).
- For a school, having specialty in International Baccalaureate (IB), Performing Arts (ART) or Math/Sciences (MAT)—instead of an "Other specialty"—is associated with higher school ranking, by a factor of 6.323 (532.3%) for IB, by a factor of4.243 (324.3%) for ART; and by a factor of 3.369 (236.9%) for MAT.

Source: Merry, Michael, and Richard Arum. 2018. "Can Schools Fairly Select Their Students?" *Theory and Research in Education* 16 (3): 330–50. https://doi.org/10.1177/1477878518801752.

Summary: This article delineates, describes, and defends what the authors believe are the essential features of selection and also why we need to pay equal attention to both the outcomes and the processes leading to those outcomes. The authors argue that randomized lottery selections can be equity-promoting.

Insights:

- Lotteries are used for distributing a scarce good, where (1) the qualifications of potential beneficiaries are not relevant and where (2) the number of possible beneficiaries exceeds the quantity of the resource available. Because outcomes are completely randomized, the chances of person x receiving the scarce resource are no better than person y. If there is something unfair about a child not being selected for placement in an oversubscribed school, it is because there are simply not enough schools like it to go around and not because the selection mechanism itself is inequitable.
- Many selection decisions involve selecting from a pool of candidates, several of whom satisfy the criteria. Individuals are selected because he or she best matches the stated criteria. Decision makers may consider the relative weight of qualifications and come to a decision concerning which combination of them would best serve the needs of the institution.
- So long as the selection is consistent with the advertised criteria, and so long as any non-advertised qualifications taken into consideration do not themselves violate basic equity standards (i.e., they are intended to promote equity), then ordinarily the selection made will be deemed fair.
- A fair selection process requires that candidates be evaluated based on factors relevant to the type of educational opportunity being offered. Selection for advanced educational opportunities could therefore be appropriately based on factors, as long as these indicators themselves could be demonstrated as relevant and empirically related to success in the educational opportunity offered. A candidate portfolio might include work experience, volunteer service, as well as letters of reference where these could be used to inform more accurately the selection procedure beyond narrower measures of prior academic performance (such as course grades and test scores).

Source: Greaves, E., Wilson, D., & Nairn, A. (2023). Marketing and School Choice: A Systematic Literature Review. *Review of Educational Research*, 0(0). https://doi.org/10.3102/00346543221141658.

Summary: Review of existing literature on the types of marketing practices employed by schools within choice-based allocation mechanisms. This study shows that the amount of a school's marketing efforts is tied to the extent of competition within the local area.

Insights:

- Paper [75], for example, noted that the Center City District schools in their study were branded to give the symbolic distance between them and other schools in

Philadelphia using "banners and signage" such that a "signature" was created for each school. Some reported that beyond using the brand to stand out from competitors, "schools had to profile themselves and construct strong and distinct images or 'brands' in order to attract certain categories of learners" [71].

- There is evidence, across both the earlier and the later literature, that schools identify and react to key competitors [25, 39, 52, 108] and that the amount of competition in the local area is positively correlated with the amount of marketing activity [1, 5, 30, 33, 43, 72, 289, 305]. Paper [72] concludes that "the extent of competition to a principal experience, is consistently and positively associated with the likelihood of substantial marketing or recruiting efforts" [p. 66].
- High-attaining schools that are over-subscribed appear to be shielded from competitive pressures to market their school [30, 33, 202, 455], whereas the literature notes the "fight for survival" at the bottom of the hierarchy, making marketing a necessity [25, 263].
- Paper [111] notes the importance of the principal, "whose personal characteristics, leadership style, vision, morality, and even physical appearance are strongly related to his/her role in the marketing and image-building of the school". Early literature acknowledged the lack of formal marketing training and the need for professional development [111, 246] that contributed to "ad-hoc" principal and staff engagement with marketing.

Source: Radasanu, Andrea, and Gregory Barker. 2022. "Inclusive and Effective Holistic Admission Frameworks for Honors Programs: A Case Study Continued." *Honors in Practice* 18 (EJ1353669): 29–44. https://files.eric.ed.gov/fulltext/EJ1353669.pdf.

Summary: This study affirms holistic admissions practice as effective for diversifying honors-eligible students and assesses the holistic review rubric from the lens of equity and efficacy. Of students who were admitted holistically for fall 2020, 34% failed to achieve an honors-eligible GPA after one year in the program, and 59% of holistically admitted students who were flagged as "conditional" also failed to meet that goal.

Insights:

- When reviewing the holistic admissions scorecard, researchers found that the essay of interest did not offer any predictive value with respect to GPA eligibility. However, it remains a component of the rubric as it is still important that applicants provide a thoughtful account of their interest in the program.
- The engagement record component of the rubric went from 20% to 25% of the overall score to reflect the fact that it offers some predictive value of academic success and involvement. Extracurricular involvement and work responsibilities are scored separately, and the higher of the two scores is taken.

Source: Bonkoungou, Somouaoga, and Alexander Nesterov. 2021. "Comparing School Choice and College Admissions Mechanisms by Their Strategic Accessibility." *Theoretical Economics* 16 (3): 881–909. https://doi.org/10.3982/te4137.

Summary: This study outlines school choice and college admissions mechanisms through deferred acceptance and serial dictatorship algorithms.

Insights:

- Deferred acceptance algorithm:
  - Each student applies to their most preferred acceptable school (if any). If a student did not rank any school acceptable, then they are unmatched. Each school *tentatively* accepts a minimum of the highest priority applicants and rejects the remaining ones.
  - Each student who is rejected at the above step applies to their most preferred acceptable school among those they have not yet applied to (if any). If a student is rejected by all their acceptable schools, then they are unmatched.

Each school *tentatively* accepts a minimum of the highest priority applicants and rejects the remaining ones.
    - The algorithm stops when every student is either *tentatively* accepted or rejected by all their acceptable schools. The tentative acceptance at this step becomes the final matching.
- Serial dictatorship mechanism:
    - With a ranking constraint of 4, each of the 1600-highest priority students is guaranteed one of their four most preferred schools. However, with a ranking constraint of 6, each of the 2400-highest priority students is guaranteed one of their six most preferred schools.
    - The student ordered first by the priority order picks their most preferred acceptable school (if any); the next student ordered picks their most preferred acceptable school among those remaining (if any), and so on.
    - Each student applies to their most preferred acceptable school (if any). If a student did not rank any school acceptable, then they are unmatched. Each school *immediately* accepts a minimum of the highest priority applicants and rejects the remaining ones.
    - Each student who is rejected at the above step applies to their most preferred acceptable school among those they have not yet applied to (if any). If a student is rejected by all of their acceptable schools, then they are unmatched. Each school *immediately* accepts a minimum of the highest priority applicants and rejects the remaining ones.
    - The algorithm stops when each student is either *immediately* accepted or rejected by all her acceptable schools. Every school is assigned to the students that it accepted at each step.

Source: Hakimov, Rustamdjan, and Dorothea Kübler. 2020. "Experiments on Centralized School Choice and College Admissions: A Survey." *Experimental Economics* 24 (2): 434–88. https://doi.org/10.1007/s10683-020-09667-7.

Summary: The paper surveys the experimental literature on centralized matching markets, covering school choice and college admissions models.

Insights:

- Matching game in the school choice model: The designer asks all students to report a rank-order list over schools (i.e., to submit their ordinal preferences). The designer also collects information on schools' priorities over students. The matching mechanism uses these reported preferences and priorities to produce a matching, and the agents are informed about the outcome.
- Student proposing deferred-acceptance mechanism:
    - Each student applies to the school that is ranked first in her preference list. Each school admits acceptable students up to its capacity, following its priority order. The remaining students are rejected.
    - Each student rejected in the previous step applies to the most-preferred acceptable school among those she has not yet applied to. Each school receiving applications considers the set of students it admitted in the previous step together with the set of new acceptable applicants. From this set, the school admits students up to its capacity, following its priority order. The remaining students are rejected.
    - The algorithm stops when no student is rejected, or all schools have filled their capacity. Any remaining students are unassigned.
    - Note – the allocation is temporary at each step until the final step.
- School-proposing deferred-acceptance mechanism:
    - Each school offers seats to students with the highest priority up to its capacity. Each student accepts the best acceptable offer she has received, according to her preference list. The other schools are rejected.
    - Each school rejected in the previous step makes offers to the students with the highest priority among those that have not rejected an offer from the school yet such that the number of accepted offers from previous steps and the number of new offers does not exceed capacity. Each student receiving at least

one offer considers the school she accepted in the previous step together with the set of new offers from schools. From this set, the student accepts the school that is highest on her preference list. All other schools are rejected.

- The algorithm stops when no school is rejected, or all students have found a seat. Any remaining students are unassigned.
- Note – the allocation is temporary at each step until the final step.
    - Boston mechanism:
- Each student applies to the school that is ranked first in her preference list. Each school admits acceptable students up to its capacity, following its priority order. These assignments are final. The remaining students are rejected.
- Each student who was rejected in the previous step applies to the most-preferred acceptable school among the schools to which the student has not yet applied. Each school admits acceptable students up to its remaining capacity, following its priority order. These assignments are final. The remaining students are rejected.
- The algorithm stops when no student is rejected, or all schools have filled the seats up to their capacity. All remaining students are unassigned.
- Note – allocation is final at each step.

Source: Arnosti, Nick. 2022. "Lottery Design for School Choice." *Management Science* 69 (1). https://doi.org/10.1287/mnsc.2022.4338.

Summary: The research studies the outcomes of the Deferred Acceptance Algorithm in large random matching markets where priorities are generated either by a single lottery or by independent lotteries. In contrast to prior work, the model permits students to submit lists of varying lengths, and schools to vary in their popularity and number of seats.

Insights:

- Given that students rank their school choices, a single lottery gives more students their first choice, but it also results in a lower probability of matching for students who submit the longest lists. Students with longer lists are those most likely to benefit from the use of independent lotteries, as they get the most independent draws.
- When the market is balanced and each student lists 10 schools, 6.4% of students go unassigned when using a single lottery, compared to 3.4% with independent lotteries. To reduce the number of unassigned students below 3.4% while using a single lottery, lists must be lengthened to n = 20 schools.
- Results suggest that using a single lottery will typically match fewer students; therefore, if maximizing the number of assigned students is sufficiently important, independent lotteries may be preferable. The logic underlying the results suggests that negatively correlated lotteries should match even more students, as those who are rejected from their top choices will tend to have good lottery draws at schools further down their lists.

Source: Basteck, Christian; Klaus, Bettina; Kübler, Dorothea. 2018. *How Lotteries In School Choice Help To Level The Playing Field*. WZB Discussion Paper, No. SP II 2018-205, Wissenschaftszentrum Berlin für Sozialforschung (WZB), Berlin. https://www.econstor.eu/bitstream/10419/184660/1/1037400836.pdf.

Summary: Study of lottery quotas embedded in the two common school choice mechanisms, namely deferred and immediate acceptance mechanisms; focusing on the effect of the lottery quota on truth-telling, the utility of students, and the student composition at schools, using theory and experiments. Lotteries have the desired effect of making schools more similar in terms of admitted students' academic achievement, both under immediate acceptance and under deferred acceptance.

Insights:

- Immediate acceptance mechanism with a lottery: one-third (33%) of the seats are matched using a single lottery.

- Each student applies to the school he ranks first. Each school matches the first two-thirds of its school seats one by one with the highest priority applicants and the remaining one-third of its school seats one by one with the remaining highest lottery priority applicants. All matched students and school seats are removed. All remaining students are rejected and continue to the next step.
- Each rejected student applies to his best-ranked school that has not rejected him yet. Each school matches its remaining school seats one by one with the highest priority applicants. All matched students and school seats are removed. All remaining students continue to the next step.
- The algorithm terminates when all students are matched to school seats.
- Note - The lottery quota is filled after allocating the seats based on academic merit, which increases the impact of the lottery on the final allocation.

- Deferred acceptance mechanism with a lottery: one-third (33%) of school seats are matched using a lottery and a lottery ranking of students is drawn randomly.

- Each student applies to the school he ranks first. Each school tentatively matches the first two-thirds of its school seats one by one with the highest priority applicants and the remaining one-third of its school seats one by one with the remaining highest lottery-priority applicants. All remaining students are rejected and continue to the next step.
- Each tentatively matched student applies again to the same school. Each rejected student applies to his best-ranked school that has not rejected him yet. Each school tentatively matches the first two-thirds of its school seats one by one with the highest priority applicants and the remaining one-third of its school seats one by one with the remaining highest lottery-priority applicants. All remaining students are rejected and continue to the next step.
- The algorithm terminates when all students are tentatively matched to school seats. Then, the current tentative matching becomes final.
- Note - At each step, the lottery quota is filled after allocating the seats based on academic merit, which increases the impact of the lottery on the final allocation.

Source: Lievens, Filip; Sackett, Paul R.; and De Corte, Wilfried. Weighting admission scores to balance predictiveness-diversity: The Pareto-optimization approach. (2022). *Medical Education*. 56, (2), 151-158. Research Collection Lee Kong Chian School Of Business. https://ink.library.smu.edu.sg/lkcsb_research/6859.

Summary: This paper reviews the theory and research evidence about Pareto-optimization and explains how Pareto-optimization permits medical schools to better balance predictiveness and diversity in medical admissions systems.

Insights:

- Compared to unit-weighting and regression-based weighting, Pareto-optimal weighting reflects an approach wherein selection method scores are combined into a weighted sum that optimizes both predictiveness and diversity. The Pareto-optimal approach goes beyond the typical compensatory, top-down selection processes. It can be used across a large variety of selection processes and can deal with settings wherein applicants come from several different minority populations (Blacks, Asians, Hispanics, etc.).
- The calculation of Pareto-optimal weights and thus of such Pareto-optimal composites requires the following pieces of information as input: a set of selection methods with their respective predictiveness (expressed as correlation coefficients), intercorrelations among these selection methods, and minority-majority average score differences per selection method.
- Constrained optimization aims to show how the available scores should best be used to select the required number of candidates so that the desired goals are met. Second, the Pareto-optimization approach does not result in a single selection design and leaves still room for the designer and the organization to express their preferred valuation of the objectives.

Source: Vaughn, Michael G., and Christopher Witko. 2013. "Does the Amount of School Choice Matter for Student Engagement?" *The Social Science Journal* 50 (1): 23–33. https://doi.org/10.1016/j.soscij.2012.07.004.

Summary: This study considers how the amount of educational choice of different types in a local educational marketplace affects student engagement using a large national population of 8th grade students. This study observed that the amount of choice found in a child's elementary school years influences eighth grade engagement.

Insights:

- The reference category is Class 1, the most highly engaged group of students. Classes 4 and 5 are the most highly disengaged groups. High SES is significantly less likely to be associated with Classes 3–5 compared to Class 1. With respect to school characteristics, attending a magnet predicted increases risk for Class 4 (RR = 2.08, SE = 0.506, p < .01).
- The amount of competition in the public sector leads to higher levels of engagement. That is, students are less likely to be found in the relatively less engaged Class 3 and the highly disengaged Class 5, where there are more regular public schools.

Source: Wilson, Deborah. 2019. "School Choice and Equality of Opportunity: An International Systematic Review." Nuffield Foundation. https://www.nuffieldfoundation.org/wp-content/uploads/2019/04/Wilson-and-Bridge-report-April-2019.pdf.

Summary: This project systematically scoped and mapped research evidence relating to parental exercise of choice and, critically, to the outcomes of that process in terms of the resulting allocation of pupils to schools. School choice may lead to schools being more homogenous in their social composition.

Insights:

- Even though the magnet school programs are often designed and targeted to explicitly reduce segregation, the three city level studies in our dataset [Montgomery County 160; Philadelphia 78; San Diego 133] all show that this is not the end result; specifically, that any decreases in segregation for magnet schools are outweighed by greater segregation overall in neighborhood schools.
- The outcomes of any choice-based mechanism are a result of a combination of factors, including system design, constraint, lack of information, as well as any parental preference.

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[7] Gold, et al. "Transition to High School", 17.
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[9] Ibid., 20.
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Presentations - •

Title: Southwest Leadership Academy Charter School Presentation, Rudy Garcia, Hearing Officer

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

Presentations - •

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

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Written Testimony	Supporting Document

June 29, 2023

All School Board Members
Board of Education
School District of Philadelphia
440 N. Broad Street
Philadelphia, PA 19130

Dear School Board Members,

The African American Charter School Coalition (AACSC) attempted to register to provide public comment beginning with checking your website every hour on the hour at 2 PM on Monday June 26th. However, a message continued to be on the site indicating that registration was already filled. We learned from another person who was able to register that registration was opened a few minutes before 4 PM and then closed, and then reopened again at 4 PM with the message that all slots were all filled. We were clearly disappointed and frustrated by this information - especially given the fact that when we logged on at 4 PM to register, the note of all slots being filled was already posted.

Therefore, we are providing this written letter to restate are grave concerns about the process, policies and metrics used by the Charter School Office (CSO) which are not only extremely difficult to navigate but also continue to have disparate outcomes for Black and brown founded and led public charter schools. In addition, we are requesting that the Board refrain from issuing any non-renewal recommendations and refrain from moving forward with the non-renewal of Southwest Leadership Academy (SWLA) while the charter school investigation is still pending.

Further, to echo the recommendations we shared previously we believe there should be a moratorium on non-renewals of all charter schools until a more equitable system of oversight and evaluation can be established.

We also remain gravely concerned by the two different standards that appear to exist based on how you have handled the discriminatory practices of Franklin Towne Charter School versus the handling and oversight of SWLA.

We've patiently waited for the Board to act. But it doesn't appear it has the will to do the right thing. We are grateful that Board Member Lisa Salley publicly said she believes personal bias influences decisions of the Board. The African American Charter School Coalition (AACSC) agrees with her, and believes that the Board can make immediate changes to stop these inequities regardless of whether the investigation has been completed.

In August of 2022, we presented the Board with 12 recommendations for a more equitable and transparent process for charter oversight and to ensure the Board is fully informed before making decisions. The CSO adopted three of our recommendations in February of this year. But the Board still lacks direct communication with the public charter schools it oversees. Relying on the CSO is an inadequate and unreliable process because information gets filtered and too often, the Board is left without complete nor fully accurate information.



The Philadelphia Inquirer's article about Franklin Towne further highlights what we have been saying from the start of our advocacy efforts, and shows the Charter School Office's gross negligence and inability in overseeing public charter schools fairly and equitably.

Peng Chao, the acting head of the CSO was quoted in the Philadelphia Inquirer stating, "even if the District finds Franklin Towne improperly or illegally denied James' granddaughter admission, that won't trigger a "high-stakes act, like charter non-renewal or revocation." Yet, when Franklin Towne charter went through renewal, it was renewed while at the same time, you voted to begin the non-renewal of Southwest Leadership Academy and Laboratory Charter (Lab).

While Black founded and led charter schools only make up 19% of the charter school community in Philadelphia, it represents over 87% of public charters have been closed or recommended for closure by the CSO and Board over the last ten years, and we now have another one currently on the chopping block for less significant issues, while the District is investigating its process of evaluation and renewal due to allegations of bias and discriminatory practices towards minority students and schools.

And for the head of the CSO to say that breaking the law and discriminating against Black and brown children and students with disabilities is not grounds for a non-renewal is unconscionable. Black founded and led schools are not cherry picking. They take the students Franklin Towne doesn't want, yet they are penalized for it and they are denied opportunities to expand their seats, and the Board continues to vote down minority operated applications for new charter schools as well.

Board President Reginald Streater's, response to AACSC's most recent press conference was quoted in the Inquirer stating, "there is no secret society closing Black schools" and in response to the Board's lack of action with Franklin Towne, stated, "we just can't go closing schools willy nilly. They have a contract and we have to wait for a renewal year" but the Board had the opportunity to take action to close the school during it's last renewal and did nothing while at the same time issued a surrender clause for Memphis Street and voted to non-renew SWLA and Lab.

The only "willy nilly" closures that seem to be happening are for Black led charter schools. No one suggested it is secret -- It is actually happening in public when the Board relies on an incompetent and dysfunctional Charter School Office instead of reviewing detailed information directly, hearing from schools directly, and visiting the schools in question before taking catastrophic action and votes that destabilizes children, families and the Black communities where the schools reside.

To fix this inequitable system of education in Philadelphia, the Board need to ensure all rules and policies are applied fairly, the Board needs greater accountability, and the Board should make it a priority to rid all systems of oversight, evaluation and authorization from any appearance of impropriety, bias, discriminatory and racist practices that have disparate outcomes for Philadelphia's Black and Brown children. The culture of the Charter School office needs to change and we need to know the results of the investigation before any further action is taken with Southwest Leadership Academy or any other schools being considered for closure.

Please Do The Right Thing for the sake of our children and families.

Sincerely,

African American Charter School Coalition (AACSC)

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

New submission from Contact Us

1 message

[redacted] Wed, Jun 28, 2023 at 2:31 PM

To: schoolboard@philasd.org

Name

Barbara Dowdall

Date

06/28/2023

Phone

[redacted]

Email

[redacted]

Subject

7. Juneteenth Education Resolution

Message

Written Remarks to Board and Superintendent Dr. Tony Watlington
Barbara McDowell Dowdall
Alliance for Philadelphia Public Schools (APPS)
Thursday, June 29, 2023
7. The Juneteenth Education Resolution

There is likely no more pertinent topic for our youngsters to learn about in today's world, combining immediacy because of Juneteenth's newness as a holiday; the wealth of reading and online enriching research material available; the wide variety of formats and locations of intergenerational citywide celebration; and especially critical, the current attacks in our nation on books and curricula relating to African American history. All elements of the resolution are admirable, e.g. BE IT FURTHER RESOLVED, that the District shall collaborate with local and national organizations to enhance educational partnerships, develop best practices, and share resources related to teaching Juneteenth
https://www.nea.org/professional-excellence/student-engagement/tools-tips/teaching-juneteenth-and-meaning-freedom
http://md.aft.org/news/happy-juneteenth-2023
https://aftvoices.org/aft-retirees-celebrate-juneteenth-429a3ae3f4b9
https://math.sciences.ncsu.edu/diversity-2/
Two essentials, however, are missing from the resolution:
School libraries and Certified Teacher Librarians
Libraries in schools provide the depth and breadth and quantity of reading materials that entice, engage and inform students. Just one source of many:
https://nmaahc.si.edu/visit/museum-store/juneteenth-reading-list
Certified Teacher Librarians provide the professional insight and experience to select age appropriate materials, to guide students through safe, critical and effective web research, and to coordinating with teachers to bring the curriculum to their students.

https://ies.ed.gov/ncee/rel/Products/Region/central/Ask-A-REL/20007
And most timely and helpful in this regard is the recently released White Paper from Philadelphia Alliance to Restore School Librarians (PARSL) https://www.restorephillylibrarians.org/

Sample research on Juneteenth beginning by a retired English Department Head:

One book: Juneteenth

Its author: Annette Gordon-Reed
American historian
Uh oh
About 4,510,000 results (0.43 seconds)!!!
[Obvious need for Certified Teacher Librarian (CTL) to help students (and teachers) sort through, make sense of, and incorporate into their class assignments].

https://www.youtube.com/watch?v=-R27QFI5K6E
https://www.writingroutines.com/annette-gordon-reed/
https://deadline.com/2023/05/donald-trump-new-york-times-lawsuit-mary-trump-1235355518/
https://amsterdamnews.com/news/2017/09/28/community-effort-supports-street-co-naming-mrs-pon/
https://nycblinks.wordpress.com/2017/04/10/first-blog-post/

-30-

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Public Comment: Southwest Leadership Academy Charter School

1 message

[redacted] Wed, Jun 28, 2023 at 1:21 PM
To: schoolboard@philasd.org

To Whom it may concern:

My name is Brittani Johnson. I am the parent/caregiver of Bria Riddick who attends the Southwest Leadership Academy Charter School. Southwest Leadership has made a positive impact on my child and I have confidence in the school's ability to educate her. On behalf of Bria and all of her classmates, please do not let the School Board vote to close our school.

Bria hads attended SLA since 2016 (kindergarten). Her father and I have always been active in the Home and School as well as any other ways we can help the students flourish. I chose SLA because of its reputation as an institution that focused on building young leaders who thrive in the areas of education, community service, professionalism and leadership qualities.

Each year I am pleasantly satisfied with my daughter's academic achievements. She has always been on the Honor Roll list, scores within advanced levels on her STAR exams, and is active in several afterschool programs. There is no other school in my community that can provide Bria with the type of education that she receives at SLA. She and I both look forward to her continuing her education at SLA because I am certain that it will better her educational career in a way that no other school in our community can.

I also value SLA because of its mission to help better the surrounding neighborhood by providing information and resources as well as college degree programs for the youth and adults of Southwest Philadelphia. There is always information available for us to utilize.

In closing, I ask that you do not allow the School Board to choose Southwest a Leadership Academy Charter School down. It's more than just a school, it's a pilar in our community.

Best,
Brittani Johnson

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Board Comments - June 29 - Chester Arthur Name Change

1 message

Caroline Wilson [redacted] Wed, Jun 21, 2023 at 9:13 AM
To: schoolboard@philasd.org

Greetings, Board Members,

I am writing today as I just heard on KYW that you will be voting on Chester Arthur's name change at the meeting on June 29th. I would like to express my concerns at the new chosen name, and the ramifications it will have on the neighborhood.

Allowing CA to become "Marian Anderson Neighborhood Academy" immediately shines Edwin Stanton Elementary in a less-capable light simply because of the "neighborhood academy." Both CA and Stanton serve multiple neighborhoods, with their catchments covering Graduate Hospital, Point Breeze, and Southwest Center City. Allowing one elementary school to be a neighborhood academy would most certainly draw incoming parents to apply for out of catchment spots at Arthur from Stanton, which is an issue that has been steadily decreasing, which has promoted increased diversity at both schools. The undertone of "neighborhood academy" is one of superiority, better opportunities, and better education and that is simply not the case.

On the aspect of "Marian Anderson," she is certainly a wonderful namesake, but one that is already taken and cherished in the neighborhoods. Marian Anderson Recreation Center, or "Marian Anderson" as most neighborhood kids call it, is a wonderful resource for sports, swimming, summer camp, after care, pop-up theater programs, playground, and simply just a lovely addition to the neighborhood. Allowing CA to take on this name would cause confusion, and I believe it would distract monetary resources from MARC because of it. On an additional note, Marian Anderson herself went to Stanton - fun fact!

There is also already an Anderson Elementary school in the Philadelphia School District.

In addition, the votes were clearly very tight, with MA receiving 217, and Caroline LeCount in at 190, only 27 difference. I believe, had the administration done more research in the neighborhood, or provided resources to voters on the wonderful stories of the women, the vote would have ended vastly differently. And additionally, there was never an inclusion of the "neighborhood academy" in the voting process, regardless of the namesake. This, coupled with the turmoil and outgoing administration's troubles, would lead me to beg for the board to place a hold on this name change, and allow the community and new administration time to reevaluate.

For these reasons, and many more, I hope you will vote no on the CA name change. I would encourage them to spend more time researching the neighborhood they live in, and consider one of the other incredible black Philadelphian women they selected as an option - Caroline LeCount or Nellie Bright. And I would deeply urge you to prevent them from using such verbiage as "neighborhood academy" for the way it would negatively impact the neighborhood children who do not attend. What has Chester Arthur school done to earn the right to call themselves a Neighborhood Academy, and what is so wrong with being called a School?

Thank you,
Caroline Wilson
Parent
[redacted]

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Southweat Leadership Academy Charter School

1 message

[redacted] Wed, Jun 28, 2023 at 9:34 AM

To: schoolboard@philasd.org

Good morning,

I have been an employee at Southwest Leadership Academy Charter School for 13 years now, it is an amazing and exciting place to work, where every day our dedicated and passionate staff provide a loving and safe environment that educates the whole child, academically, socially, and emotionally.

We strive every day to provide our students with everything they need to succeed, we bring out the best in them, and help them reach their highest potential so that they may become future leaders in our communities!

Our children and families count on us every day to teach them, support them, and of course love them, we are their safe place where we bring out the best in our students, and we empower our students to overcome their challenges and acquire skills and mindsets to be future leaders!

Please allow us to continue on our daily mission to cultivate our successful scholars.

Sincerely,
Danielle Raushi
School Counselor

SOUTHWEST LEADERSHIP ACADEMY CHARTER SCHOOL
7101 Paschall Ave
Philadelphia, PA 19142
TELE: 215.729.1939
FAX: 215.729.1976
Building LEADERS One Student at a Time

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Charter school meeting

1 message

Dolores Barber [redacted] Mon, Jun 26, 2023 at 6:06 PM
To: schoolboard@philasd.org

To whom this may concern,

I'm a parent of an incoming 7th grader male. My son has been attending Southwest Leadership Academy Charter since 1st grade. My son has an IEP and boy does the special education team help my son and continue to help my son both intellectual and emotional.
This charter school has separate sex assigned classes and that's the best thing any school could offer.
I love the staff at SLAC. It's like a legit family in that building from the CEO (that participates in most of the student/parent/teacher activities that I've attended) to the cleaning staff. SLAC is the definition of a village when it comes to my son. I look forward to SLAC growing in until my son graduates high school. Please keep Southwest Leadership Academy Charter open forever!

Signed a concerned parent

VILLANOVA UNIVERSITY

DEPARTMENT OF EDUCATION AND COUNSELING

June 23, 2023

To the School District of Philadelphia Board,

My name is Dr. Christa Bialka, and I am the Associate Professor of Special Education and the Director of the Teacher Education Program at Villanova University. This testimony is in support of the use of Disability Inclusive Curriculum in Philadelphia Public Schools. This curriculum will provide students, both disabled and non-disabled, with a positive understanding of disability that is led by disabled people themselves.

Given my background as a former high school and middle school educator, my current role as a college professor, the parent of a child with a disability, and someone who identifies as disabled, I can provide empirical and personal reasons as to why this curriculum is so important.

As I'm sure you know, disabled people make up the largest minority group in the United States, with 20% of the population identifying as disabled (US Census). However, disabled students remain in the margins. Research by Shah and colleagues (2015) shows that many non-disabled students are unwilling to engage with classmates who have a visible disability due to a feeling of discomfort, fear of being offensive, or a perceived lack of experience interacting with someone with a disability. Additionally, students with disabilities that are not immediately visible are often questioned about the legitimacy of their disability. In order for teachers to create inclusive classrooms, they need to engage students in conversations regarding disability. Additionally, disability should be positively represented in the school environment rather than added as a special focus during one or two days of the academic year.

Research I've conducted with colleagues at Villanova University and Fairleigh Dickinson University echo these sentiments. In a recent pilot study, we asked 50 disabled individuals to recall whether disability was discussed during their Pre-Kindergarten through 12th grade educational experiences. 43% of the sample said that disability was never discussed. Of the remaining sample, only 1 said that disability was "often discussed positively" in their elementary schooling, 1 said that disability was "often discussed positively" during their middle school years, and 3 said that disability was "often discussed positively" during their high school experience. It is noteworthy that the majority of the participants graduated from high school within the last 10 years. Although these are pilot data, they indicate that work must be done in order to increase disability awareness in schools. As one participant acknowledged, "Everyone will meet a disabled person in their lives at some point, so it's better to start talking about it and raising awareness about it now."

I wanted to end with a personal story that gets to the heart of why this curriculum matters. A few months ago, my eleven-year-old was waiting for his after-school bus. As he sat, he was

800 LANCASTER AVENUE VILLANOVA PENNSYLVANIA 19085-1699 610-519-4620 FAX 610-519-4623

VILLANOVA UNIVERSITY

DEPARTMENT OF EDUCATION AND COUNSELING

approached by two of his peers, who, unprompted, looked at my son and called him both "autistic" and "retarded." I want to state for the record that there is nothing wrong with being autistic, nor is there anything wrong with having an Intellectual Disability. What was wrong, however, was how these words were used as insults. My son came home in tears and asked why kids could think that it is okay to make fun of people who are disabled.

While this hit home for me personally, it's not uncommon to hear children use disability-based language to try to belittle others. There is nothing wrong with being disabled. But if we continue to leave disability out of the picture, we're never going to get to a place where children can ask genuine questions and learn about people who may look or talk or act differently than they do. It's also been said that "You can't be what you can't see." Disabled kids need to see themselves positively represented in the classroom so they understand that they are capable of great things. Thank you for your time and consideration of this important curriculum.

Respectfully submitted,



Dr. Christa S. Bialka
Associate Professor of Special Education
Director, Undergraduate Teacher Education Program
Director, Disability & Deaf Studies Program
[redacted]

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] LET THEM CONTINUE EDUCATING THE CHILDREN

1 message

Erik Nichols [redacted] Mon, Jun 26, 2023 at 4:09 PM

To: schoolboard@philasd.org

I'm Erik Nichols the father of one of southwest leadership academy students. They do a great job and my child been there for alot of years at the very beginning before alot of changes. She's in 7th going to the 8th and I hope things continue to go well with staff and teachers there as they continue to do a great job. Please do not stop the growth and progress there.

.From Horace Clouden June 27, 2023

Action Item - 24.

Title: Authorization to Levy and Assess Taxes - Real Estate Tax, Use & Occupancy Tax, School Income Tax, and Liquor by the Drink Tax (Pending)

Board of Education Meeting Date: 6/29/2023

Action under consideration

Pending City Council Action

While the Board is waiting for the decisions from City Council please consider that many of the residents tax assessment has been increased by 100%, I happened to be one of them. This has been a one-time increase. I had heard on many occasions that the BOE has no authorization to increase taxes. Where would the BOE expect this money to come from? I hope that the BOE would not give out any more tax abatements. City council is using abatements in the name of Low In-come housing. Please do not follow this example and except the money in the name of Children Come First. Past reasons for giving out tax abatements buy the BOE were for future jobs for students and students to have access to their facility. Everyone needs to pay their fair share of taxes, especially the Developers. .

People like me are requesting a new tax assessment on their property, one that is less than 100% or no increase at all.

Action Item - 26.

Title: Approval of Act 80 Exception - Instructional Time Board of Education

Board of Education Meeting Date: 6/29/2023

Action under consideration

Action under consideration:
The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to submit to the Pennsylvania Department of Education a Request for Approva Exceptions based upon Section 1504 of the Public School Code (Act 80), permitting certain scheduled activities to pupil instructional time so that the District meets the requirement of at least 180 days of instruction or the required c hours, for the 2022-2023 school year

I understand the School District response to the question. I understand this Action Item to be used as a response to The Policy of Inclement Weather and Section 520.1.. With the removal of the Covid Mandate . Simple put a Snow day is just that a Snow day. Schools close for Air Quality is just that Schools close for Air Quality. Schools are close for excessive heat meaning all schools are close for excessive heat even the ones with A.C. Give control back to the families and reframe from using Virtual in the home. Still an unproven form of success where every child is learning equally.

Inclement weather

Every PFT member receives a copy of the Collective Bargaining Agreement. You can download a copy using the link below. Or, you can scroll down this page and read the contract online.

Tip: Press Control+F (or Command+F for Macs) on your keyboard to search the contract.

The searchable contract is organized by chapters, called Articles, which have titles to help you find the information you need. Articles have Sections and Sub-Sections, and at the end of the contract is a lengthy Index to help locate specific information. The contract also includes Side Letters, which amplify or explain additional agreements between the PFT and District, **Appendices** and **Salary Schedules**.

NEW: 2022-2023 Salary Schedule

PFT-School District of Philadelphia Collective Bargaining Agreement 2021-2024 (PDF)

APPENDIX E

Leave Benefits

7. Other Leaves (Codes 01, 19, 44, 51, 51HR, 60)

c) Inclement Weather. An active employee in the Teachers, Non-Teaching Assistants, Secretaries,

Paraprofessionals, Food Service Managers, Head Start, Professional/Technical or Supportive

Services Assistants' bargaining unit who is unable to get to work will be paid one-third (⅓) pay due to inclement weather, with the approval of the Chief Talent Officer and proof of the employee's attempt to get

to work.

Board of Education Public Meeting Nov. 17, 2022

Action Item 17 –Emergency Instructional Time

Emergency Instructional Time Template Section

520.1 - 2022-23 School Year

As communicated to chief school administrators on July 6, 2020, 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. As occurred for the 2020-21 and 2021-22 school year, the Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1 for the 2022-23 school year. Nothing in Section 520.1 of the School Code should be construed to extend beyond the 2022-23 school year. A local education agency (LEA) that elects to implement temporary provisions **in response to the COVID-19 global pandemic** may 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 PDE's May 23, 2022, guidance. Such LEAs must provide PDE with the following information specific to the 2022-23 school year:

Action Item - 63.

Title: Renewals of Lease Agreement with Various Lessees ($2,045,531)

Board of Education Meeting Date: 6/29/2023

Action under consideration

Purpose:
Lease surplus space to various lessees

What is more important Partnerships or Student Achievement?

Some of your locations put the Partnership over Student Achievement. Space is the most valuable asset there is.
What you have is a failure to identify it's true potential now. When you talk about the leasing of surplus space. You must Identify the Space that you are leasing. 1. Constitution High School (403 Students) at a cost of over a million dollars.
The time has been long overdue to move this school from that location. The agreement with Vaux Big Picture (375 Students) At a cost of millions of dollars, again move this school.
This is just 2 locations vs.19 locations. Some of your lease spaces can provide better Student Achievement spaces.

Here are three Action Items which rely on action being taken later down the road. I hope you would consider these items when making decisions on behalf of the children and the tax payers.

Respectfully,

Horace Clouden PCAC

Mama Gail's CommUNITY educATion netWORK

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Please submit on record for June 29th meeting

1 message

[redacted] Tue, Jun 27, 2023 at 11:09 AM

To: schoolboard@philasd.org

Jamie Ray-Leonetti

Associate Director of Policy, Institute on Disabilities - Temple University

“I can tell you that I never heard of the “disability rights movement” until I was a college student in the mid-
1990s. I went all through elementary school, middle school, and high school without role models with disabilities from our history, and pretty much thinking “I am the only one who looks like me”.

“Disability is a natural part of the human experience. This year, we celebrate the 32nd Anniversary of the signing of the Americans with Disabilities Act. Yet, 32 years after this important piece of legislation, a piece of legislation considered by many in the disability community to be our Declaration of Independence, Philadelphia students do not learn about this day, or this law in school. Just as we learn about other Civil Rights, it is time to include disability rights in the curriculum.”

“According to the American Psychological Association, all children can benefit by talking openly about diversity. Further, for students in groups more likely to be the target of discrimination, such as students of color, or students with disabilities, these conversations are critical to reducing perceived discrimination that is often linked to anxiety, depression or physical health issues.”

Please consider adopting Disability Inclusive Currculum into the district.

Thank You.

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Jeannie Jackson [redacted] Mon, Jun 26, 2023 at 5:00 PM

To: schoolboard@philasd.org

Please let Southwest Leadership Academy Charter School stay open it is a very positive experience for my child he has been attending that school since 1st grade they also are great on the IEP they stay on task

My name is Katie Miller and I am an ESL teacher in the Northeast in the School District of Philadelphia. I am writing to advocate for commitment to facilities upgrades and better resources for clean air for Philly schools. We need to focus resources on systemic upgrades, not on bandaids and short-term solutions, to better serve all of Philly's students and families. My classroom has been a small closet for the past few years, and I have had a caseload of up to 50 ESL students of various levels. I've done my best to accommodate students in different groups, and have fit up to 15 students uncomfortably in a tiny room. I bought an air conditioner out of my own pocket, since the heat can be unbearable in crowded rooms. Most large rooms need more to accommodate large, old rooms and over 30 students. We also have windows that barely open, lack of air conditioning, and asthma. The School District supplied small air purifiers in 2021 with one service appointment in the past 2 years. There is evidence that the air purifier is not effective.

My experience has been further corroborated by an investigation into the district's Facilities Planning Process website, where my school is rated poor and unsatisfactory on a facility conditions assessment and an educational suitability assessment, measuring schools with the highest needs for renovation or replacement. In essence, my school received failing grades in its safety, building codes, and the facilities that are "beyond service life".

The lack of investment in our learning environment distracts learning. 91 district schools had to close early in early June due to lack of air conditioning. We need efficient, modern HVAC in all schools. Clean air is a basic right. The recent, landmark PA school funding trial that declared PA education funding as inequitable means that we need to be clear on the importance of investing Philly school's resources into facilities upgrades. Instead of focusing on achievement, curriculum and data analysis, we need to focus these funds on basic rights and safe school environments first. Thank you for taking the time to hear my testimony

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Koulako Sesay jarteh [redacted] Mon, Jun 26, 2023 at 4:04 PM

To: schoolboard@philasd.org

My name is koulako sesay jarteh, I have three kids in SLA. I choose SLA for my children because they are the best

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Board comments

1 message

Ksenia Gorbenko <ksenia.gorbenko@gmail.com> Thu, Jun 29, 2023 at 7:21 AM
To: schoolboard@philasd.org

Good morning,

I would like to add my testimony below to the School Board meeting minutes. Thank you!

I am a parent of an almost 5 year old who is going to Nebinger this fall. Recently, my son got COVID for the first time. We have been extremely careful, but the three days during the air quality alert due to the wildfire smoke from Canada did their preschool class in. Out of 21 kids, 12 and a teacher tested positive for COVID. Some had mild disease, others are still coughing and have been prescribed steroid inhalers. Kids had to miss school in the last week of class, almost missed their graduation, and several families had to consider canceling their vacation plans due to this outbreak. These outcomes could have been prevented with an updated HVAC system up to current standards and the use of multiple low-cost Corsi-Rosenthal boxes ("CR boxes") that efficiently filter the air. Studies show that not only COVID but also other respiratory viruses transmission can be reduced by 70-80% with the use of appropriately sized CR Boxes and improved ventilation. This means kids won't be missing school, friends, and social interaction in these formative years. Most public schools in Philly are located in old buildings in need of repairs. I am asking you to prioritize the work that improves air quality in schools: HVAC upgrades to bring enough fresh air and air filtration. While the HVAC upgrades are underway, CR Boxes present a low-cost solution for keeping schools open and free from disease. And, since we know climate change is also not going away, they can clean the wildfire smoke as well!

Sincerely,

Ksenia Gorbenko, PhD
Residing at 936 S 2ND Street
Philadelphia PA 19147

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

New submission from Contact Us

1 message

ldiggs@temple.edu <ldiggs@temple.edu> Wed, Jun 28, 2023 at 9:37 AM
To: schoolboard@philasd.org

Name

Latonya Diggs-Clay

Date

06/28/2023

Phone

(445) 210-6428

Email

ldiggs@temple.edu

Subject

Board comments

Message

Hello, my name is Latonya Diggs-Clay. I am a parent of a child in the Philadelphia school district learning virtually. My concern is that PreK is not offered as a virtual option like K-12 is. PreK is not getting enough attention when it comes to preparing the young children. Superintendent Wallington in your "Accelerate Philly Strategic Plan" in Priority Area 3, Strategic Action 3.1, you talk about improving access to high quality PreK programs for underserved populations. These underserved populations also have crime so why not as a measure to try to keep young children safe so they can learn in a safe environment enlist the tools of virtual learning. Give parents the option. How can children learn if most live in hostile, unsafe environments where they are only concern is whether or not they will be alive the next day. The concern of being taken out by a stray bullet because of crossfire suddenly breaking out. Most parents don't want to worry about their children because they are aware of the environment they are in and they choose to have their children learn virtually. Bullying and dangerous neighborhoods are why parents choose virtual learning. Why are you denying them virtual learning for their PreK age children? You talk about 1 in 3 of Philadelphia's 3 and 4 year olds has access to affordable, quality PreK. You continue to say that 37% of eligible children in Philadelphia do not have access to high-quality, publicly funded PreK. My question to you Superintendent is don't you think by allowing virtual learning for PreK it would change those numbers and percentages for the better? It seems like you have a genuine concern for PreK children. But why does it also seem like it's so hard to allow virtual learning for PreK if you do have this genuine concern that I want to believe you have.
You talk about the immediate benefits of PreK increase in reading, readiness and critical thinking, improved self-control, and social skills, and higher classroom confidence. You even say students that participate in high quality PreK are more likely to enroll in advanced high school coursework, attend school regularly, and graduate on time. It seems like you are saying how crucial PreK is, which is true, PreK is crucial and essential to young children. But if you are so passionate about it then why is there still no virtual option for PreK. It's very hard for me to see and believe your true concern for PreK children when you are not utilizing every tool like virtual learning to help these children make it in this world. I hope and pray that this will change. I pray the day will come where I can breathe a little bit easier knowing that there is a virtual option for PreK children and parents won't have to worry about their children anymore being in harm's way just to

learn. Thank you for taking time out to read this written testimony.
Latonya Diggs-Clay

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Testimony for action meeting June 29th 2023

1 message

[redacted] Wed, Jun 28, 2023 at 9:58 AM

To: schoolboard@philasd.org

Lisa Aquila

[redacted]

[redacted]

[redacted]

Hello Board members

I am submitting my written testimony below for the past 2 months I have unsuccessful been able to register to have the opportunity to speak at the action meeting. I went on the form at 3:50 and again at 4:04 PM on June 26th form tells me spots are filled up.

I also tried several times later. I was wondering if perhaps there was a glitch? For 30 spots to fill up in just a few minutes is unlikely. Please advise if there would be a time for us to meet to talk about the Disability Inclusive Curriculum.

DISABILITY is one of the only marginalized communities that indeed intersects with all other identities because it’s not something that impacts only one group of people; it could potentially impact everyone at some point in their lives.

So if everyone is impacted then everyone benefits from learning about disabilities right?

Then why is the Disability Curriculum missing in classrooms?

Our students are, after all, the employers of tomorrow and school is where they spend a lot of time, so it's the place where they develop mindsets that last a lifetime.

.

Let's make Philadelphia schools a place where they learn how to be good citizens and learn about disability in a way that shapes attitudes toward disability in a positive way. How we embrace diversity can be a game changer. **We can be the school district** that other districts want to mirror.

We, humans, are not so comfortable with change. So we need support.

We may need coaching and mentoring. In order to have the inclusion we are aiming for, students must see themselves in the curriculum, in the books they read, and have opportunities infused in lessons to talk about disability frequently. **Disability Equlaity in Education** stands read to offer support.

Society demands that we be more inclined to teach about diversity and discrimination so what we are proposing here today should be a given. When we suggest disability be a part of it. **It is already part of it.**

It's a part of human difference. Disability intersects all races, genders culture religions, and socio-economic statuses.

If disability remains invisible in our studies, wouldn't that be a form of discrimination?

Research states: There is an area in the prefrontal cortex that apparently lights up when you have these positive social connections. Since I'm not a doctor I can't explain it more than that. But these connections motivate us to work together and form reciprocal, social relationships. We have to go beyond awareness and build a culture of inclusion where diversity and uniqueness are celebrated.

I am here today to ask the School District of Philadelphia to adopt a Disability Inclusive Curriculum into their framework now.

Disability Equality Education stands ready to support your educators with professional development. The Disability Inclusive Curriculum is for ALL students with and without disabilities.

(Disability Inclusive Currculum has been placed in the

Pa. General assembly education code HB Bill 1642. Pilot starting this fal)

Students with disabilities will develop a sense of empowerment, belonging, and pride.

Their non-disabled peers will view disability in a positive light and finally have questions answered about disability right in their classrooms. As misconceptions decrease and disability is viewed as the natural part of life that it is, related bullying and stigma will decrease and this will lead to a better equitable world for us all.

Thank you for the opportunity today.

Lisa Aquila

- Board Vice Chair Disability Equality in Education (DEE)

- Advocate and Co-founder of The Coalition on Disability Inclusive Curriculum (CODIC)

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] please share written testimony w Board with june 29th meeting

1 message

[redacted] Wed, Jun 28, 2023 at 2:03 PM

To: schoolboard@philasd.org

Hello My name Is Lisa Schofield
I live in Northeast Philadephia. I have an intellectual disability.
People thought that if I didn't learn to read by age 14 I would never learn. This is not true, I proved them wrong.

I learned to read when I was 26 with the help of a wonderful teacher.

I started in Special Education at 21/2.
I never saw a book that included people with disabilities.

Now at 39 I had the chance to read “All the Way to the Top” it was empowering to me that an 8-year-old helped to pass the ADA

I am here today to ask the board to commit to providing lessons about disability in every classroom in Philadelphia.

Now I want to share my experience growing up as a student with a disability in Philadelphia public school.
I never saw anyone with any type of disability in the books in our school library.
I never knew the empowering story of an 8-year-old girl who climbed out of her wheelchair
to help get the ADA passed.
In fact, I don't recall ever learning about the ADA
or who helped to get it passed, or the fight to get it done.

It wasn't until many years later that I was able to read the book All the Way to the Top.
I thought **wow** what a story! All children should get a chance to read it.
Even more than that all children should understand the value in it.

Having a Disability Curruluculm as part of k-12 learning will begin to make **everyone** feel comfortable with disabilities
to see disability as just a human difference.
Wouldn't that be great?
Things would not have been so rough for me in my elementary years if it would have been talked about more in the classroom.
I don't mean talking about specific causes of disability, nothing medical just the **human** part.

I believe that if disability is talked about more in the classroom that it will be seen for what it is: just a part of diversity. And Bullying will decrease.

Hopefully talking about it more will bring understanding, and create friendships and our society as a whole will finally remove words like **"the other kids"** from their vocabulary.
Students with disabilities will be proud and empowered and non-disabled kids will be better citizens when they grow up.
By learning lessons written by disabled people **kids will** understand disability better.
If given the **chance** to learn about disability in a positive, not pitiful way.
If we start young we will change the future.
This is a good idea!
So why wait? I ask the board to commit to providing lessons on disability in every classroom in Philadelphia today!

Thank You!

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Southwest leadership charter school

1 message

Lorraine Fielding [redacted] Mon, Jun 26, 2023 at 4:11 PM
To: schoolboard@philasd.org

Hello , My name is Lorraine Fielding & My Childs name is treasure fielding. I am sending this email in reference to the closing of southwest leadership Acadamy charter school . I am the parent to a student who has been attending this school for 6 years, The school has been a godsend for me & my child . The teachers are excellent & they really love the students. My child has gotten straight As her whole time at the school . This school is a pillar in the southwest Philadelphia community and We want them to stay open , to educate our youth and prepare them for the future. if this school closes hundreds of children will be without a school home & utterly devastated. Please reconsider closing this school we need them for our children & the community of southwest Philadelphia.
Sincerely
A concerned parent

Sent from my iPhone

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

New submission from Contact Us

1 message

luisamarcelaossa@gmail.com <luisamarcelaossa@gmail.com>

Wed, Jun 28, 2023 at 12:28 AM

To: schoolboard@philasd.org

Name

Luisa Ossa

Date

06/28/2023

Phone

(267) 761-7073

Email

luisamarcelaossa@gmail.com

Subject

Board Comments

Message

June 21, 2023

Dear Dr. Watlington and Members of the School Board:

My name is Luisa Ossa and I am the parent of a soon to be 4th grader at James Dobson Elementary. I am writing to you about my concerns about the air quality and ventilation at Dobson but at all Philadelphia Public Schools. It is no secret that poor air quality and lack of proper ventilation are problems at most Philadelphia Public Schools. However, while decisions are made about how to improve ventilation in old buildings and money is found to build new schools, having air purifiers with HEPA filters and Corsi-Rosenthal boxes would greatly improve the air quality in school buildings. In 2021, the district had the opportunity to purchase air purifiers to help protect students, teachers, and staff from Covid. Sadly, instead of purchasing proven HEPA air purifiers, the district chose to spend $4.5 million dollars on “air purifiers” that were not HEPA and that numerous experts said would not work, as indicated in this Philadelphia Inquirer article: https://www.seattletimes.com/nation-world/how-to-build-corsi-rosenthal-box-to-protect-against-covid-for-under-100/.

Dr. Watlington, you have the opportunity to correct the mistake of your predecessor and set a tone that you care about these issues by getting rid of these “air purifiers” that don’t work and could possibly cause harm. When I asked experts about whether the current “air purifiers” work, both Dr. José Luis Jimenez, Distinguished Professor of Chemistry at the University of Colorado at Boulder and expert on aerosols and Dr. Kimberly Prather, Distinguished Chair in Atmospheric Chemistry and Distinguished Professor at Scripps Institution of Oceanography and the Department of Chemistry and Biochemistry at University of California, San Diego, and also an expert on aerosols, said the current ActivePure “air purifiers” were not advisable. I

have emailed you previously on this matter with Dr. Prather copied email and she is willing to lend her expertise to the board about appropriate air purifiers and other ways to improve air quality in Philadelphia Public schools.

Getting quality air purifiers with HEPA filters along with using Corsi-Rosenthal boxes would help lower the risk of not only Covid transmission, but also the flu and other viruses. Furthermore, as we saw a few weeks ago, due to things like forest fires and climate change the Philadelphia region is more and more likely to encounter days with bad to dangerous air quality and HEPA air purifiers can create safer indoor environments for people.

Our kids, teachers, and staff deserve clean air in school and to not be unnecessarily exposed to dangers such as viruses and environmental toxins. You have the ability to improve the air quality in school buildings by simply purchasing appropriate HEPA air purifiers as well as funding the making of Corsi-Rosenthal boxes and ensuring their use. I can assure you I am not the only person concerned about this issue, as numerous parents, teachers, and staff at a number of Philly public schools as well as others in the community have shared their concerns with me and want proper air purifiers installed. I hope that you will do the right thing.

Sincerely,

Luisa Ossa, PhD

Parent of a James Dobson Elementary Student

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

maissa kante [redacted] Mon, Jun 26, 2023 at 5:14 PM
To: schoolboard@philasd.org

Hi My name is Maissa kante. I am the parent of Aminah Kanneh who attends the Southwest Leadership Academy. Southwest Leadership has made a positive impact on my child and I have confidence in the school's ability to educate my child. On behalf of my child, please do not let the School Board vote to close our school.

Sent from Yahoo Mail for iPhone

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Manasiphy V Swaray kamara [redacted] Mon, Jun 26, 2023 at 4:37 PM
To: schoolboard@philasd.org

Please don’t close our school,I love everything about south west leadership academy

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Public Comment: Southwest Leadership Academy Charter School

1 message

Mariah Futlon [redacted] Mon, Jun 26, 2023 at 1:08 PM
To: schoolboard@philasd.org

Hello My Name is Mariah, I am the parent of two Students who currently attends SOUTHWEST LEADERSHIP ACADEMY CHARTER SCHOOL. I am sending email in hopes of the school district keeping their school open !!! SOUTH WEST LEADERSHIP ACADEMY has provided so much support for me and my children and my children are exceeding expectations academically!! My oldest child has attended this school since kindergarten with hopes of graduating from 8th grade in two years. I am a PROUD PARENT OF SOUTHWEST LEADERSHIP SCHOOL and ask that you Please take this email into consideration when voting to renew our contract. Thank you.

Sent from my iPhone

CITY OF PHILADELPHIA
CITY COUNCIL

MARK F. SQUILLA
ROOM 332, CITY HALL
Philadelphia, PA 19107
(215) 686-3458 or 3459
Fax No. (215) 686-1931
Email: mark.squilla@phila.gov

1ST DISTRICT COUNCILMAN

COMMITTEES
Chair
Streets and Services

Member
Education
Ethics
Finance
Fiscal Stability
Global Opportunities
Licenses and Inspections
Public Property and Public Works
Rules
Technology and Information Services
Transportation and Public Utilities
Whole

June 26, 2023

Mr. Reginald Streater, Esq., Chair
Ms. Mallory Fix-Lopez, Vice Chair
Members of the Board of Education
Philadelphia School District
440 North Broad Street
Philadelphia, PA 19130

Dear Chair Streater, Vice Chair Fix-Lopez and Members of the Board of Education:

I am writing to strongly support the charter renewal of The Christopher Columbus Charter School (CCCS) which opened its doors in 1999 and continues to operate with an unprecedented degree of academic excellence and success. In the most recent Annual Charter Evaluation (ACE) report, CCCS scored above the charter school average and district school average in the "Pennsylvania School Performance Profile" as well as other academic standards throughout this report. The "Financial Health and Sustainability" category also ranked high.

During the Charter School Office (CSO) visit, the school received a score of 25 out of a possible 27 points (93% grade point average). The feedback presented to the administration was stellar. However, the score in the ACE report regarding Board Governance was problematic, and school leadership presented their compliance and resolution of these matters in writing to the issuers of the report.

Over the past five years, schools have been challenged with remote learning and teacher shortages, and CCCS was no exception. Despite these challenges, CCCS continues to demonstrate strong academic achievement with emphasis on its number one school rule - RESPECT. High school students credit CCCS for their success due to the rigor, discipline, and character development lessons taught at this school. I have been engaged with CCCS in several projects over the years and support this school without reservation. It has always been a model school with excellent teachers and leadership. I consistently receive positive feedback about this school and expect it to educate our next generation of Philadelphia children.

Please renew the charter renewal of CCCS so that the students can continue to achieve the high goals and standards we have come to expect from the school. I believe CCCS is an asset to the School District and families in Philadelphia. Thank you for your careful consideration.

Sincerely,

Mark Squilla

cc: Mayor James Kenny
Laurel Grbach

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Maycol Palma <maycolpalma47@gmail.com> Mon, Jun 26, 2023 at 4:03 PM
To: schoolboard@philasd.org

Necesitamos. Que escuela charter siga funcionando son muy importantes y buenas para nuestros niños tengo mi hija y pronto mi hijo y necesitamos de ellas para educar a nuestros niños son muy estrictos y diciplinados

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Support of SLAC

1 message

Mohamed H. Kenneh [redacted] Mon, Jun 26, 2023 at 5:04 PM
To: schoolboard@philasd.org

Hi Sir/Madam:
Can you allow our kids to continue with their education journey with SLAC ?
My kids have been with this school since 2018. They were three in the school but one has left to PCCMC high school.
SLAC has been very good or helpful for us because of the quality educations and disaplain my kids received; because of that all of the Pre K students in my house want to attend the school.
Thank you for your understanding and hope they keep going there.

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Please submit for public record June 29th meeting

1 message

[redacted] Mon, Jun 26, 2023 at 8:58 AM
To: schoolboard@philasd.org

Nadine Silber

[redacted]

"I believe that including disability studies in the Philadelphia public school curriculum could have a significant positive impact on the lives of disabled Pennsylvanians"

"Research suggests that individuals with disabilities may have increased vulnerability to mistreatment because of society's response to the disability, rather than the disability Itself."

"how we are perceived is predictive of how well we will be treated by others. And presently, others have a limited means to form accurate perceptions of disabled people."

"Unless they have a disabled family member, most people likely form their impressions of disabled people through the images they see in the media. When disabled people are visible in the media at all, we are generally stereotyped. Often we are portrayed as objects of pity, or alternatively, as courageously inspiring merely for living our lives. In either instance, we are viewed as less valuable."

"it's very stressful to have to try to hide your autism to fit in and avoid being bullied. If we could just be accepted and valued for who we are, our lives could be so much easier."

"I am proud of the role that disabled people have played in American history. I believe that if more people knew about what we have contributed to society, they would view us differently, and then they would include us and accept us more often."

"Kids are not born with biases and misconceptions. If you want to improve our lives and help us to be accepted and valued, you can start by teaching kids that we are not the stereotypes they see in the media. You can normalize our lived experience by teaching kids about ableism and about equality and access.

Please adopt the DisabilitybInclusive currculum into your district curriculum.
Thank You

Nadine Silber

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Nayawiyyah Grays [redacted] Mon, Jun 26, 2023 at 4:08 PM

To: schoolboard@philasd.org

I would like for southwest leadership to continue to educate my student Bra'niyah Hart as she finishes up her 8th grade school year .

Sent from my iPhone

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

New submission from Contact Us

1 message

[redacted] Wed, Jun 28, 2023 at 3:41 PM

To: schoolboard@philasd.org

Name

Hannah Block

Date

06/28/2023

Phone

[redacted]

Email

[redacted]

Subject

[BOARD COMMENTS]: Written testimony submission for 6/29 BOE Action Meeting

Message

Good afternoon,

I also sent this via email, but wanted to send via your website portal as well to ensure you received it. I am writing to submit written testimony for tomorrow's (6/29) BOE Action Meeting. Both an English and a Spanish version of the testimony is included below. I am submitting on behalf of:

Name: Nicauris Estévez
Home Address: [redacted]

I appreciate you confirming receipt here when you have a moment. Thanks!
--

Preserving My Child's Future–Keep Memphis Street Academy Open
Thursday, June 29, 2023

Dear Philadelphia School Board Members,

I am writing to express my unwavering support for the continued operation of Memphis Street Academy (MSA). As a parent and member of the Kensington community, I have witnessed firsthand the invaluable contributions MSA has made and continues to make in the education and growth of our children.

Personally, and as an immigrant, I am immensely grateful to MSA. From the beginning, all its faculty and staff became an invaluable support for my son, a 12-year-old boy afraid of the change of language and culture. Thanks to that support, my son soon felt at home. At MSA, they gave us as parents the opportunity to study English as a second language. Thanks to the school's support of parents like me, the human quality in all the administrative staff, teachers, and leadership is of great value. MSA is a team that not only cares

about the students inside the school, but outside as well.

As for the community, I take the liberty of saying that MSA's incidents of violence in our environment are low compared to other places. As a member of the community, I think that MSA is the best support and resource, since having it guarantees us a clean and safer environment. MSA also provides food, various talks aimed at the orientation of our children, and more, and this community would be deeply grateful if you would keep their doors open.

I urge the school board to pause and carefully consider the significant and highly detrimental impact that closing MSA would have on our children, families, and greater community. I invite you to visit our school, meet our faculty and staff, talk to our students, that way you too can have a full understanding of what MSA means to this community.

Thank you,
Nicauris Estévez

Preservar el futuro de mi hijo: mantener abierta la Memphis Street Academy
jueves, 29 de junio de 2023

Estimados miembros de la Junta Escolar de Filadelfia,

Le escribo para expresar mi apoyo inquebrantable a la operación continua de Memphis Street Academy (MSA). Como padre y miembro de la comunidad de Kensington, he sido testigo de primera mano de las invaluables contribuciones que MSA ha hecho y continúa haciendo en la educación y el crecimiento de nuestros niños.

Personalmente, y como inmigrante, estoy inmensamente agradecido a MISA. Desde el principio, toda su facultad y El personal se convirtió en un apoyo invaluable para mi hijo, un niño de 12 años con miedo al cambio de idioma y cultura. Gracias a ese apoyo, mi hijo pronto se sintió como en casa. en MSA, nos dieron como padres la oportunidad de estudiar inglés como segundo idioma. Gracias a las escuelas apoyo de padres como yo, la calidad humana en todo el personal administrativo, docentes,y liderazgo es de gran valor MSA es un equipo que no solo se preocupa por los estudiantes dentro de la escuela, sino también por fuera.

En cuanto a la comunidad, me tomo la libertad de decir que MSA's incidentes de violencia en nuestro entorno son bajos en comparación con otros lugares. Es miembro de la comunidad, creo que MSA es el mejor soporte y recurso, ya que contar con ella nos garantiza una limpieza y seguro ambiente. MSA también brinda alimentación, diversas charlas encaminadas a la orientación de nuestros niños, y más, y tsu comunidad estaría profundamente agradecida si mantuviera sus puertas abiertas.

Insto a la junta escolar a que haga una pausa y considere detenidamente el impacto significativo y altamente perjudicial que tendría el cierre de MSA en nuestros niños, familias y la comunidad en general. Los invito a visitar nuestra escuela, conocer a nuestro cuerpo docente y personal, hablar con nuestros estudiantes, de esa manera usted también puede tener una comprensión completa de lo que significa MSA para esta comunidad.

Gracias,
Nicauris Estévez

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Public Comment: Southwest Leadership Academy Charter School

1 message

Onika Benson [redacted] Tue, Jun 27, 2023 at 8:31 PM
To: schoolboard@philasd.org

My name is Onika Benson. I am the parent of Saniya and Olivia Benson, who attends the Southwest Leadership Academy. I have been a parent at Southwest Leadership for over 4 years. My daughter Saniya Benson just graduated from 8th grade and my daughter Olivia who going into the second grade starting next school semester has been there since kindergarten. Southwest Leadership has made a positive impact on my children and I have confidence in the school's ability to educate my child. On behalf of my children, please do not let the School Board vote to close our school.

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
2	Paulette Royster	Philadelphia	PA		US	6/13/2022
3	Shawmane Handy	Philadelphia	PA	19104	US	6/14/2022
4	Mariah Fulton	Philadelphia	PA	19132	US	6/14/2022
5	Myleka Yates	Philadelphia	PA	19143	US	6/14/2022
6	Karlshia Eberhart	Philadelphia	PA	19143	US	6/14/2022
7	Melinda Emanuel	Philadelphia	PA	19142	US	6/14/2022
8	Aichatou Sylla	Philadelphia	PA	19142	US	6/14/2022
9	Shaniqua Mays	Dorchester	MA	2121	US	6/14/2022
10	Janice Harper	Philadelphia	PA	19107	US	6/14/2022
11	Kadidia Diakite	Philadelphia	PA	19142	US	6/14/2022
12	Lalita Cook	Philadelphia	PA	19142	US	6/14/2022
13	Estelita McCrea	Philadelphia	PA	19104	US	6/14/2022
14	Tifphani Johnson	Philadelphia	PA	19143	US	6/14/2022
15	Chanyce Beamon	Philadelphia	PA	19145	US	6/14/2022
16	Kesha Craig	Philadelphia	PA	19139	US	6/14/2022
17	Kaleena Stradford	Philadelphia	PA	19142	US	6/14/2022
18	Amber Cobb	King of Prussia	PA	19406	US	6/14/2022
19	Juty Davis	Philadelphia	PA	19142	US	6/14/2022
20	Brittany Mackey	Philadelphia	PA	19152	US	6/14/2022
21	Marcus Hayes	Philadelphia	PA	19132	US	6/14/2022
22	Nefertiti Randall	Philadelphia	PA	19142	US	6/14/2022
23	Quinia Green	Philadelphia	PA	19142	US	6/14/2022
24	Shanelle Lyles	Philadelphia	PA	19151	US	6/14/2022
25	Mohamed Sissoko	Philadelphia	PA	19143	US	6/14/2022
26	Janita Calloway	Philadelphia	PA	19151	US	6/14/2022
27	Benetta Wesseh	Aston Mills	PA	19014	US	6/14/2022
28	Angela Richardson	Philadelphia	PA	19135	US	6/14/2022
29	Natasha Wright	Philadelphia	PA	19142	US	6/14/2022
30	Angie Ferguson	Philadelphia	PA	19151	US	6/14/2022
31	salamatu kabba salamatu kabba	Philadelphia	PA	19142	US	6/14/2022
32	Jasmine Saunders	Philadelphia	PA	19151	US	6/14/2022
33	Ayana Hagan	Philadelphia	PA	19123	US	6/14/2022
34	kelechi anukam	Philadelphia	PA	19142	US	6/14/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
35	Jacqueline Parker	Philadelphia	PA	19139	US	6/14/2022
36	Kadiatou Diakite	Philadelphia	PA	19142	US	6/14/2022
37	Ashley Ford	Philadelphia	PA	19128	US	6/14/2022
38	Samuel Abrokwa	Philadelphia	PA	19143	US	6/14/2022
39	Asatu Sheriff	Springfield	PA	19142	US	6/14/2022
40	Danielle Nowell	Philadelphia	PA	19120	US	6/14/2022
41	Raisheeda Archer	Philadelphia	PA	19131	US	6/14/2022
42	Amber Brown	Philadelphia	PA	19139	US	6/14/2022
43	Pamela Clement	Philadelphia	PA	19120	US	6/14/2022
44	Teri Willis	Philadelphia	PA	19152	US	6/14/2022
45	Tameka Josephs	Philadelphia	PA	19142	US	6/14/2022
46	Shanaya Wells	Philadelphia	PA	19145	US	6/14/2022
47	Ayesha Sacko	Philadelphia	PA	19143	US	6/14/2022
48	Angela Beckett	Philadelphia	PA	19104	US	6/14/2022
49	Davida Keeton	Philadelphia	PA	19136	US	6/14/2022
50	Keesha Stinnett	Philadelphia	PA	19144	US	6/14/2022
51	Quasim Colmon	Philadelphia	PA	19146	US	6/14/2022
52	Ashantai Pate	Philadelphia	PA	19142	US	6/14/2022
53	Lashawna Payne	Philadelphia	PA	19142	US	6/14/2022
54	Zakiyyah Rogers	Philadelphia	PA	19120	US	6/14/2022
55	Rokiatou Diarra	Philadelphia	PA	19153	US	6/14/2022
56	Tabitha Minor	Philadelphia	PA	19142	US	6/14/2022
57	Shantee Sommerville	Philadelphia	PA	19142	US	6/14/2022
58	Gertrude Kronyanh	Lawrenceville	GA	30046	US	6/14/2022
59	TaRiyah Davis	Philadelphia	PA	19142	US	6/14/2022
60	Bernadette Francks	Philadelphia	PA	19145	US	6/14/2022
61	Antonia brown	Philadelphia	PA	19146	US	6/14/2022
62	Harriett Spencer	Philadelphia	PA	19126	US	6/14/2022
63	Amina Brown	Cleveland	OH	44111	US	6/14/2022
64	shaunte campbell	Philadelphia	PA	19143	US	6/14/2022
65	Dominique Stokes	Philadelphia	PA	19142	US	6/14/2022
66	Brittani Johnson	Philadelphia	PA	19142	US	6/14/2022
67	Dajonna Bruce	Philadelphia	PA	19142	US	6/14/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
68	Dayjsha Clement	Philadelphia	PA	19131	US	6/14/2022
69	Kiara Aye	Philadelphia	PA	19133	US	6/14/2022
70	Denize Wells	Philadelphia	PA	19145	US	6/14/2022
71	Elliott Mackey	Philadelphia	PA	19143	US	6/14/2022
72	Homer Auston	Philadelphia	PA	19120	US	6/14/2022
73	Lamont Skinner	Philadelphia	PA	19152	US	6/14/2022
74	Kathleen Thomas	Philadelphia	PA	19120	US	6/14/2022
75	Ieisha McClain	Phillpsburg	NJ	8865	US	6/14/2022
76	katrina shine	Philadelphia	PA	19153	US	6/14/2022
77	Aiyanna Brown	Philadelphia	PA	19142	US	6/14/2022
78	Aniyah Castella	Columbia	SC	29229	US	6/14/2022
79	Aigner Gowans	Philadelphia	PA	19142	US	6/14/2022
80	Patricia Townes	New	NJ	7107	US	6/14/2022
81	Rasheeda Smack	Philadelphia	PA	19142	US	6/14/2022
82	VANNA KUCH	Philadelphia	PA	19142	US	6/14/2022
83	Tiffanee Exum	Philadelphia	PA	19153	US	6/14/2022
84	Tamika Ball-Cherry	Philadelphia	PA	19146	US	6/14/2022
85	Marie Adefuwa	Philadelphia	PA	19142	US	6/14/2022
86	Samarah Tobler	Philadelphia	PA	19131	US	6/14/2022
87	Nanette Beamon	Philadelphia	PA	19153	US	6/14/2022
88	Coren Williamson	Philadelphia	PA	19152	US	6/14/2022
89	Shirlene Moore	Lansdowne	PA	19050	US	6/14/2022
90	Lakeeta Allen	Philadelphia	PA	19120	US	6/14/2022
91	Dashanda Fernandes	Philadelphia	PA	19143	US	6/14/2022
92	Dolores Barber	Philadelphia	PA	19142	US	6/14/2022
93	John Colmon	Royersford	PA	19468	US	6/14/2022
94	Comfort Nyanue	Philadelphia	PA	19139	US	6/14/2022
95	Michelle Thomas	Philadelphia	PA	19142	US	6/14/2022
96	Treana Graham	Philadelphia	PA	19143	US	6/14/2022
97	Tarita Bullock	Philadelphia	PA	19142	US	6/14/2022
98	Danyella Shepherd	Philadelphia	PA	19111	US	6/14/2022
99	Darius Savage	Philadelphia	PA	19131	US	6/14/2022
100	Patricia Watts	Philadelphia	PA	19139	US	6/14/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
101	K G	Philadelphia	PA	19143	US	6/14/2022
102	Iquira Williams	Philadelphia	PA	19130	US	6/14/2022
103	Sadirah Felder	Philadelphia	PA	19140	US	6/14/2022
104	Tracey Drayton	Marcus Hook	PA	19061	US	6/14/2022
105	Raheen Weston	Cape May Court Hous	NJ	8210	US	6/14/2022
106	Kaleemah Felder	Philadelphia	PA	19143	US	6/14/2022
107	IVY GRAHAM	Philadelphia	PA	19148	US	6/14/2022
108	Shidaya James	Folcroft	PA	19032	US	6/14/2022
109	Victoria Terry	Philadelphia	PA	19104	US	6/14/2022
110	Nicole Robertson	Philadelphia	PA	19151	US	6/14/2022
111	Delsy Erazo		OH		US	6/14/2022
112	Ikea Austin	Philadelphia	PA	19142	US	6/14/2022
113	Debora Howell				US	6/14/2022
114	sharlene Fredericks	Philadelphia	PA	19107	US	6/14/2022
115	Sheila Robertson	Atlantic City	NJ	8401	US	6/14/2022
116	Theodore Jones	Philadelphia	PA	19143	US	6/14/2022
117	Angel Flood	Philadelphia	PA	19132	US	6/14/2022
118	Audrey Brown-Sissoko	Cleveland	OH	44120	US	6/14/2022
119	Brittney Wells	London	DC	19146	US	6/14/2022
120	Sherronda Becoat	Philadelphia	PA	19151	US	6/14/2022
121	NaCole Goddard	Philadelphia	PA	19151	US	6/14/2022
122	Atiya Becoat-Thompson	Philadelphia	PA	19124	US	6/14/2022
123	M Joe	Philadelphia	PA	19132	US	6/14/2022
124	Aiyana Carter	Philadelphia	PA	19145	US	6/14/2022
125	Serkalem Eneyew	Philadelphia	PA	19125	US	6/14/2022
126	Corina Valdiviezo	Philadelphia	PA	19142	US	6/14/2022
127	Deinaba Sacko	Philadelphia	PA	19142	US	6/14/2022
128	Assa Sacko	Philadelphia	PA	19142	US	6/14/2022
129	Michael Myers	Philadelphia	PA	19124	US	6/14/2022
130	Youssouf Maiga	Philadelphia	PA	19143	US	6/14/2022
131	Francess Gbelia	Philadelphia	PA	19142	US	6/14/2022
132	Aigner Carter	Philadelphia	PA	19151	US	6/14/2022
133	Nicole Turner	Philadelphia	PA	19142	US	6/14/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
134	Tyonna exum	Philadelphia	PA	19146	US	6/14/2022
135	Tanesia Thompson	Philadelphia	PA	19142	US	6/14/2022
136	Marc Hill	Philadelphia	PA	19146	US	6/14/2022
137	Mountaga Traore	Philadelphia	PA	19151	US	6/14/2022
138	Lea Perretta	Philadelphia	PA	19143	US	6/14/2022
139	Rashida Smith	Philadelphia	PA	19142	US	6/14/2022
140	Nasreldin Elzubair	Philadelphia	PA	19153	US	6/14/2022
141	Crystal West	Philadelphia	PA	19152	US	6/14/2022
142	Birahimou Camara	Philadelphia	PA	19135	US	6/14/2022
143	Katie Klein	Havertown	PA	19083	US	6/14/2022
144	Maleeka Brennan	Broomall	PA	19008	US	6/14/2022
145	Mark Reeves	Sacramento	CA	95828	US	6/14/2022
146	Jonathan Mack	Philadelphia	PA	19153	US	6/14/2022
147	Nayawiyyah Grays	Philadelphia	PA	19151	US	6/14/2022
148	Bonnie Colmon	Philadelphia	PA	19145	US	6/14/2022
149	Dwan McMillan	Philadelphia	PA	19142	US	6/14/2022
150	Nesha Langley	Philadelphia	PA	19142	US	6/14/2022
151	Mohamed Camara	Philadelphia	PA	19134	US	6/14/2022
152	Jessica Holden	Burlington	NJ	8016	US	6/14/2022
153	Anyae Ryan	Philadelphia	PA	19147	US	6/14/2022
154	Denise Wells	Philadelphia	PA	19145	US	6/14/2022
155	Tawanda Allen	Philadelphia	PA	19151	US	6/14/2022
156	Reagan Wilder	Hudsonville		49426	US	6/14/2022
157	Miles Scipio	San Antonio		78254	US	6/14/2022
158	Juwan Campbell	Philadelphia	PA	19104	US	6/14/2022
159	Brenda Myrick	Philadelphia	PA	19142	US	6/14/2022
160	Rasheed Reavis	Philadelphia	PA	19132	US	6/14/2022
161	Lavenia Johnson	Philadelphia	PA	19143	US	6/14/2022
162	Marcus Willis	Philadelphia	PA	19146	US	6/14/2022
163	Deidre Wilson	Philadelphia	PA	19132	US	6/14/2022
164	Chardae Barkley	Philadelphia	PA	19153	US	6/14/2022
165	Chanel Jones	Philadelphia	PA	19138	US	6/14/2022
166	Lakisa Joyner	Philadelphia	PA	19134	US	6/14/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
167	Tiara Turner	Philadelphia	PA	19131	US	6/14/2022
168	Latanya Roper	Philadelphia	PA	19142	US	6/14/2022
169	Gylinda Holland	Philadelphia	PA	19131	US	6/14/2022
170	Macdonald Nowell	Philadelphia	PA	19120	US	6/14/2022
171	Marquita Dillard	New Castle	DE	19720	US	6/14/2022
172	Amanda Jones	Philadelphia	PA	19143	US	6/14/2022
173	Robin Mack	Philadelphia	PA	19153	US	6/14/2022
174	Takiyah Holloway	Philadelphia	PA	19142	US	6/14/2022
175	Mawaye Knuckles	Philadelphia	PA	19120	US	6/14/2022
176	Siani Saunders	Philadelphia	PA	19143	US	6/14/2022
177	Jadah Johnson	Washington	DC	56972	US	6/14/2022
178	Tiffany Jarvis	Atlanta	GA	30324	US	6/14/2022
179	Khalifa Sanoe	Philadelphia	PA	19152	US	6/14/2022
180	Shaakira Saunders	Philadelphia	PA	19153	US	6/14/2022
181	Rahnea Freeman	Philadelphia	PA	19104	US	6/14/2022
182	Jada Hennigan	Philadelphia	PA	19153	US	6/14/2022
183	Salena Camara	Philadelphia	PA	19153	US	6/14/2022
184	Chantel Channer-Nunes	Philadelphia	PA	19142	US	6/14/2022
185	Ahmed Camara	Philadelphia	PA	19153	US	6/14/2022
186	Tymeya Thompson	Philadelphia	PA	19134	US	6/14/2022
187	Leroy Allen	Philadelphia	PA	19143	US	6/14/2022
188	Evon Dennis	Ridley Park	PA	19078	US	6/14/2022
189	Sylvetta Weston	Darby	PA	19023	US	6/14/2022
190	Myles Young	Philadelphia	PA	19107	US	6/14/2022
191	Coraletta Tucker	Philadelphia	PA	19124	US	6/14/2022
192	Zakia Chaney	Philadelphia	PA	19152	US	6/15/2022
193	Zehara Muctare	Philadelpha	PA	19153	US	6/15/2022
194	Donnetta Peace-Walker	Philadelphia	PA	19142	US	6/15/2022
195	Tou Vue	Sacramento		95832	US	6/15/2022
196	Giovanni Reid	Philadelphia	PA	19	US	6/15/2022
197	April Saunders	Philadelphia	PA	19140	US	6/15/2022
198	Chase Prescott	Tampa		33637	US	6/15/2022
199	Phylicia Austin	Philadelphia	PA	19104	US	6/15/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
200	Wanda Green	Houston		77016	US	6/15/2022
201	Sue G Witte	Merion	PA	19066	US	6/15/2022
202	Christopher Reeves	Philadelphia		19143	US	6/15/2022
203	jeannie Jackson	Philadelphia	PA	19142-2923	US	6/15/2022
204	Monique Frazier	Darby	PA	19023	US	6/15/2022
205	Maujda Shalami	Philadelphia	PA	19142	US	6/15/2022
206	Sharkia Mclean	Philadelphia	PA	19125	US	6/15/2022
207	Peter Salmon	Philadelphia	PA	19132	US	6/15/2022
208	Krystal Boyd	Philadelphia	PA	19142	US	6/15/2022
209	Shakela Strawberry	Philadelphia	PA	19143	US	6/15/2022
210	Elisha Carter	Folcroft	PA	19032	US	6/15/2022
211	Mark Allen	Philadelphia	PA	19143	US	6/15/2022
212	Marquita Hammock	Philadelphia	PA	19131	US	6/15/2022
213	Aminah Beyah	Philadelphia	PA	19142	US	6/15/2022
214	Megan Fenstermacher	Philadelphia	PA	19121	US	6/15/2022
215	cassandra carter	ardmore		73401	US	6/15/2022
216	Erica Dill	Philadelphia	PA	19132	US	6/15/2022
217	Saleemah Curley	Philadelphia	PA	19146	US	6/15/2022
218	Keyara Holmes	Philadelphia	PA	19139	US	6/15/2022
219	Gidaf Taegaye	Philadelphia	PA	19124	US	6/15/2022
220	Edgar Bush	Philadelphia	PA	19153	US	6/15/2022
221	Angelica Castellanos	Philadelphia	PA	19142	US	6/15/2022
222	tracy delong	Philadelphia	PA	19131	US	6/15/2022
223	Jasmine Green	Philadelphia	PA	19142	US	6/15/2022
224	Ahkeem Towlea	Clifton Heights	PA	19018	US	6/15/2022
225	Blanca Rivera	Philadelphia	PA	19143	US	6/15/2022
226	Karen Hatton	Philadelphia	PA	19141-1931	US	6/15/2022
227	Savannah Hutchins	Philadelphia	PA	19131	US	6/15/2022
228	Fatu Kouyateh	Los Angeles	CA	90060	US	6/15/2022
229	Janell Harvey	Philadelphia	PA	19120	US	6/15/2022
230	Kadiatu Kourouma	Philadelphia	PA	19142	US	6/15/2022
231	Andrea Guerrant	Philadelphia	PA	19144	US	6/15/2022
232	Ida Brown	Philadelphia	PA	19143	US	6/15/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
233	Angelic Tyler	Philadelphia	PA	19132	US	6/15/2022
234	Hawa Trawally	Philadelphia	PA	19142	US	6/15/2022
235	Sokona Doucoure	Philadelphia	PA	19120	US	6/15/2022
236	Laurine Gbodi	Philadelphia	PA	19143	US	6/15/2022
237	Shelisa Thomas	Philadelphia	PA	19142	US	6/15/2022
238	Brittany Carrington	Philadelphia	PA	19120	US	6/15/2022
239	Cecelia Dorbor	Philadelphia	PA	19142	US	6/15/2022
240	karla Cardona	Philadelphia	PA	19142	US	6/15/2022
241	Kadiatou Ndiaye	Philadelphia	PA	19142	US	6/15/2022
242	Habibata Diallo	Philadelphia	PA	19142	US	6/15/2022
243	Khaled Ashraf	Philadelphia	PA	19120	US	6/15/2022
244	Koulako sesay Jarteh	Philadelphia	PA	19142	US	6/15/2022
245	Beverly martin	Sharon Hill	PA	19079	US	6/15/2022
246	Monique Tyler	Philadelphia	PA	19142	US	6/15/2022
247	Bintu C	Philadelphia	PA	19153	US	6/15/2022
248	Isatu Jalloh	Philadelphia	PA	19142	US	6/15/2022
249	Michelle Jenkins	Philadelphia	PA	19143	US	6/15/2022
250	Zalia Taufiq	Philadelphia	PA	19142	US	6/15/2022
251	Hilena Desalegne	Philadelphia	PA	19153	US	6/15/2022
252	Isata Camara	Philadelphia	PA	19153	US	6/15/2022
253	danika elican	Philadelphia	PA	19142	US	6/15/2022
254	Shawnay Weston	philadelphia	PA	19120	US	6/15/2022
255	nicole w	Philadelphia	PA	19143	US	6/15/2022
256	Mekhi Luke	Philadelphia	PA	19120	US	6/15/2022
257	Sharay Austin	Elkridge	MD	21075	US	6/15/2022
258	Candyce Council	Philadelphia	PA	19124	US	6/15/2022
259	Anthony Council	Glenolden	PA	19036	US	6/15/2022
260	Juanita Bynum	Upper Darby	PA	19082	US	6/15/2022
261	Terrell Lewis	Bryn Mawr	PA	19010	US	6/15/2022
262	Olivia Joyner	Tarboro	NC	27886	US	6/15/2022
263	Carolyn McBride Francis	Philadelphia	PA	19128	US	6/15/2022
264	Mabinty Sandy	Stafford	VA	22554	US	6/15/2022
265	Abeba Tefera	Philadelphia	PA	19142	US	6/15/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
266	Felicia Wise	Philadelphia	PA	19107	US	6/15/2022
267	Nuhu Bility	Philadelphia	PA	19142	US	6/15/2022
268	Maddy Mannel	Bristol		37620	US	6/15/2022
269	Seydou Kourouma	Philadelphia	PA	19142	US	6/15/2022
270	Melodie Whitehead	Trenton	NJ	8690	US	6/15/2022
271	Melvin lackay	Philadelphia	PA	19132	US	6/15/2022
272	Nakkera Walker	Philadelphia	PA	19142	US	6/15/2022
273	Dalia Rivera	Philadelphia	PA	19142	US	6/15/2022
274	deen boul	Philadelphia	PA	19142	US	6/15/2022
275	Russell Crews	Philadelphia	PA	19140	US	6/15/2022
276	Jelean Kale	Philadelphia	PA	19134	US	6/15/2022
277	Fatumata Bah	Philadelphia	PA	19142	US	6/15/2022
278	Sabrina Brown	Philadelphia	PA	19153	US	6/15/2022
279	Sophie Macaluso	Philadelphia	PA	19102	US	6/15/2022
280	Not telling Y’all my name	Nunya business		7472717-7	US	6/15/2022
281	Arnise Palmore	Philadelphia	PA	19120	US	6/15/2022
282	Theodore Lockson	Detroit		0	US	6/15/2022
283	Sheila Brown	Philadelphia	PA	19145	US	6/15/2022
284	Kristen Roppelt	Allentown	PA	18103	US	6/15/2022
285	Brittany Logan	Philadelphia	PA	19124	US	6/15/2022
286	Jordan Tapp	Philadelphia	PA	19143	US	6/15/2022
287	Ebony Mills	Philadelphia	PA	19124	US	6/15/2022
288	Mahlet Abebe	Philadelphia	PA	19142	US	6/15/2022
289	Danielle Roberts	Philadelphia	PA	19152	US	6/16/2022
290	Christina Green	Philadelphia	PA	19151	US	6/16/2022
291	Patricia Green	Philadelphia	PA	19139	US	6/16/2022
292	Greg Green	Philadelphia	PA	19139	US	6/16/2022
293	Kim Green	Plymouth Meeting	PA	19462	US	6/16/2022
294	Tyra Green	Philadelphia	PA	19144	US	6/16/2022
295	Darnell Green	Philadelphia	PA	19143	US	6/16/2022
296	Tina Mack	Philadelphia	PA	19125	US	6/16/2022
297	Nyia Nelson	Philadelphia	PA	19124	US	6/16/2022
298	Joanne Jang	Philadelphia	PA	19129	US	6/16/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
299	Shanteya Thomas	Elizabeth	NJ	7201	US	6/16/2022
300	Yvonna Overby	Philadelphia	PA	19142	US	6/16/2022
301	Shavar Nunes	Philadelphia	PA	19132	US	6/16/2022
302	Ravonda Newsuan	Philadelphia	PA	19143	US	6/16/2022
303	Anyae Harris	Philadelphia	PA	19128	US	6/16/2022
304	Saifu Deen Jalloh	Philadelphia	PA	19153	US	6/16/2022
305	Theresa Baynes	Philadelphia	PA	19143	US	6/16/2022
306	Oof ♡ Oofers	Wapato		98951	US	6/16/2022
307	Johneice Banks	Philadelphia	PA	19144	US	6/16/2022
308	Cecily Taylor	Philadelphia	PA	19143	US	6/16/2022
309	Raffael Brennan	Philadelphia	PA	19142	US	6/16/2022
310	Sidikie B Kromah	Sharon Hill	PA	19079	US	6/16/2022
311	Terrell Lewis	Philadelphia	PA	19152	US	6/16/2022
312	Donica Selby	Philadelphia	PA	19143	US	6/16/2022
313	TaMyra Starks	Philadelphia	PA	19119	US	6/16/2022
314	Teanna Cutadean	Philadelphia	PA	19143	US	6/16/2022
315	Colleen Danvers-Channer	Philadelphia	PA	19142	US	6/16/2022
316	Maimuna Bah	Philadelphia		19142	US	6/16/2022
317	Chardae Hunt	Philadelphia	PA	19131	US	6/16/2022
318	Leandre Evans	Yeadon	PA	19050	US	6/16/2022
319	Karen L Lantz	Philadelphia	PA	19135	US	6/16/2022
320	Racquel Davis	Darby	PA	19023	US	6/16/2022
321	Cheryl Jackson	Reading	PA	19607	US	6/16/2022
322	Marbella Huertas	Kent		98031	US	6/16/2022
323	Aytierra Tender	Philadelphia	PA	19132	US	6/16/2022
324	Jacqueline Jackson	Philadelphia	PA	19134	US	6/16/2022
325	Monica Ford	Philadelphia	PA	19128	US	6/16/2022
326	renee davis	Philadelphia	PA	19142	US	6/16/2022
327	Laura Marx	San Diego	CA	92129	US	6/16/2022
328	Katie Odille	Mount Laurel	NJ	8054	US	6/17/2022
329	Corliss Faison	Wyncote	PA	19095	US	6/17/2022
330	Scott Peterman	Philadelphia	PA	19143	US	6/17/2022
331	Deena Sellers	Phoenix	AZ	85012	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
332	Mark Allen	Newark	DE	19711	US	6/17/2022
333	William Moore	Philadelphia	PA	19143	US	6/17/2022
334	Curt Easton	Bear	DE	19701	US	6/17/2022
335	Margaret Whiting	Washington	DC	20016	US	6/17/2022
336	MAHDI SALAAM	Mays Landing	NJ	8330	US	6/17/2022
337	Elizabeth Santucci	Norristown	PA	19403	US	6/17/2022
338	Virginia Moore	Philadelphia	PA	19139	US	6/17/2022
339	Maurice Waller	Washington	DC	20016	US	6/17/2022
340	Genero Mitchell	Plymouth Meeting	PA	19462	US	6/17/2022
341	Dionne Caldwell	Norcross	GA	30093	US	6/17/2022
342	Lydia Glassie	Philadelphia	PA	94501	US	6/17/2022
343	Shawn Mitchell	Plymouth Meeting	PA	19462	US	6/17/2022
344	Brenda Fishman	Atlantic City	NJ	8401	US	6/17/2022
345	SUSAN MOODY	WILLOW GROVE	PA	19090	US	6/17/2022
346	Derrick Slanger	Philadelphia	PA	19104	US	6/17/2022
347	Claudia Lyles Ed.D.	Lansdale	PA	19446	US	6/17/2022
348	Kathleen Clark	Norristown	PA	19401	US	6/17/2022
349	Carmen Mitchell	Philadelphia	PA	19124	US	6/17/2022
350	Amy Hollister	Huntingdon Valley	PA	19006	US	6/17/2022
351	Kathleen Harris	Medford	NJ	80555	US	6/17/2022
352	Daymeia Keyes	Philadelphia	PA	19146	US	6/17/2022
353	Lauren Kirkman	Collegeville	PA	19426	US	6/17/2022
354	Renee Fernandes	Philadelphia	PA	19143	US	6/17/2022
355	Dolores Hopkins	Willingboro	NJ	8046	US	6/17/2022
356	Maurice Williams	Philadelphia	PA	19128	US	6/17/2022
357	Jasmine Brown	Philadelphia	PA	19104	US	6/17/2022
358	Shira Woolf Cohen	Elkins Park	PA	19046	US	6/17/2022
359	Lauren Hayes	Philadelphia	PA	19114	US	6/17/2022
360	Brian Benson	Zachary	LA	70791	US	6/17/2022
361	Hadassah Vincent	Purcellville	VA	20132	US	6/17/2022
362	raiyanah allen	Philadelphia	PA	19103	US	6/17/2022
363	Yashica Ryan	Philadelphia	PA	19134	US	6/17/2022
364	Susan Cattie	Ambler	PA	19002	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
365	Kellie Gehring	Norristown	PA	19403	US	6/17/2022
366	Shelley Leonard	Norristown	PA	19403	US	6/17/2022
367	William Mathis	Philadelphia	PA	19150	US	6/17/2022
368	Worku Solome				Ethiopia	6/17/2022
369	Adjowah Scott	Queens	NY	11434	US	6/17/2022
370	Markia Murray	Philadelphia	PA	19145	US	6/17/2022
371	Elizabeth Carde	New York	NY	10027	US	6/17/2022
372	Abbas Yusuf	Philadelphia	PA	19142	US	6/17/2022
373	Halimah AbdulHaqq	Philadelphia	PA	19147	US	6/17/2022
374	Nadia Miah	Sterling Heights		48310	US	6/17/2022
375	Daesha Daniels	Upper Darby	PA	19082	US	6/17/2022
376	Shane Turner	Augusta		67010	US	6/17/2022
377	Brandon Hardison	Atlanta	GA	30341	US	6/17/2022
378	Nathaniel Fields	Concord	CA	94520	US	6/17/2022
379	Omar Barlow	Philadelphia	PA	19120	US	6/17/2022
380	Taliyah Smith	Washington	DC	20016	US	6/17/2022
381	Jenna Kurczewski	Bensalem	PA	19020	US	6/17/2022
382	Damian LaMark	Houston		77057	US	6/17/2022
383	Juanita Moore	Philadelphia	PA	19143	US	6/17/2022
384	Ajoa Abrokwa	Philadelphia	PA	19022	US	6/17/2022
385	Melanie DuPree	Philadelphia	PA	19146	US	6/17/2022
386	Monica Carter	Woodbridge	VA	22193	US	6/17/2022
387	Ineeze Gainey	Philadelphia	PA	19104	US	6/17/2022
388	Lawrence Wright	Lansdowne	PA	19050	US	6/17/2022
389	Tami Alizzi	Clifton Heights	PA	19018	US	6/17/2022
390	Louisa Johnson	Philadelphia	PA	19111	US	6/17/2022
391	Khrishna Henry	Philadelphia	PA	19142	US	6/17/2022
392	KaNiya Davis	Philadelphia	DE	19135	US	6/17/2022
393	Shadeed Morgan	Philadelphia	PA	19142	US	6/17/2022
394	Mikal Goodman	Philadelphia	PA	19107	US	6/17/2022
395	Saul Khabeer	Philadelphia	PA	19121	US	6/17/2022
396	Delnisha Stout	Philadelphia	PA	19153	US	6/17/2022
397	Phyllis Henderson	Philadelphia	PA	19114	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
398	Ingrid Offenback	Philadelphia	PA	19134	US	6/17/2022
399	Johnathan Carlos	Philadelphia	PA	19134	US	6/17/2022
400	Tyheim Lewis	Philadelphia	PA	19146	US	6/17/2022
401	Hayes Russock	Philadelphia	PA	19148	US	6/17/2022
402	Ann M Suma	Philadelphia	PA	19142	US	6/17/2022
403	Inez DeJesus	Philadelphia	PA	19140	US	6/17/2022
404	Tanya Cavalieri	Springfield	PA	19064	US	6/17/2022
405	Janet Bowers	Norristown	PA	19403	US	6/17/2022
406	Erika Wilson	Sharon Hill	PA	19079	US	6/17/2022
407	Lisa White	Philadelphia	PA	19143	US	6/17/2022
408	Shameerah Weaver	Philadelphia	PA	19143	US	6/17/2022
409	Kindle Goodson	Charlotte	NC	28213	US	6/17/2022
410	Eryn Jackson	Norristown	PA	19403	US	6/17/2022
411	Christopher Hall	Wilmington	DE	19805	US	6/17/2022
412	Aminata Sesay	Philadelphia	PA	19120	US	6/17/2022
413	Valarie Jones	Philadelphia	PA	19141	US	6/17/2022
414	Kathleen Wainwright	Philadelphia	PA	19141	US	6/17/2022
415	Michelle Mash	Philadelphia	PA	19134	US	6/17/2022
416	Kenneth Behlin	Philadelphia	PA	19153	US	6/17/2022
417	Scott Mangieri				Belgium	6/17/2022
418	Curtis Smith	Philadelphia	PA	19126	US	6/17/2022
419	Sashana Dwyer	Folsom	PA	19033	US	6/17/2022
420	Jenifer Maslow	Collegeville	PA	19426	US	6/17/2022
421	Anita Montgomery	Philadelphia	PA	19143	US	6/17/2022
422	lailatou Amadou	Drexel Hill	PA	19050	US	6/17/2022
423	Jasmine Hawkins	Philadelphia	PA	19144	US	6/17/2022
424	Christopher Smalls	Washington	DC	20016	US	6/17/2022
425	Tiffanie Todd	Philadelphia	PA	19144	US	6/17/2022
426	Aneisha Jones	Philadelphia	PA	19143	US	6/17/2022
427	Russell Hengst	Pottstown	PA	19464	US	6/17/2022
428	stacey cruise	Towson	MD	21286	US	6/17/2022
429	Darrin Allen	Glenolden	PA	19036	US	6/17/2022
430	Carleen Gardner	Media	PA	19063	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
431	Janetta G	Frederick	MD	21703	US	6/17/2022
432	Fatalmoudou Haidara	Philadelphia	PA	19142	US	6/17/2022
433	Linda Mill	Philadelphia	PA	19106	US	6/17/2022
434	Robert Harris	Philadelphia	PA	19141	US	6/17/2022
435	Antrion Freeman	Los Angeles	CA	90003	US	6/17/2022
436	Tomica Statham				US	6/17/2022
437	tamika stewart	Newark	DE	19702	US	6/17/2022
438	Christopher Bowman	Clifton Heights	PA	19018	US	6/17/2022
439	Kirk Jones	Plymouth Meeting	PA	19462	US	6/17/2022
440	Veronica Mansaray	Philadelphia	PA	19142	US	6/17/2022
441	Tomar Jones	Philadelphia	PA	19121	US	6/17/2022
442	Valerie Amore	Wilmington	DE	19802	US	6/17/2022
443	Rasheem Mosley	Lancaster	PA	17602	US	6/17/2022
444	Lynn Nock	King of Prussia	PA	19406	US	6/17/2022
445	nasir Williams	King of Prussia	PA	19406	US	6/17/2022
446	Charles DiNolfi	Norristown	PA	19401	US	6/17/2022
447	Sean Reidy	Philadelphia	PA	19134	US	6/17/2022
448	Kiah Mitchell Scott	San Antonio	TX	78240	US	6/17/2022
449	Kathleen Walls	Philadelphia	PA	19111	US	6/17/2022
450	Percilla Rivera	Philadelphia	PA	19153	US	6/17/2022
451	Jamie Pettyjohn	Philadelphia	PA	19143	US	6/17/2022
452	Mary Talton	Philadelphia	PA	19135	US	6/17/2022
453	najla suluki	Philadelphia	PA	19143	US	6/17/2022
454	Janét Jones	Williamsport	PA	17701	US	6/17/2022
455	Kariem Davis	Reston	VA	20190	US	6/17/2022
456	Aaron Gamble	Philadelphia	PA	19143	US	6/17/2022
457	Nasir Williams	Philadelphia	PA	19146	US	6/17/2022
458	Stephen Roussel	Philadelphia	PA	19146	US	6/17/2022
459	Tanner Vincent	Alexandria	VA	22312	US	6/17/2022
460	Nichol Toliver	Philadelphia	PA	19111	US	6/17/2022
461	jacqueline martinez	Philadelphia	PA	19142	US	6/17/2022
462	Kyleaf Muhammad-Davis	Williamsport	PA	17701	US	6/17/2022
463	Aldo Pérez	Philadelphia	PA	19142	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
464	Lakisha Williams	Philadelphia	PA	19143	US	6/17/2022
465	kevin lane	Philadelphia	PA	19122	US	6/17/2022
466	Terryion Brisco	Alexandria		22304	US	6/17/2022
467	William Scott	Philadelphia	PA	19139	US	6/17/2022
468	Kimberly Packard	Philadelphia	PA	19142	US	6/17/2022
469	Kebba Mbai	Villanova		19085	US	6/17/2022
470	Graciela Ortiz Young	Philadelphia	PA	19142	US	6/17/2022
471	Allen LeGare	Philadelphia	PA	19142	US	6/17/2022
472	Jasmine Hankerson	Silver Spring	MD	20904	US	6/17/2022
473	Khalil Parsons	Philadelphia	PA	19127	US	6/17/2022
474	Porscheca Wright	Philadelphia	PA	19153	US	6/17/2022
475	Lacey Kerchner	Loveland	CO	80538	US	6/17/2022
476	Bruce Hoffman	Philadelphia	PA	19107	US	6/17/2022
477	Angela Merritte Mansaray	Philadelphia	PA	19143	US	6/17/2022
478	John Kramer	Marshfield		2050	US	6/17/2022
479	Justin Hall	Drexel Hill	PA	19026	US	6/17/2022
480	Nicole Maier	Limerick	PA	19468	US	6/17/2022
481	Yvonne Allen	Philadelphia	PA	19143	US	6/17/2022
482	Jenia Jolley	Philadelphia	PA	19132	US	6/17/2022
483	Keiarah White	Philadelphia	PA	19146	US	6/17/2022
484	Frank Cattie	Ambler	PA	19002	US	6/17/2022
485	Maya H	Frederick	MD	21703	US	6/17/2022
486	Barbara Cummings	Middletown	DE	19709	US	6/17/2022
487	Diron Binns	Hollywood	FL	33023	US	6/17/2022
488	Darien Thomas	Philadelphia	PA	19142	US	6/17/2022
489	Erica Wood	Philadelphia	PA	19141	US	6/17/2022
490	Cynthia Simpson	Philadelphia	PA	19141	US	6/17/2022
491	Monique Johnson	Philadelphia	PA	19146	US	6/17/2022
492	Molly Reilly	Philadelphia	PA	19118	US	6/17/2022
493	Adama Yillah	Philadelphia	PA	19142	US	6/17/2022
494	Shardae Evans	Clifton Heights	PA	19018	US	6/17/2022
495	Naja Rai	Philadelphia	PA	19135	US	6/17/2022
496	Fatoumata Diallo	Philadelphia	PA	19143	US	6/17/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
497	Julieta Holloway-James	Philadelphia	PA	19126	US	6/17/2022
498	Dilcia Villeda	Philadelphia	PA	19142	US	6/17/2022
499	Antoine Stout	Philadelphia	PA	19140	US	6/17/2022
500	TENICIA Anderson	Philadelphia	PA	19140	US	6/17/2022
501	Bahar Muktar	Philadelphia	PA	19144	US	6/17/2022
502	Padra Robinson	Philadelphia	PA	19131	US	6/17/2022
503	Delnits Sims	Philadelphia	PA	19142	US	6/17/2022
504	Michael Cheeks	Philadelphia	PA	19142	US	6/17/2022
505	Coral Rivera	Tucson		85716	US	6/17/2022
506	Cinquetta Walker	Philadelphia	PA	19120	US	6/17/2022
507	Mariam camara	Philadelphia	PA	1914	US	6/18/2022
508	MAE CHEEKS	Philadelphia	PA	19122	US	6/18/2022
509	Aisha Al-Muid	Philadelphia	PA	19143	US	6/18/2022
510	Hafsa Abiru	Philadelphia	PA	19153	US	6/18/2022
511	Amanda Johnson	Ambler	PA	19002	US	6/18/2022
512	Aleshia Wall	Louisa		23093	US	6/18/2022
513	Jeanne Consolo	Norristown	PA	19403	US	6/18/2022
514	Stephanie Hall	Philadelphia	PA	19129	US	6/18/2022
515	Jackie Windley	Philadelphia	PA	19142	US	6/18/2022
516	Toni Tomia Williams	King of Prussia	PA	19406	US	6/18/2022
517	Diane Hawkins	Sewell	NJ	8080	US	6/18/2022
518	James Stanton	Delray Beach	FL	33484	US	6/18/2022
519	Malika Gam	Lansdowne	PA	19050	US	6/18/2022
520	Darlene Brown	Upper Darby	PA	19082	US	6/18/2022
521	John Sesay	Philadelphia	PA	19142	US	6/18/2022
522	Leatha Dandy	Philadelphia	PA	19153	US	6/18/2022
523	Lawrence Jones	Elkins Park	PA	19027	US	6/18/2022
524	Cicely Moore	Washington	DC	20020	US	6/18/2022
525	Jennifer Zamora	Brisbane		4000	Australia	6/18/2022
526	Wendy Zamora-Mancia	Brisbane		4000	Australia	6/18/2022
527	Ricardo mancia	Brisbane		4000	Australia	6/18/2022
528	Lashonda Dailey	Philadelphia	PA	19139	US	6/18/2022
529	Billie Eason	Philadelphia	PA	19120	US	6/18/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
530	Teiasha Goldman	Philadelphia	PA	19128	US	6/18/2022
531	Kim Scott	Philadelphia	PA	19149	US	6/18/2022
532	Marc Shatzman	Astoria	NY	11106	US	6/18/2022
533	Makemah Kamara	Philadelphia	PA	19143	US	6/18/2022
534	Marcy Bostwick	Norristown	PA	19403	US	6/18/2022
535	Anthony Young	Carneys Point	NJ	8069	US	6/18/2022
536	Rebecca Ruddock	Philadelphia	PA	19115	US	6/18/2022
537	Lashanna Williams	Philadelphia	PA	19143	US	6/18/2022
538	Nikeya Cooke	Philadelphia	PA	19143	US	6/18/2022
539	Jade Jackson	Upper Darby	PA	19082	US	6/18/2022
540	Nancy Sobczak	Sharon Hill	PA	19079	US	6/18/2022
541	Rose W	Niagara Falls		14301	US	6/18/2022
542	Elsa Ceballos	Philadelphia	PA	19143	US	6/18/2022
543	Eva Cardona	Philadelphia	PA	19143	US	6/18/2022
544	Adan Cardona	Philadelphia	PA	19122	US	6/18/2022
545	Ana Gavarrete	Philadelphia	PA	19142	US	6/18/2022
546	Gibrilla Barrie	Philadelphia	PA	19143	US	6/18/2022
547	Michael Smith	Lansdowne	PA	19050	US	6/18/2022
548	Ziaire Davis	Philadelphia	PA	19140	US	6/18/2022
549	Aaliyah Aviles	Philadelphia	PA	19128	US	6/18/2022
550	Taylor Tahiyyah	Philadelphia	PA	19143	US	6/18/2022
551	Nikki Workman	Lithonia	GA	30058	US	6/18/2022
552	Jamiere Swann	Philadelphia	PA	19142	US	6/18/2022
553	Christianna Monger	St Louis	MO	63136	US	6/18/2022
554	Stephanie Rohrbaugh	Mechanicsburg	PA	17055	US	6/18/2022
555	Jéneen Barlow				US	6/18/2022
556	Sydney N/A	Chicago		60629	US	6/18/2022
557	Robert Davis	Philadelphia	PA	19132	US	6/18/2022
558	Esther Shine	Philadelphia	PA	19143	US	6/18/2022
559	Maria Garcia	Springfield		22152	US	6/18/2022
560	J Hightower	Philadelphia	PA	19111	US	6/18/2022
561	Adam Kaluba	Burleson		76028	US	6/18/2022
562	michele mathis	Darby	PA	19023	US	6/18/2022

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1	Name	City	State	Postal Code	Country	Signed On
563	Heidi Light Giglio	Philadelphia	PA	19128	US	6/18/2022
564	Amber Height	PHILADELPHIA	PA	19143	US	6/18/2022
565	Brittany Sapp	Philadelphia	PA	19131	US	6/18/2022
566	Quincy Stallworth	Philadelphia	PA	19149	US	6/18/2022
567	Colton Smith	Philadelphia	PA	19143	US	6/18/2022
568	Maureen O'Connell	Conshohocken	PA	19428	US	6/18/2022
569	Staci Davis	Dorchester	MA	2125	US	6/18/2022
570	Jamie Rodgers	Philadelphia	PA	19132	US	6/19/2022
571	Mary Adeniran	PHILADELPHIA	PA	19142	US	6/19/2022
572	Melissa Bartley	Newark	DE	19713	US	6/19/2022
573	DIANA MARTINEZ	Havertown	PA	19083	US	6/19/2022
574	Andrea Martinez	Philadelphia	PA	19142	US	6/19/2022
575	Grace Foley	Philadelphia	PA	19139	US	6/19/2022
576	Jebeh Sambola	Greensboro	NC	27407	US	6/19/2022
577	Tamika Royster	Philadelphia	PA	19152	US	6/19/2022
578	NYENIAI WORNOR	Bensalem	PA	19020	US	6/19/2022
579	luci .	Temple		76502	US	6/19/2022
580	Carolyn leason	Wakefield		1880	US	6/19/2022
581	Whitney Devine	Philadelphia	PA	19143	US	6/19/2022
582	Tara Morton-Bines	Philadelphia	PA	19132	US	6/19/2022
583	Amber Wallace	Yeadon	PA	19050	US	6/19/2022
584	Evon Bennett	Philadelphia	PA	19123	US	6/19/2022
585	Katherine Hutchins	Phoenix		85050	US	6/19/2022
586	Amarty Daniel	Philadelphia	PA	19153	US	6/19/2022
587	Amanda Hicks	Philadelphia	PA	19143	US	6/19/2022
588	Michelle Burrell	Philadelphia	PA	19143	US	6/19/2022
589	Stella Williams	Philadelphia	PA	19132	US	6/19/2022
590	Dane Osborne	Philadelphia	PA	19120	US	6/19/2022
591	Wanda Hill	Philadelphia	PA	19142	US	6/19/2022
592	PATRICIA BLAIR	Philadelphia	PA	19143	US	6/19/2022
593	Ebony Moody	Philadelphia	PA	19143	US	6/19/2022
594	Gabriela Mallo	New York		10029	US	6/19/2022
595	ROZELLE HUNT	Philadelphia	PA	19152	US	6/19/2022

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1	Name	City	State	Postal Code	Country	Signed On
596	Lisa Edmonds-Jones	Philadelphia	PA	19143	US	6/19/2022
597	Marlana Skinner	Los Angeles	CA	90005	US	6/19/2022
598	samad robinson	Philadelphia	PA	19131	US	6/19/2022
599	Omar Francis	Philadelphia	PA	19143	US	6/19/2022
600	Shawmane Jones	Philadelphia	PA	19134	US	6/19/2022
601	Deborah Griffin	Philadelphia	PA	19111	US	6/19/2022
602	Robert Simpson	Philadelphia	PA	19134	US	6/19/2022
603	Ethel Simmons	Philadelphia	PA	19130	US	6/19/2022
604	Judy Morgan	Philadelphia	PA	19124	US	6/19/2022
605	Shaun Randall	Philadelphia	PA	19146	US	6/19/2022
606	Robyn S	Atlanta	GA	30331	US	6/19/2022
607	Cenia Bridges	Philadelphia	PA	19119	US	6/19/2022
608	John Sarna	North Little Rock		72118	US	6/19/2022
609	Erica Bolger	Norristown	PA	19403	US	6/19/2022
610	Gloria kellam	Philadelphia	PA	19134	US	6/19/2022
611	Cheryl Montgomery	New Haven	CT	6512	US	6/19/2022
612	Mark Harrell	Philadelphia	PA	19139	US	6/19/2022
613	Donald wleklinski	Terre Haute	IN	47803	US	6/19/2022
614	John Lembo	Corpus Christi	TX	78418	US	6/19/2022
615	Dana Barbry Nuble	Philadelphia	PA	19115	US	6/19/2022
616	edward joyner	Ridley Park	PA	19078	US	6/19/2022
617	Brenee Brown	Philadelphia	PA	19134	US	6/20/2022
618	Cade Herman	Oak Ridge	NJ	7438	US	6/20/2022
619	George Purnell	Sharpsburg	GA	30277	US	6/20/2022
620	Bradley Tatro	Madison	CT	6443	US	6/20/2022
621	Dan Lucchesi	Rohnert Park	CA	94928	US	6/20/2022
622	Derrick Gore	Philadelphia	PA	19145	US	6/20/2022
623	Shantee Crump	Oreland	PA	19075	US	6/20/2022
624	Brad Smith	Mishawaka	IN	46545	US	6/20/2022
625	Ken Colvin	Houston	TX	77388	US	6/20/2022
626	Akirah Blake	Philadelphia	PA	19145	US	6/20/2022
627	salena small	Philadelphia	PA	19142	US	6/20/2022
628	david taggart	Woodbridge	VA	22193	US	6/20/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
629	Judith Ortiz	Clifton Heights	PA	19018	US	6/20/2022
630	Johnson Nikitia	Philadelphia	PA	19134	US	6/20/2022
631	Kelly Nave	California	MD	20619	US	6/20/2022
632	Antony Johnson	Philadelphia	PA	19126	US	6/20/2022
633	Richard Reece	Waynesboro	GA	30830-7023	US	6/20/2022
634	Rodger Perkins	Houston	PA	77002	US	6/20/2022
635	doria wosk	miami	FL	33116-3356	US	6/20/2022
636	betty winholtz	morro bay	CA	93442	US	6/20/2022
637	Khalilah Walker	Philadelphia	PA	19142	US	6/20/2022
638	Wim and Sharron Sherman	Denver	CO	80215	US	6/20/2022
639	Koita Sacko	Philadelphia	PA	19142	US	6/20/2022
640	Dawn Albanese	Bensenville	IL	60106	US	6/20/2022
641	Alma Parker	Los Angeles	CA	90059	US	6/20/2022
642	Sharon McCort	Barnesville	OH	43713	US	6/20/2022
643	Marie Simone	Media	PA	19063	US	6/20/2022
644	Joshua Curphey	Peterborough		PE7	US	6/20/2022
645	Sue Ellen Lupien	Maumelle	AR	72113	US	6/20/2022
646	Tina Davis	Philadelphia	PA	19139	US	6/20/2022
647	Akia Williams	Philadelphia	PA	19120	US	6/20/2022
648	Barbara Thomas	Aston Mills	PA	19014	US	6/20/2022
649	Delmy Cardona	Philadelphia	PA	19145	US	6/20/2022
650	Delvonne Sims	Everett	WA	98204	US	6/21/2022
651	Scott Pham	San Diego	CA	92131	US	6/21/2022
652	Maureen Castillo	Upper Darby	PA	19082	US	6/21/2022
653	Sonnie Mulbah	Philadelphia	PA	19142	US	6/21/2022
654	Mary Ann Viveros	Mayfield Hts.	OH	44124	US	6/21/2022
655	David Haskins	San Diego	CA	92105	US	6/21/2022
656	Desirea Grant	Franklinville	NJ	8322	US	6/21/2022
657	Deshawnda Williams	Philadelphia	PA	19121	US	6/21/2022
658	pamela hamilton	Palo Cedro	CA	96073	US	6/21/2022
659	Richard McConnell	Olympia Fields		60461	US	6/21/2022
660	Niema Dunbar	Philadelphia	PA	19131	US	6/21/2022
661	Deborah Toney-Moore	Philadelphia	PA	19138	US	6/21/2022

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1	Name	City	State	Postal Code	Country	Signed On
662	Kim Fuller	Philadelphia	PA	19131	US	6/21/2022
663	Michael Giangiordano	Philadelphia	PA	19147	US	6/21/2022
664	Jacqualyn Hardin	Los Angeles		90210	US	6/21/2022
665	Vanessa James	Philadelphia	PA	19152	US	6/21/2022
666	Toad Baluta	Elk Grove		95758	US	6/21/2022
667	Kia Kia	Philadelphia	PA	19121	US	6/21/2022
668	Devon Ortiz	Tampa		33614	US	6/21/2022
669	wendy friedman	chicago	IL	60625	US	6/21/2022
670	Najiyyah Hassan	Philadelphia	PA	19146	US	6/21/2022
671	Sharon Caplan	Collegeville	PA	19426	US	6/21/2022
672	Daniel Giraldo	Clarksburg		20871	US	6/21/2022
673	Sabrina Hall	Philadelphia	PA	19146	US	6/21/2022
674	Cheryl Blanco	Converse		78109	US	6/21/2022
675	Janey Jennings	Los Angeles		90049	US	6/22/2022
676	Manasiphy V swaray kamara	Philadelphia	PA	19132	US	6/22/2022
677	Maria Quezada	Pasadena		91106	US	6/22/2022
678	Diane Staggs	Florence		35630	US	6/22/2022
679	Shawanda Brown	Newnan	GA	30265	US	6/22/2022
680	Andrew Munoz	El Paso		79924	US	6/22/2022
681	Michele Epps	Baltimore	MD	21215	US	6/22/2022
682	Kynisha Brennan	Philadelphia	PA	19142	US	6/22/2022
683	Lateefah Lewis	Philadelphia	PA	19142	US	6/22/2022
684	Malika McLaughlin	Philadelphia	PA	19125	US	6/22/2022
685	April Devine	Philadelphia	PA	19151	US	6/22/2022
686	Christina Ricketts	Philadelphia	PA	19143	US	6/22/2022
687	Tamyra lawton	Upper Darby	PA	19082	US	6/22/2022
688	Maymouna Sow	Philadelphia		19142	US	6/22/2022
689	Shaikurrah Giles	Philadelphia	PA	19115	US	6/22/2022
690	Roseline williams	Philadelphia	PA	19139	US	6/22/2022
691	Maissa Kante	Philadelphia	PA	19143	US	6/22/2022
692	Joseph Gipple	Ridley Park	PA	19078	US	6/22/2022
693	Nyfeesa Carter	Philadelphia	PA	19143	US	6/22/2022
694	Asia robinson	Philadelphia	PA	19146	US	6/22/2022

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1	Name	City	State	Postal Code	Country	Signed On
695	Nekia Moore	Drexel Hill	PA	19026	US	6/22/2022
696	Tsegaw Tolla	Philadelphia	PA	19135	US	6/22/2022
697	Deanna Cobb	Philadelphia	PA	19121	US	6/22/2022
698	Alaina Cobb	Elkridge	MD	21075	US	6/22/2022
699	Daisia Carter	Philadelphia	PA	19107	US	6/22/2022
700	Karla George	Philadelphia	PA	19131	US	6/22/2022
701	Nadeah Green	Philadelphia	PA	19147	US	6/22/2022
702	Roxanne Wilson	Philadelphia	PA	19131	US	6/22/2022
703	Tina love	Philadelphia	PA	19145	US	6/22/2022
704	Tara Norris	Philadelphia	PA	19132	US	6/22/2022
705	Shanna Cobb	Philadelphia	PA	19147	US	6/22/2022
706	Maria Nunez	Philadelphia	PA	19124	US	6/22/2022
707	Maggie Spoerl	Lafayette Hill	PA	19444	US	6/22/2022
708	Mulugeta Kiros	Philadelphia	PA	19152	US	6/22/2022
709	Melissa Lockard	Bear	DE	19701	US	6/22/2022
710	Melinda Emanuel	Philadelphia	PA	19142	US	6/22/2022
711	Krystal George	Philadelphia	PA	19131	US	6/22/2022
712	Shanea Ford	Philadelphia	DC	20009	US	6/22/2022
713	Iyonna Fields	Philadelphia	PA	19145	US	6/22/2022
714	Dionna Hayes	Philadelphia	PA	19142	US	6/22/2022
715	Queen Freeman	Philadelphia	PA	19142	US	6/22/2022
716	Joy Powell	Brookhaven	NJ	19015	US	6/22/2022
717	monique irvis	Philadelphia	PA	19143	US	6/22/2022
718	Marques Jones	Trenton	NJ	8611	US	6/22/2022
719	Alizay Harris	Philadelphia	PA	19132	US	6/22/2022
720	Candice Peed	Philadelphia	PA	19143	US	6/22/2022
721	Fatoumata Karamoko	Philadelphia	PA	19142	US	6/22/2022
722	Fatoumata Doucoure	Philadelphia	PA	19142	US	6/22/2022
723	Maya Graham	Philadelphia	PA	19120	US	6/22/2022
724	Hawa Coulibaly	Philadelphia	PA	19120	US	6/22/2022
725	Deanna Nottingham	Philadelphia	PA	19139	US	6/22/2022
726	Lanea Bryant	Philadelphia	PA	19150	US	6/22/2022
727	Tiesha Dawson	Darby	PA	19023	US	6/22/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
728	Sierra Davis-Jones	Philadelphia	PA	19132	US	6/22/2022
729	Shulana Jackson	Philadelphia	PA	19134	US	6/22/2022
730	shakia nelson	Philadelphia	PA	19143	US	6/22/2022
731	Viola Lockard	Philadelphia	PA	19131	US	6/22/2022
732	Angelica Ixcoy	Philadelphia	PA	19132	US	6/22/2022
733	Deanna Jones	Philadelphia	PA	19143	US	6/22/2022
734	Aminata Sheriff	Philadelphia	PA	19142	US	6/22/2022
735	Shaneeka Wood	Philadelphia	PA	19142	US	6/22/2022
736	Tiesha Singleton	Philadelphia	PA	19142	US	6/22/2022
737	Stacey Orr	Philadelphia	PA	19133	US	6/22/2022
738	Toddette Daniels	Philadelphia	PA	19143	US	6/22/2022
739	Shawn Fernandes	Philadelphia	PA	19142	US	6/22/2022
740	Nyjat Rose-Akins	Seattle	WA	98117	US	6/22/2022
741	Oumou Diallo	Philadelphia	PA	19142	US	6/22/2022
742	William moore	Lansdale	PA	19446	US	6/22/2022
743	Nicole Reed	Philadelphia	PA	19153	US	6/22/2022
744	Chloe Wroten	Philadelphia	PA	19142	US	6/22/2022
745	Masogbeh Higgins	Philadelphia	PA	19143	US	6/22/2022
746	Sharne Suswell	Philadelphia	PA	19131	US	6/22/2022
747	Tiara Williams	Philadelphia	PA	19142	US	6/22/2022
748	Tish Maloney	Media	PA	19063	US	6/22/2022
749	Hawa Jallah	Philadelphia	PA	19142	US	6/22/2022
750	Kjell Lucas	Portland	OR	97214	US	6/22/2022
751	Barbara Pascetta	Collingswood	NJ	8108	US	6/22/2022
752	Rasha Ali	Philadelphia	PA	19153	US	6/22/2022
753	Laurel Whitehead	Philadelphia	PA	19143	US	6/22/2022
754	Danielle Raushi	Philadelphia	PA	19143	US	6/22/2022
755	Marina Murray	Philadelphia	PA	19143	US	6/22/2022
756	Barbara Gethers	Philadelphia	PA	19143	US	6/22/2022
757	William O'Melia	Indio	CA	92201	US	6/22/2022
758	Mariam Sesay	Philadelphia	PA	19145	US	6/22/2022
759	Aleathia Peed	Philadelphia	PA	19124	US	6/22/2022
760	Jonathan Fullenwellen	Glenolden	PA	19036	US	6/22/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
761	Maribel Marulanda	New York		11106	US	6/22/2022
762	Cynthia Fullenwellen	Philadelphia	PA	19121	US	6/22/2022
763	Sonja Purnell	Philadelphia	PA	19121	US	6/22/2022
764	Richard Harris	Philadelphia	PA	19151	US	6/22/2022
765	sonja james	Philadelphia	PA	19143	US	6/22/2022
766	valarie james	philadelphia	PA	19146	US	6/22/2022
767	Austin Frazier	Philadelphia	PA	19150	US	6/22/2022
768	Hinda Traore	Philadelphia	PA	19152	US	6/22/2022
769	Karl Kelly	Philadelphia	PA	19126	US	6/22/2022
770	Zackeena Holloway	Philadelphia	PA	19121	US	6/22/2022
771	Teneema Tibbs	Philadelphia	PA	19139	US	6/22/2022
772	Cecellia Quarles	Norristown	PA	19401	US	6/22/2022
773	Kenya Gould	Harrison Township	MI	48045	US	6/22/2022
774	MAlcolm Pearson	Philadelphia	PA	19134	US	6/22/2022
775	Samarys Montanez	Philadelphia	PA	19103	US	6/22/2022
776	Tynise White	Philadelphia	PA	19153	US	6/22/2022
777	Leigh Purnell	Philadelphia	PA	19143	US	6/22/2022
778	Kim Borders	Philadelphia	PA	19144	US	6/22/2022
779	Paulette Cunningham	Philadelphia	PA	19142	US	6/22/2022
780	Austin Ellois	Baton Rouge	LA	70817	US	6/22/2022
781	Etzar Cisneros	Birmingham	AL	35206	US	6/22/2022
782	Tarriq Phelps	Philadelphia	PA	19134	US	6/22/2022
783	Kitten Graham	Philadelphia	PA	19148	US	6/22/2022
784	Gail Holman-Clayburne	Philadelphia	PA	19131	US	6/22/2022
785	Sonja Smith	Newark	DE	19711	US	6/22/2022
786	Kevin West	Hyattsville	MD	20783	US	6/22/2022
787	Tonia Wolfe	Reading	PA	19602	US	6/22/2022
788	Zakee Blackson	Philadelphia	PA	19131	US	6/22/2022
789	Sharia Ferguson	Norristown	PA	19401	US	6/22/2022
790	Felicia Morrison	Philadelphia	PA	19151	US	6/22/2022
791	Noni Boddie	Clementon	NJ	8021	US	6/22/2022
792	Nikki Diallo	Philadelphia	PA	19131	US	6/22/2022
793	Zena Hargrove	Chester	PA	19013	US	6/22/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
794	Vendetta Kinder	Orlando	FL	32801	US	6/22/2022
795	Ronald Jefferson	Norristown	PA	19401	US	6/22/2022
796	Diamond Wells Jackson	Philadelphia	PA	19138	US	6/22/2022
797	Syl Jordan	Philadelphia	PA	19134	US	6/22/2022
798	Joseph McIntosh	Philadelphia	PA	19126	US	6/22/2022
799	Anthony Sechuk	Philadelphia	PA	19128	US	6/22/2022
800	Rhonda Bacon	Philadelphia	PA	19143	US	6/22/2022
801	Bernard Edwards	Philadelphia	PA	19131	US	6/22/2022
802	Khalid Jones	Norristown	PA	19401	US	6/22/2022
803	Lorraine McNeal	Philadelphia	PA	19131	US	6/22/2022
804	Taysha Blackson	Philadelphia	PA	19123	US	6/22/2022
805	Anita Woodson	Philadelphia	PA	19144	US	6/22/2022
806	Aubrey LaFlamme	Springfield		5156	US	6/22/2022
807	kahntineta smith	Philadelphia	PA	19143	US	6/22/2022
808	Sherisha Fullenwellen	Plymouth Meeting	PA	19462	US	6/22/2022
809	Kristina King-Clark	Philadelphia	PA	19107	US	6/22/2022
810	CarlA Wood	Philadelphia	PA	19120	US	6/22/2022
811	Andrea Banks	Philadelphia	PA	19144	US	6/22/2022
812	Ryondell Bourne	Los Angeles		90047	US	6/22/2022
813	Courtney Jackson	Philadelphia	PA	19139	US	6/22/2022
814	Michele Campbell	Palmyra	NJ	8065	US	6/22/2022
815	Liz Miller	Norristown	PA	19401	US	6/22/2022
816	Tammi Draughn	Newark	DE	19711	US	6/22/2022
817	Judith Chachoute	Schenectady	NY	12304	US	6/22/2022
818	WILSON Goode	Philadelphia	PA	19131	US	6/22/2022
819	Stan Lattie	Washington	DC	56972	US	6/22/2022
820	Donyea Robinson	Brookhaven	PA	19015	US	6/22/2022
821	Wilson Goode	Philadelphia	PA	19131	US	6/22/2022
822	Kimberly Hicks	Philadelphia	PA	19143	US	6/22/2022
823	Dennis Bacon	Philadelphia	PA	19143	US	6/22/2022
824	Nathaniel Dison	Philadelphia	PA	19126	US	6/22/2022
825	Samira Coleman	Philadelphia	PA	19143	US	6/22/2022
826	Jermaine Cryor	Philadelphia	PA	19135	US	6/22/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
827	Anntwinette Dupree-Hart	Phoenix	AZ	85009	US	6/22/2022
828	Wallace Dunbar	Philadelphia	PA	19150	US	6/23/2022
829	Beverly Lucas	Norristown	PA	19401	US	6/23/2022
830	Lauretta Padgett	Sullivan	IN	47882	US	6/23/2022
831	Mariam K Kanneh	Philadelphia	PA	19153	US	6/23/2022
832	Nancy Drescher	Brunswick	OH	44212	US	6/23/2022
833	Tomeka Jones	Lansdowne	PA	19050	US	6/23/2022
834	Yaasim Thompson	Philadelphia	PA	19142	US	6/23/2022
835	Mowoune Karba	Philadelphia	PA	19143	US	6/23/2022
836	Diane Jackson	Philadelphia	PA	19143	US	6/23/2022
837	Nicole Wright	Philadelphia	PA	19134	US	6/23/2022
838	Armando Paredes	Los Angeles		90059	US	6/23/2022
839	Gwendolyn Hood	Philadelphia	PA	19148	US	6/23/2022
840	Sia Lu	Philadelphia	PA	19132	US	6/23/2022
841	Christian Gallagher-peacock	Harrisville		2830	US	6/23/2022
842	Cheryl Reid	Philadelphia	PA	19142	US	6/23/2022
843	Teayana Woods	Philadelphia	PA	19141	US	6/23/2022
844	Chevanna Fishley	Philadelphia	PA	19120	US	6/23/2022
845	Taleefah Bevins	Philadelphia	PA	19124	US	6/23/2022
846	Tawanda Walls	Philadelphia	PA	19141	US	6/23/2022
847	Nikiya Fishley	Philadelphia	PA	19139	US	6/23/2022
848	Amaris Presley-Smith	Philadelphia	PA	19131	US	6/23/2022
849	Kim Mark	Philadelphia	PA	19120	US	6/23/2022
850	Eric Dickerson	Philadelphia	PA	19128	US	6/23/2022
851	Ejaniha Smith	Philadelphia	PA	19145	US	6/23/2022
852	jaleesa carolina				US	6/23/2022
853	Michelle Morrison	Ketchikan	AK	99901	US	6/23/2022
854	Le Truong	Philadelphia	PA	19144	US	6/23/2022
855	David Alberto Morales Montero	Albuquerque		87121	US	6/23/2022
856	Brianna Biddle- Johnson	Philadelphia	PA	19125	US	6/23/2022
857	Charles TIBBS	New York	NY	10128	US	6/23/2022
858	Erica Oliver	Philadelphia	PA	19131	US	6/23/2022
859	Lauren Davis	Philadelphia	PA	19103	US	6/23/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
860	Dakota Harvey	Rockville		6066	US	6/23/2022
861	Walt Ford II	Philadelphia	PA	19151	US	6/24/2022
862	Shannon Burton	Philadelphia	PA	19148	US	6/24/2022
863	Jhe Bowden	Philadelphia	PA	19143	US	6/24/2022
864	G. Diane Matthews-Marcelin	Carson		90746	US	6/24/2022
865	Dana Percell	Philadelphia	PA	19139	US	6/24/2022
866	Aisha Jones	Gary		46408	US	6/24/2022
867	Abeba Tobe	Sicklerville	NJ	8081	US	6/24/2022
868	Charlene Foote	Winter Garden	FL	34787	US	6/24/2022
869	Sharonda Mccollum	Philadelphia	PA	19143	US	6/24/2022
870	victoria tyan	City of Saint Peters		63376	US	6/24/2022
871	Velma Goode	Philadelphia	PA	19131	US	6/24/2022
872	Erica Scott	Upper Darby	PA	19082	US	6/24/2022
873	Azreal Decker	San Francisco		94103	US	6/24/2022
874	Ultimate invader feeb				US	6/24/2022
875	Nasteha Ali	West Valley City		84128	US	6/24/2022
876	Vanessa Cobb	Philadelphia	PA	19139	US	6/24/2022
877	Mariyah Carter	Hinesville		31313	US	6/24/2022
878	Alexis Randolph	Philadelphia	PA	19124	US	6/25/2022
879	Abby Walls	Atoka		38004	US	6/25/2022
880	Tom Westermayer	Boston		2109	US	6/25/2022
881	Giampiero Mariani	Brooklyn		11223-2744	US	6/25/2022
882	Ibiso Goodhead	Edgewood	MD	21040	US	6/25/2022
883	Emmanuella Whyte	Port Harcourt			Nigeria	6/25/2022
884	Pamela Mack Jr.	Philadelphia	PA	19142	US	6/25/2022
885	Rosalyn James	Philadelphia	PA	19139	US	6/25/2022
886	Ugo Akams	Pasadena		91105	US	6/25/2022
887	Brenda Roberson	Philadelphia	PA	19131	US	6/25/2022
888	Diane Evans	Philadelphia	PA	19143	US	6/25/2022
889	Amenan Ndjore	Philadelphia	PA	19143	US	6/25/2022
890	Kayla Kotsagrelos	Pittsburgh	PA	15227	US	6/26/2022
891	Francis Garcia	Philadelphia	PA	19142	US	6/26/2022
892	Alex Cza	Dallas		75212	US	6/26/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
893	Brian Daniele	Philadelphia	PA	19142	US	6/26/2022
894	Fred Brown	Philadelphia	PA	19143	US	6/26/2022
895	Tammy Thompson	Philadelphia	PA	19134	US	6/26/2022
896	Jade Beason	Houston		77002	US	6/26/2022
897	Catie Arce	Wilmington		19808	US	6/26/2022
898	Judith G Ortiz	Clifton Heights	PA	19018	US	6/26/2022
899	Lisa Mayer	Conshohocken	PA	19428	US	6/26/2022
900	Beverly Jones	Upper Darby	PA	19082	US	6/26/2022
901	Gilda Clayburne	Philadelphia	PA	19131	US	6/26/2022
902	Keith Arrington	Philadelphia	PA	19151	US	6/26/2022
903	Tara Cichonski	Mount Laurel	NJ	8054	US	6/26/2022
904	Aileen Burr	Norwood	PA	19074	US	6/26/2022
905	Angela navarro	Las Vegas	NV	89103	US	6/26/2022
906	Denise DUDLEY	Media	PA	19063	US	6/26/2022
907	Christina Blackwell	Oakwood		30533	US	6/26/2022
908	Kelly Simmons	Philadelphia	PA	19142	US	6/27/2022
909	Carrington Tameka	Philadelphia	PA	19121	US	6/27/2022
910	Gaby Carrington	Glenolden	PA	19036	US	6/27/2022
911	Akyra Jackson	Harper Woods		48225	US	6/27/2022
912	Sophia Howard	Belleville		62226	US	6/27/2022
913	Drew Allen	Waterloo		62298	US	6/27/2022
914	Justin Person	Freehold		7728	US	6/27/2022
915	Taylor Carrington	Philadelphia	PA	19134	US	6/27/2022
916	Kori Jackson	Brookhaven	PA	19015	US	6/27/2022
917	KYA Robinson	Philadelphia	PA	19129	US	6/27/2022
918	Tysheena Dorsey	Philadelphia	PA	19142	US	6/27/2022
919	Corina Mesrour				US	6/27/2022
920	Samantha Johnson	Philadelphia	PA	19142	US	6/28/2022
921	Matt Woolsey	Wichita		67209	US	6/28/2022
922	Elly zou	Brooklyn		11233	US	6/28/2022
923	Quinn Zumello	Indianapolis		46260	US	6/28/2022
924	Matthew Colabello	Amsterdam		12010	US	6/29/2022
925	Brayan Castillo	Elizabeth		7201	US	6/29/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
926	Sebastien Emile	Brockton		2301	US	6/29/2022
927	Nayeli Sanchez	Chicago		60602	US	6/29/2022
928	Deborah Hill	Upper Darby	PA	19082	US	6/29/2022
929	Anna Laidler	East Stroudsburg		18301	US	6/29/2022
930	Marquis Porter	Philadelphia	PA	19151	US	6/29/2022
931	Trinity Pierott	Houston		77077	US	6/29/2022
932	Ron Van	Bronx		10462	US	6/29/2022
933	Trevor Johnson	Longs		29568	US	6/29/2022
934	Taiwo Conteh	Washington		20010	US	6/30/2022
935	Roberto Delgado	Delray Beach		33444	US	6/30/2022
936	Kyler Bullington Bullington	Ponca City		74601	US	6/30/2022
937	Alyssa Flateau	Dallas		75230	US	6/30/2022
938	Copley Nichols				US	7/1/2022
939	Flex Flex	Grove City		43123	US	7/1/2022
940	Jillian Playz	Lakeside		92040	US	7/1/2022
941	Leslie A.	Cary		27513	US	7/1/2022
942	Thomas Arreola	Simi Valley		93065	US	7/1/2022
943	Justin Furby	Diamondhead		39525	US	7/1/2022
944	Darren Brown	Ocala		34472	US	7/1/2022
945	Crystal dunbar	Evansville		47713	US	7/1/2022
946	Chris Holman	Greenwood		46143	US	7/1/2022
947	TraNiesha Coleman	Philadelphia	PA	19149	US	7/1/2022
948	Maggie Ferrari	Pittsburgh		15229	US	7/1/2022
949	Maggie McClinton	Greensboro		27410	US	7/1/2022
950	E E	Bellflower		90707	US	7/1/2022
951	Matthew Speca	Fort Collins		80525	US	7/1/2022
952	trinity liu	Fremont		94536	US	7/1/2022
953	Xinyu UrMom	Queens		urmom	US	7/1/2022
954	Peggy Rose	Tucson		85710	US	7/2/2022
955	bring haikyuu back	St. Petersburg		55078	US	7/2/2022
956	Ivy Cross	Sidney		59270	US	7/3/2022
957	James Rice	Acworth		30101	US	7/3/2022
958	Amari Paxson	Richmond		23223	US	7/3/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
959	Adam Posvech	Marquette		49855	US	7/3/2022
960	Barbara Harrison	Gainesville		30504	US	7/3/2022
961	Debora Prigge	SUPERIOR		54880	US	7/3/2022
962	Aisha Williams	Moreno Valley		92555	US	7/3/2022
963	Abbie Navarro	Phoenix		85015	US	7/3/2022
964	Luke Arnurius	Knoxville		37922	US	7/3/2022
965	Emily C	Cordova		35550	US	7/3/2022
966	Jan Jenkins	Gretna		70056	US	7/4/2022
967	Ann Roewe	Olathe		66062	US	7/4/2022
968	Aeron Campbell	State College		16801	US	7/4/2022
969	Landon Carter	Philadelphia		19130	US	7/5/2022
970	Cimmeron Merchant	Logan		84341	US	7/5/2022
971	Kari Martin	Garden Grove		50103	US	7/5/2022
972	Carola Monardez				US	7/5/2022
973	Emerson Leroux	CaÃ±on City		81212	US	7/6/2022
974	Khi Wood	Atlanta		30319	US	7/6/2022
975	Juwan Campbell	Philadelphia	PA	19145	US	7/7/2022
976	Mayra Bahena	Vista		92084	US	7/7/2022
977	Onika Benson				Trinidad &	7/7/2022
978	Devin DeWitt	Bossier City		71112	US	7/7/2022
979	Peggy Douglas	Little Rock		72211	US	7/7/2022
980	Emilee Wynn	Gainesville		32607	US	7/7/2022
981	Kain Brown	Houston		77070	US	7/7/2022
982	Heaven Ellison	Tampa		33610	US	7/7/2022
983	Catholique Pontificate Andrâe Paul La Klon	Buffalo		14227	US	7/8/2022
984	Michelle Guerra	Union City		7087	US	7/8/2022
985	cathleen landers	Idabel		74745	US	7/8/2022
986	Shannon Grant	Knightdale		27545	US	7/8/2022
987	Kezi James	Malvern	PA	19355	US	7/8/2022
988	Soup Sanctimonious	Loveland		45140	US	7/8/2022
989	kayla law				US	7/8/2022
990	kendra Lee				US	7/8/2022
991	Emily Bava	Tucson		85756	US	7/9/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
992	GariAnna Lesmeister	Liberty		42539	US	7/9/2022
993	Britnee Hernandez	Waller		77484	US	7/9/2022
994	Jorge Garcia	Miami		33129	US	7/9/2022
995	Austin Ward	Corvallis	OR	97330	US	7/10/2022
996	Alexis Ledford	Germantown		38138	US	7/10/2022
997	misty callis	Loveland		45140	US	7/10/2022
998	Tifphanie Lawton	Philadelphia	PA	19124	US	7/10/2022
999	Ahmirah Toee	Smyrna		30080	US	7/11/2022
1000	Lorraine Fielding	Philadelphia	PA	19143	US	7/11/2022
1001	Melissa Norris	Wilmington		28409-4013	US	7/11/2022
1002	Elder A Villela	Portland		97222	US	7/11/2022
1003	Ayla Noller	Phoenix		85021	US	7/11/2022
1004	Hailey Drout	Milton		53563	US	7/12/2022
1005	Leota Fick	Kearney		68845	US	7/12/2022
1006	Darlenia Griffin	Grand Rapids		49508	US	7/12/2022
1007	Rosa Mariq	Yuma		85364	US	7/13/2022
1008	Liberty Myers	Elkhart		46514	US	7/13/2022
1009	Regina Woodson	Lansdowne		19050	US	7/14/2022
1010	Wayne Ploof	Montpelier		5601	US	7/14/2022
1011	Dorothy Anfield	Garden City		31408	US	7/15/2022
1012	Bell Velez	Lawrence		66044	US	7/15/2022
1013	Donesha Thomas	Pittsburg		94565	US	7/15/2022
1014	Frank Bauldrick	Bayamon		956	US	7/15/2022
1015	Nasjeh Wilson	Miami		33161	US	7/15/2022
1016	Sankavi Sampath	Syracuse		13210	US	7/15/2022
1017	Verman H. Larry	Lehi		84043	US	7/15/2022
1018	Frederick Gauvreau	Point Harbor		27964	US	7/15/2022
1019	Rokiatou Koita	Washington	DC	20016	US	7/15/2022
1020	Nayyirah Muhammad	Philadelphia	PA	19121	US	7/15/2022
1021	Sean Bradley	Victorville		92394	US	7/15/2022
1022	Christine Hill	Boulder		80304	US	7/15/2022
1023	Mykel Reese	Tucson		85742	US	7/16/2022
1024	A W	Richmond		23235	US	7/16/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1025	Araya H.	Abingdon		21009	US	7/16/2022
1026	Kiara Ramon-Lozano	Laredo		78045	US	7/16/2022
1027	Dyani Andrewin	Hawthorne		90250	US	7/16/2022
1028	Jackson Diodati	Lawrence		1843	US	7/16/2022
1029	Connie Williams	Sugar Creek		64054	US	7/17/2022
1030	Katherine Evers	Medway		2053	US	7/17/2022
1031	Luca M	Grand Ledge		48837	US	7/17/2022
1032	Darryl Rawlings	Philadelphia	PA	19142	US	7/18/2022
1033	Isabella Madline-Aguilar	Nixa		65714	US	7/18/2022
1034	Sara Duncan	Delta		43515	US	7/18/2022
1035	cheyenne soles	Wright City		63390	US	7/18/2022
1036	Alex Mach	Tacoma		98422	US	7/18/2022
1037	Tj Hall	Springdale		72762	US	7/18/2022
1038	lizette tecuapetla	Los Angeles		90003	US	7/18/2022
1039	Steven Thomas	New Orleans		70114	US	7/19/2022
1040	Joel Sanabria	Sicklerville		8081	US	7/19/2022
1041	Kedrick Stellway	Nampa		83686	US	7/19/2022
1042	Alberta Owens	St. Louis		63136	US	7/19/2022
1043	Kaiden Askew	Lunenburg		1462	US	7/19/2022
1044	Raphael Thomas	Livingston		7039	US	7/19/2022
1045	Abigail Ojeda	Pompano Beach		33068	US	7/21/2022
1046	Lashaye Simpson	Philadelphia	PA	19103	US	7/21/2022
1047	Tamara Cuffie	Philadelphia	PA	19143	US	7/21/2022
1048	anthony curry	Accoville		25606	US	7/21/2022
1049	Deborah Lynn Hoster	Tucson		85712	US	7/22/2022
1050	Jessica Waubanascum	South Milwaukee		53172	US	7/22/2022
1051	Debora Fisk	Muscatine	IA	52761	US	7/22/2022
1052	Tatiana Kelly	Chicago		60636	US	7/22/2022
1053	ZACHARY HALL	Port Orange		32129	US	7/23/2022
1054	Alex Z.	Phoenix		85020	US	7/23/2022
1055	Rachel Kinder	California		20619	US	7/23/2022
1056	Eric Aediontop	Commerce City		80022	US	7/24/2022
1057	Jennifer Sorrells	Drasco		72530	US	7/24/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1058	Natalie Rodriguez	Kissimmee		34758	US	7/24/2022
1059	Angel Figueroa	Los Angeles		90033	US	7/24/2022
1060	Chester Clark	Horsham		19044	US	7/25/2022
1061	Marilyn Taylor	Flower Mound		75028	US	7/25/2022
1062	Rob Repp	Lake Bluff		60044	US	7/25/2022
1063	Faraz chowdhury	Clementon		8021	US	7/25/2022
1064	Felicia Ford	Caddie, Louisiana		75643	US	7/26/2022
1065	Myles Hill	Jonesboro		30236	US	7/26/2022
1066	mariah landy	Chesapeake		23321	US	7/26/2022
1067	bryanna silva	San Antonio		78210	US	7/26/2022
1068	Alicia D'Rozario	Jamaica		11435	US	7/26/2022
1069	Courtney See	Ossining		10562	US	7/26/2022
1070	Stephanie Baiza	Garden Grove		92840	US	7/26/2022
1071	Fisher Christiansen	Leesburg		34748	US	7/27/2022
1072	anita martinez	philadelphia		19130	US	7/27/2022
1073	Daniel Madrigal	Fort Worth		76114	US	7/27/2022
1074	Aliyah Sanchez	Las cruces		88001	US	7/27/2022
1075	Quenna Moore	Rochester		48307	US	7/27/2022
1076	grace Fuller	wayne		7470	US	7/27/2022
1077	Trinity Spencer	Tuscaloosa		35405	US	7/27/2022
1078	Cliff Krawiec	Chicago	KY	60632	US	7/27/2022
1079	Matthew Cole	Sunnyvale		94087	US	7/27/2022
1080	Tabitha Martin	Traphill		28685	US	7/27/2022
1081	Ašnālah Aptani	Tarrytown		10533	US	7/27/2022
1082	Maddox Swinning	Marysville		43040	US	7/28/2022
1083	Osvaldo Diaz	Hollywood		33025	US	7/28/2022
1084	Sandee Whiteman	LA		90066	US	7/28/2022
1085	solange theodule	MIAMI		33177	US	7/28/2022
1086	Ray Trevino	McAllen		78504	US	7/29/2022
1087	greg lambert	Kennett Square	PA	19348	US	7/29/2022
1088	Steve Lunder	Lomita		90717	US	7/29/2022
1089	Noah hernandez	Oviedo		32765	US	7/29/2022
1090	Adam Esposito	Washington		15301	US	7/30/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1091	Mahyar Nasim	San Dimas		91773	US	7/30/2022
1092	Waldeck Santos	Orlando		32808	US	7/30/2022
1093	doll erita	Japan		123213	US	7/30/2022
1094	Louis Bonelli	Miami		33186	US	7/30/2022
1095	Devin Whitcomb	Jacksonville		32233	US	7/30/2022
1096	Michelle Glennon	Hopewell		8525	US	7/30/2022
1097	Cindy Meyer	Glendale		85308	US	7/31/2022
1098	Natalie Bradshaw	Pensacola		32526	US	7/31/2022
1099	Angelle Clement	Lafayette		70503	US	7/31/2022
1100	Yanshan Huang	Salinas		93906	US	8/1/2022
1101	William Gicker	Navarre		32566	US	8/1/2022
1102	Keila Colon	Brooklyn		11236	US	8/1/2022
1103	Josh Standiford	Lake Zurich		60047	US	8/1/2022
1104	Lydia Campbell	Wilmette		60091	US	8/1/2022
1105	Remy Ewell				US	8/1/2022
1106	Aliyah Peterson	Buford		30518	US	8/2/2022
1107	trent s	Plymouth		46563	US	8/2/2022
1108	Jada Rowe	Lawrenceville		30044	US	8/2/2022
1109	Riley M.	Arlington		76010	US	8/3/2022
1110	Jessica Kayser	Winsted		6098	US	8/3/2022
1111	Cooc Melon	Hughson		95326	US	8/3/2022
1112	Catalina Maldonado	Grayson		30014	US	8/3/2022
1113	Summer Quantz	Bunnell		32110	US	8/4/2022
1114	Sienna B	Atlanta		30324	US	8/4/2022
1115	Ardith Arrington	Seattle		98103	US	8/4/2022
1116	Elizabeth Schwabe	Portland		37148	US	8/4/2022
1117	Robert Leyva	New Braunfels		78130	US	8/4/2022
1118	Jariyah Jones	Columbus		31907	US	8/5/2022
1119	Michael Wiggins	New Braunfels		78130	US	8/5/2022
1120	Db 4REE	Chicago		60656	US	8/5/2022
1121	Vangely Martinez	Houston		77007	US	8/5/2022
1122	Brandon Reina	Houston		77008	US	8/5/2022
1123	Dani Phinisee	Hiram		30141	US	8/5/2022

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1124	Sharnette Evans	Winston-salem		27127	US	8/5/2022
1125	Achille Lusala	Lawrenceville		30045	US	8/5/2022
1126	Loraine Aurosa	San Antonio		78239	US	8/5/2022
1127	orlando salinas	Hayes		23072	US	8/5/2022
1128	Shimaya Snipe	Birmingham		35208	US	8/5/2022
1129	Avi Sukhadia	Edison		8820	US	8/6/2022
1130	Deshawn Grace	Indianapolis		46222	US	8/6/2022
1131	Justice Croom	Burgaw		28425	US	8/6/2022
1132	Caesar Liben	Philadelphia	PA	19142	US	8/8/2022
1133	Wanda Johnson	Philadelphia	PA	19142	US	8/17/2022
1134	Ashley Hardy	Philadelphia	PA	19132	US	8/22/2022
1135	Kaity Wayne	Napa		94558	US	8/22/2022
1136	Erin Smith	Fremont		68025	US	8/23/2022
1137	Asim Zubair	Springfield		22150	US	8/23/2022
1138	Waliya Brown	Philadelphia	PA	19132	US	10/12/2022
1139	Ediverto Galvez	Panorama City		91402	US	12/23/2022
1140	Greg Fuller	Washington	DC	20068	US	2/14/2023
1141	Tyhee Wolfe	Philadelphia	PA	19104	US	2/24/2023
1142	Amy Hollister	Pottsville	PA	17901	US	3/1/2023
1143	Jessey Jallah	Philadelphia	PA	19146	US	3/1/2023
1144	Danielle Raushi	Aston	PA	19014	US	3/1/2023
1145	Aleata Burke	Philadelphia	PA	19143	US	3/2/2023
1146	Angelique Johnson	Philadelphia	PA	19139	US	3/2/2023
1147	Char Bostic	Philadelphia	PA	19102	US	3/2/2023
1148	Charnee Murray	Philadelphia	PA	19149	US	3/2/2023
1149	Denisha Wilson	Glenside	PA	19038	US	3/2/2023
1150	Marie Rousseau	Decatur	GA	30030	US	3/2/2023
1151	Michael Fuiava	Waipahu		96797	US	3/2/2023
1152	Speel Head	Albuquerque		87109	US	3/2/2023
1153	Gabriel Reyes	El Paso		79905	US	3/2/2023
1154	Karly Souza	San Jose		95123	US	3/2/2023
1155	Brieh Murphy	Zebulon	NC	27597	US	3/2/2023
1156	Sheila Booker	Philadelphia	PA	19119	US	3/2/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1157	Kaleena Stradford	Philadelphia	PA	19143	US	3/2/2023
1158	Margianne Smith	Philadelphia	PA	19131	US	3/2/2023
1159	Trudy Jackson	Philadelphia	PA	19099	US	3/2/2023
1160	Gracie Crosby	Arlington		2474	US	3/2/2023
1161	Brynlee Seidel	Sauk Centre		56378	US	3/2/2023
1162	Cielo Ramos	Sebastián		78580	US	3/2/2023
1163	Julissa Romo	Chicago		60608	US	3/2/2023
1164	Garrett Kerner	Casper		82601	US	3/2/2023
1165	Lillian kelly				US	3/2/2023
1166	E C	Fond du Lac		54945	US	3/2/2023
1167	Abigail Harding	Raphine		24472	US	3/2/2023
1168	Eli Gatesman	Timberville		22853	US	3/2/2023
1169	Meredith Varley	Chatham		7928	US	3/2/2023
1170	Julissa Ortiz	Denver		80216	US	3/2/2023
1171	Heitor Carvalho	Orlando		32802	US	3/2/2023
1172	Meishi Mosha	La Mirada		90638	US	3/2/2023
1173	Mirna Jaber	Albuquerque		87113	US	3/2/2023
1174	miranda benitez	San Jacinto		92582	US	3/2/2023
1175	Alex Marin	Elizabeth		7202	US	3/2/2023
1176	Vive Vinodh Kumar	Seattle		98104	US	3/2/2023
1177	brianna abby	Groton		6340	US	3/2/2023
1178	alex morales	Pennsauken		8110	US	3/2/2023
1179	Miles Rana	Asheville		28805	US	3/2/2023
1180	Raven Lole	Geneva		60134	US	3/2/2023
1181	adriana diaz	Douglasville		30135	US	3/2/2023
1182	mari v	Cartersville		30121	US	3/2/2023
1183	victor roman	Nederland		77627	US	3/2/2023
1184	Giselle Bryant	Gainesville		32609	US	3/2/2023
1185	Marcella Miller-Greaves	Philadelphia	PA	19107	US	3/3/2023
1186	Koi Rand	San Antonio		78236	US	3/3/2023
1187	Talia Cooke	Norwood	PA	19074	US	3/3/2023
1188	Donna Drake	Philadelphia	PA	19150	US	3/3/2023
1189	Janice Conger	Collegeville	PA	19426	US	3/3/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1190	David Hardy	Philadelphia	PA	19103	US	3/4/2023
1191	Malaysia Speaks	Havertown	PA	19083	US	3/4/2023
1192	ANGELA CASE	Philadelphia	PA	19099	US	3/4/2023
1193	Terrian Jackson	Houston		77067	US	3/5/2023
1194	Nina Ruiz	Bristow		20176	US	3/5/2023
1195	Matt Arthur	Lee		3861	US	3/5/2023
1196	Addyson Deans	Greenville		27858	US	3/5/2023
1197	Hydie Gallagher	San Antonio		78245	US	3/5/2023
1198	Bubba White	Stone Mountain		30083	US	3/5/2023
1199	Christopher Fickling	Huntersville		28078	US	3/5/2023
1200	Brandie Earl	Mooresville		46158	US	3/5/2023
1201	Lauren Gaboury	Negaunee		49866	US	3/5/2023
1202	Camila G	Staten Island		10306	US	3/5/2023
1203	Ellie Allan	Plano		75075	US	3/5/2023
1204	Natalee Laymkn	Elyria		44035	US	3/5/2023
1205	Jasmine Sanders	Millington		38053	US	3/5/2023
1206	William Frank	Millington		21651	US	3/5/2023
1207	Cherrish Savard	West Warwick		2893	US	3/5/2023
1208	Izzy Umnus	Eau Claire		54701	US	3/5/2023
1209	Hotoon G.	Tampa			US	3/5/2023
1210	Arnella Abramova	Brooklyn		11203	US	3/5/2023
1211	Lianey Montoya	Harrisonburg		22801	US	3/5/2023
1212	giselle smith	McDonough		30253	US	3/5/2023
1213	nadia compton	Canton		44721	US	3/5/2023
1214	Kallen Horne	Charlotte		28277	US	3/5/2023
1215	Angie Joya valencia	Fort Lauderdale		33308	US	3/5/2023
1216	Alfonso Castillo	Summit		7901	US	3/5/2023
1217	Keila Gonzalez	Plant City		33563	US	3/5/2023
1218	Kyle Herrington	Baytown		77520	US	3/5/2023
1219	Jace Harrison	Cresskill		7624	US	3/5/2023
1220	Natalie Dodd	Philadelphia		19099	US	3/5/2023
1221	emery molder	Dallas		77355	US	3/5/2023
1222	Jocelyn Romero	Amelia		45102	US	3/5/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1223	Allie Pallotta	Denver		80204	US	3/5/2023
1224	Serafina Salituro	Arlington Heights		60005	US	3/5/2023
1225	Lilliana M	Columbia City		46725	US	3/5/2023
1226	chloe wiles	fredrick		21701	US	3/5/2023
1227	Alanna Stillman	Hector		14841	US	3/5/2023
1228	Esther Gbego	Olney		20832	US	3/5/2023
1229	Yuyuko Saiyougii	not telling ya		24017	US	3/5/2023
1230	Ayla Matejka	Cedar Rapids		52402	US	3/5/2023
1231	McKenna Sanders	Wheeler		62951	US	3/5/2023
1232	Devon Lin	Marlton		8053	US	3/5/2023
1233	natalia fuentes	Beaumont		77706	US	3/5/2023
1234	Yarvin Tyus	Detroit		48202	US	3/5/2023
1235	Emily Meyer	Naperville		60565	US	3/5/2023
1236	Anaya Rodriguez	Lancaster		17602	US	3/5/2023
1237	Jasmine Orellana	Fort Worth		76195	US	3/5/2023
1238	Ryleigh Kowalik	charlton		1501	US	3/5/2023
1239	Maghie Ingols	Heber		84032	US	3/5/2023
1240	Riley Lafayette	Coraopolis		15108	US	3/5/2023
1241	Steve Simbilion	Ambler		19002	US	3/5/2023
1242	Brayla Hicks	Colon		49040	US	3/5/2023
1243	Noah N	Great Neck		11021	US	3/5/2023
1244	summer forinash	Dallas		75243	US	3/5/2023
1245	Grace Spradling	North Canton		4	US	3/5/2023
1246	Jaxyn Richey	Edmond		73003	US	3/5/2023
1247	Omar Hamada	Franklin	TN	37064	US	3/5/2023
1248	Samuel Harris	Dawson	GA	39842	US	3/5/2023
1249	Rory Griffin	Hanover	PA	17331	US	3/6/2023
1250	Rachel Fawkes	Walnut Creek	CA	94596	US	3/6/2023
1251	Ted Sandstrøm	Trondheim		7041	Norway	3/6/2023
1252	DC Croson	Minnetonka	MN	55345	US	3/6/2023
1253	Kevin Schwartz	Madison	WI	53703	US	3/6/2023
1254	Chris Nielsen	Monument	CO	80132	US	3/6/2023
1255	PJ Manney	Laguna Hills	CA	92653	US	3/6/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1256	Christopher Tom	Pleasantville	NY	10570	US	3/6/2023
1257	James Randolph	Holly Springs	NC	27540	US	3/6/2023
1258	KarenSue Zoeller	Boerne	TX	78006	US	3/6/2023
1259	Diana beth	griffith	IN	46319	US	3/6/2023
1260	Stacy Phillips	Philadelphia	PA	19143	US	3/6/2023
1261	Angie Duran	Chicago	IL	60639	US	3/7/2023
1262	Darla Wilson	Georgetown	TX	78628	US	3/7/2023
1263	Mariame Camara	Philadelphia	PA	19099	US	3/7/2023
1264	yau Tong	Hayward		94545	US	3/8/2023
1265	Raul Carrillo	Pasadena		91104	US	3/8/2023
1266	YELYSEI KRAVETS	Reno		89523	US	3/8/2023
1267	Sacred Newman	Los Angeles		90009	US	3/8/2023
1268	Taylor Crofton	Battle creek		49015	US	3/8/2023
1269	Eliels Avalos				US	3/8/2023
1270	Ashley Arana	New York		10030	US	3/8/2023
1271	Destiny Quintero	El Paso		79936	US	3/8/2023
1272	Roslyn Austin	Monroe		28110	US	3/8/2023
1273	Telia B	Caledonia		49316	US	3/8/2023
1274	Jordan H	Troy		12180	US	3/8/2023
1275	Heather Byrd	Philadelphia	PA	19143	US	3/8/2023
1276	Arlos Smith	New Orleans		70152	US	3/8/2023
1277	jasmine cabrera	cabot		72023	US	3/8/2023
1278	Richard Joseph Robles	Springfield		37172	US	3/8/2023
1279	Carol Colon	York		17403	US	3/8/2023
1280	Caleb Powers	Newport		48166	US	3/8/2023
1281	Michlin Serrao	New York		10028	US	3/8/2023
1282	Diana C	Baltimore		21218	US	3/8/2023
1283	Oscar Rodriguez	Hermiston		97838	US	3/8/2023
1284	Rich Johnson	Clarksville		37043	US	3/8/2023
1285	Andrew Floyd				US	3/8/2023
1286	jenise robles	Springfield	TN	37172	US	3/8/2023
1287	Sydney Lewis	Charlotte		28210	US	3/8/2023
1288	Kemnedie Nunez	Lake Charles		70607	US	3/8/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1289	Seren J	Goodyear		85338	US	3/8/2023
1290	Forest Reserve	Chicago		60605	US	3/8/2023
1291	Anonomous .				US	3/8/2023
1292	Rose Corkum	Xenia		45385	US	3/8/2023
1293	Randi Justin	Fort Lauderdale		33319	US	3/8/2023
1294	Nathan Haselberger	Dyer		46311	US	3/8/2023
1295	Ariana Stanaitis	Limerick		19468	US	3/8/2023
1296	Simon Bradbury	Seattle		98160	US	3/8/2023
1297	Monica Essex	Brandywine		20613	US	3/8/2023
1298	Jamal prince	Saint Paul		55106	US	3/8/2023
1299	Fluffy Dogs				US	3/8/2023
1300	Danni Bezemek	Croswell		38283	US	3/8/2023
1301	Aykari Cox	Kearney		68847	US	3/8/2023
1302	Maryam Syed	Herndon		20170	US	3/8/2023
1303	Kasey Merkel	Fort Worth		76177	US	3/8/2023
1304	Catherine Tullis	Grapevine		76051	US	3/8/2023
1305	jake lindberg	Portland		97219	US	3/8/2023
1306	David Wynn	Lexington		40509	US	3/8/2023
1307	Meleena Uribe	Chicago		60624	US	3/8/2023
1308	Gemma Hoekstra	Portland		97239	US	3/8/2023
1309	Crystal Davies	Brockport		14420	US	3/8/2023
1310	Jamie Klema	Washburn		54891	US	3/8/2023
1311	Jimmy myrthil	Fort Pierce		34951	US	3/8/2023
1312	Caylee Fletcher	Montague		7827	US	3/8/2023
1313	Paiton Lynn	Louisville		40272	US	3/8/2023
1314	Deanna Gonzalez	Fort lupton		80621	US	3/8/2023
1315	Alice Kpelapauze	Trenton	NJ	8609	US	3/10/2023
1316	Matthew Havlovitz	Oconto		54153	US	3/11/2023
1317	Nic Givens	Stanton		51573	US	3/11/2023
1318	liana vargas				US	3/11/2023
1319	Selena Pepper	Greenville		27834	US	3/11/2023
1320	Andrea Rosado	Reading		15068	US	3/11/2023
1321	Luke Matthews	Salt Lake City		84103	US	3/11/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1322	Audrey Warner	Grand Rapids		49525	US	3/11/2023
1323	Preston Stackfield	Chalfont	PA	18914	US	3/12/2023
1324	Kraig Rankl	Forest Lake		55025	US	3/12/2023
1325	Noah Calhoun	San jose		95129	US	3/12/2023
1326	Yuan Liang	Brighton		2135	US	3/12/2023
1327	Emma Murphy	Chicago		60623	US	3/12/2023
1328	Alexa Forgione	Paterson		7524	US	3/12/2023
1329	Victoria Ramirez	Mesa		85204	US	3/12/2023
1330	Delaney Miller	Brandywine		20613	US	3/12/2023
1331	Bradley Hutson	Harrison		45030	US	3/12/2023
1332	Joe Vela II	Garland		75040	US	3/12/2023
1333	Nicholas Clark	International falls		56649	US	3/12/2023
1334	Jean-Luc Irwin	Irwin		15642	US	3/12/2023
1335	Rashida Bano	Houston		77077	US	3/12/2023
1336	Rammohan Potham	Buffalo Grove		60089	US	3/12/2023
1337	Eva Sasser	Nashville		37204	US	3/12/2023
1338	Saint Clair Constant	Everett		2149	US	3/12/2023
1339	Grace Kleismit	Columbus		43202	US	3/12/2023
1340	Ethan C	Columbus	OH	43202	US	3/12/2023
1341	Juty Davis	Philadelphia	PA	19139	US	3/14/2023
1342	Kordell Evans	Philadelphia	PA	19134	US	3/23/2023
1343	Cindy Mouzon	Philadelphia	PA	19105	US	4/14/2023
1344	Spencer Lewis				US	4/14/2023
1345	Alpha Diallo	Philadelphia	PA	19104	US	5/8/2023
1346	María E Ucaranza Flores	Los Angeles		90057	US	6/23/2023
1347	Danielle Steiner	Ozone Park		11417	US	6/23/2023
1348	Tayla Salez	santa rosa		95401	US	6/23/2023
1349	Erika Ellison	Tempe		85281	US	6/23/2023
1350	Erica Cummings	Grosse Pointe		48236	US	6/23/2023
1351	Mouctar Barry	The Bronx		10474	US	6/23/2023
1352	Patricia Burke	Watervliet	NY	12189	US	6/23/2023
1353	Dayjon Holland	Desoto		75115	US	6/23/2023
1354	Jasmine Hankerson	Silver Spring	MD	20904	US	6/23/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1355	Jo Ann McClain	Oxon Hill	MD	20745	US	6/23/2023
1356	Jeanne Consolo	Eagleville	PA	19403	US	6/24/2023
1357	Laurine Michael	Casa Grande		85122	US	6/24/2023
1358	Heather Persons	Collegeville	PA	19426	US	6/25/2023
1359	Brenda Brown	Drexel Hill	PA	19026	US	6/25/2023
1360	Janna Silverberg	Washington	DC	20024	US	6/26/2023
1361	Victoria Corley	Philadelphia	PA	19107	US	6/26/2023
1362	Sandra Keyes	Philadelphia	PA	19104	US	6/26/2023
1363	Marsha Thomas	Mableton	GA	30126	US	6/26/2023
1364	William Moore	Conshohocken	PA	19428	US	6/26/2023
1365	Stefan Powell Sr	Philadelphia	PA	19147	US	6/26/2023
1366	Aaliyah Williams	Airway Heights		99001	US	6/26/2023
1367	Gerald Johnson	Carlisle	PA	17013	US	6/26/2023
1368	Jerome Johnson	Fort Washington	PA	19034	US	6/26/2023
1369	Tamrat Geberesilasse	Philadelphia	PA	19143	US	6/26/2023
1370	Dardaye Barry	Philadelphia	PA	19143	US	6/26/2023
1371	Keosha Diaz-Mitchell	Philadelphia	PA	19126	US	6/26/2023
1372	Bryce Bullock	Philadelphia	PA	19142	US	6/27/2023
1373	Kevin Phillips Jr.	Philadelphia	PA	19143	US	6/27/2023
1374	Robel Tamirat	Springfield	PA	19064	US	6/27/2023
1375	ANiyah Christmas	Philadelphia	PA	19143	US	6/27/2023
1376	Jihsir Tabb	Philadelphia	PA	19143	US	6/27/2023
1377	Tamar B	Philadelphia	PA	19131	US	6/27/2023
1378	Muhammad Fofanah	Philadelphia	PA	19143	US	6/27/2023
1379	Sahid Kourouma	Philadelphia	PA	19142	US	6/27/2023
1380	Jayden Chamberlain	Niles		49120	US	6/27/2023
1381	Diana Kasente	Baltimore		21229	US	6/27/2023
1382	Eric Barger	Belleville		62221	US	6/27/2023
1383	Amber Mullins	Walnut Creek		44687	US	6/27/2023
1384	Susan Castillo	West Palm Beach		33417	US	6/27/2023
1385	j j	Brownsville		78521	US	6/27/2023
1386	Estephanie Solis	Mission		78574	US	6/27/2023
1387	Zoe Keller	Las Vegas		89141	US	6/27/2023

	A	B	C	D	E	F
1	Name	City	State	Postal Code	Country	Signed On
1388	Derinda Nilsson	Utica		13502	US	6/27/2023
1389	Mona Lafasse	Cherry hill	NJ	19143	US	6/28/2023
1390	Anica Lafosse	Philadelphia	PA	19107	US	6/28/2023
1391	Shanel Benson White	Mount Laurel	NJ	8054	US	6/28/2023
1392	Jamir Nobles	Philadelphia	PA	19145	US	6/28/2023
1393	Saniya Benson	Willow Grove	PA	19090	US	6/28/2023
1394	Angela Doan	Philadelphia	PA	19132	US	6/28/2023
1395	Lisa Neff	Springfield	PA	19064	US	6/28/2023
1396	Chidinma Olloh	Lansdowne	PA	19032	US	6/28/2023
1397	Aissatu Bah	Philadelphia	PA	19132	US	6/28/2023
1398	Merlisa Henry	Richmond	VA	23234	US	6/28/2023
1399	Donna Benson	Philadelphia	PA	19153	US	6/28/2023
1400	Precious Noble	Philadelphia	FL	19142	US	6/28/2023
1401	Hawa Koroma	Lansdowne	PA	19050	US	6/28/2023
1402	Yatta Ellis	Drexel Hill	PA	19026	US	6/28/2023
1403	Howard Jackson	Philadelphia	PA	19143	US	6/28/2023
1404	Deanene Taylor	Philadelphia	PA	19107	US	6/28/2023
1405	Averi Maxwell	Middletown	DE	19709	US	6/28/2023
1406	Sashaun Townsend	Philadelphia	PA	19107	US	6/28/2023
1407	Taliyah Smith	Philadelphia	PA	19107	US	6/28/2023
1408	Malaika Felts	Philadelphia	PA	19121	US	6/28/2023
1409	MILDRED BROOKS	Washington	DC	20024	US	6/28/2023
1410	Antoine Bey	Philadelphia	PA	19107	US	6/28/2023
1411	James Coates	Philadelphia	PA	19131	US	6/28/2023
1412	kyriff higgins	Philadelphia	PA	19130	US	6/28/2023
1413	Shareefah Thomas	Philadelphia	PA	19121	US	6/28/2023

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Southwest Leadership Academy Charter School Letter

1 message

Renee Fernandes [redacted] Wed, Jun 28, 2023 at 3:11 PM

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

To the School Board of Philadelphia,

Thank you in advance for taking the time to read this letter.

I am Renee Fernandes, a former student of Southwest Leadership Academy Charter School. I am writing this letter to urge you not to close down this school. A class of 2020 alum, I attended SLA from Kindergarten through eighth grade. My sister Robyn is a recent graduate from the class of 2023. My sister Rhyan will be graduating in 2025. Both of them have also attended SLA since Kindergarten. Rhyan deserves to graduate with her SLA class as well.

I would not be who I am today without the instruction, guidance, and support provided by Southwest Leadership Academy Charter School. I am currently a straight-A rising senior at William Penn Charter School. Growing up, I never saw private school in my future, but SLA made it happen. I was consistently engaged and pushed to be the best version of myself, both academically and socially. I remember every teacher I had during my time at SLA, and I am still in contact with my first grade teacher and the track coach. I visit the school often to see teachers and other staff members. I have been friends with some of the same people since kindergarten, and I would not trade these relationships for anything. I am so grateful for everything SLA has done for me, and I know that the classes after mine have a lot to gain.

I acknowledge that students are not performing academically to the level at which they are expected. To whom are we comparing these expectations, though? Charter schools are still public schools. The COVID-19 pandemic most negatively impacted black and brown communities, which are filled with public schools. SLA is not exempt from that hardship. In fact, Southwest Philadelphia is an internet desert. Therefore, SLA serves low-income families who have limited access to the resources necessary for a quality online education, such as physical technology and stable Wi-fi connection. It is also important to recognize that so many students at SLA are first-generation Americans, whose parents have a harder time assisting with school work. These children were left to fend for themselves. Returning to in-person learning does not mean that all of the effects of the pandemic are no longer relevant.

I recognize the desire to have more money available for public schools by sending more children there instead of to charter schools. However, if public schools were doing enough for our children, charter schools wouldn’t exist. Philadelphia schools are already overcrowded.

Dismantling SLA will send hundreds of students into their neighborhood schools, which don't really have room for them. As if that isn't disturbing enough, you would be displacing scholars from their home. SLA staff, students, and alumni are a family. Living as a young black American is challenging in itself. SLA is a safe space, one that I continue to utilize years after graduating. Southwest Leadership Academy Charter School is committed to enriching the lives of everyone who has the privilege of attending. Some may argue that my ideas are biased, but I would argue that yours are as well. Please reconsider, and keep this school open!

Sincerely,
Renee Fernandes '20

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Disability Inclusive Curriculum

1 message

Samantha Kreda [redacted] Fri, Jun 16, 2023 at 10:01 AM

To: schoolboard@philasd.org

[redacted]

Hello all,

My name is Samantha Kreda and I am a special education teacher at a public school in Philadelphia. I was lucky enough to be part of the implementation of a pilot for disability inclusive curriculum, and I cannot overstate the benefits. As a special educator, I always wanted to make sure that my students saw representations of themselves. However, it was really difficult to do without support because it meant I was the one doing all the research into appropriate materials as well as the development of lesson plans. By creating a network of educators, we were able to develop a multitude of lesson plans focused on text that would better educate our students about disability. I was always culturally inclusive in my classroom, especially because I was aware of the benefits, but I did not know how to best include disability in the conversation. Once I was able to begin introducing my kids to stories written by disabled folks, I felt like they began to see that although they received specialized services, they were still so important in this world. I firmly support the total implementation of a disability inclusive curriculum for ALL students. The benefits are paramount, and it is a necessary next step in the development of materials that are aware of ALL people and their lived experience.

Thank you so much for your time,

Samantha Kreda, M.S.Ed.

4TH DISTRICT
ART HAYWOOD

SENATE BOX 203004
HARRISBURG, PA 17120-3004
717-787-1427
FAX: 717-772-0572

7106 GERMANTOWN AVENUE
PHILADELPHIA, PA 19119
215-242-8171
FAX: 215-242-6118

1168 EASTON ROAD
ABINGTON, PA 19001
215-517-1434
FAX: 215-517-1439

Senate of Pennsylvania

COMMITTEES

HEALTH & HUMAN SERVICES, DEMOCRATIC CHAIR
AGING & YOUTH
APPROPRIATIONS
FINANCE
JUDICIARY
POLICY

LEGISLATIVE FINANCE & BUDGET COMMITTEE

E-MAIL: SenatorHaywood@pasenate.com
TWITTER: @SenatorHaywood
FACEBOOK: @SenatorArtHaywood
INSTAGRAM: @SenatorArtHaywood
WEB: www.SenatorHaywood.com

21 June 2023

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

Dear Members of the Philadelphia School Board:

I am writing this letter in support of Pastorius-Richardson Elementary School's application to renew its five-year charter as a Mastery School.

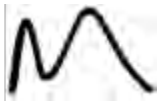
For the last ten years, Pastorius-Richardson has been serving students in the community and they are thriving. I have witnessed the positive impact the school has had on families and believe that Mastery will continue on this path as they are committed to providing a solid education to its students.

Pastorius-Richardson serves all children, including students with special needs and is no longer one of the lowest performing schools in the city that it was when it became a renaissance school. Today, Pastorius-Richardson is one of the best schools in the neighborhood.

I am happy that Mastery has been so successful in rebuilding our neighborhood public school to serve all children and to be a true anchor in our community that it has proven to be.

Thank you in advance for ensuring our children have a quality education and an even brighter future.

Sincerely,



Senator Art Haywood
4th Senatorial District
Montgomery and Philadelphia Counties

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER]

1 message

Serkalem A. [redacted] Mon, Jun 26, 2023 at 8:52 PM

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

Good Evening My son Attends Southwest Leadership Academy and I want him to finish there he is heading to 8th grade.Slacs has good teachers and good deans.I believe Slacs should be able to get renewed.

Thank You

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] June 29th written testimony Philadelphia School Board

1 message

[redacted] Thu, Jun 22, 2023 at 2:24 PM
To: schoolboard@philasd.org

Shawn Aleong

Graduate Of Temple University and Fox Business School
recently appointed to President Biden's Committee for People with Intellectual Disabilities.

"As a young person in school, I was often bullied because of my disability. Kids with disabilities should not have to face this. I believe that if other kids were exposed to disability and taught about
disability, bullying would be reduced."

"Even today, 32 years after passage of the Americans with Disabilities Act, our society still views people with disabilities as "different". A main reason that disability is not part of the mainstream is that disability is not part of our standard education curriculum, we are not taught about important pieces of disability history such as "the capitol crawl" or the significance of July 26, 1990."
Thank You.

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] SLA PARENT

1 message

Shirlene Hayes [redacted] Wed, Jun 28, 2023 at 1:59 PM
Reply-To: [redacted]
To: "schoolboard@philasd.org" <schoolboard@philasd.org>

Dear Philadelphia Board of Education.
I am a very concerned parent of Southwest Leadership Academy. My scholar has been with SLA since Kindergarten and presently going to 5th grade. We're quite pleased with SLA for many reasons:
1. Children are EMPOWERED too do their BEST.
2. UNITY among the staff, stands out. (TEAMWORK)from the administration, teachers and support staff "SLA PUTS THE WELFARE OF THE CHILDREN 1ST"
3. LEADERSHIP is taught on many levels, which gives the children an introspective view of life and how too behave in the community.
4. Educational materials/class are taught according to the child's level and encouraged too STRETCH.
5. Pleased with the EXTRA CURRICULAR ACTIVITES offered to the children.
6.I could go on, however, needless too say....We're PLEASED with the teachers involvement and our scholar's success.
We currently have 4 SLA family members attending in Sept 2023.
SLA IS A SCHOLASTIC GEM IN SOUTHWEST PHILADELPHIA...
AWESOME AND IMPACTFUL FOR THE CHILDREN TO EXPERIENCE AND BE TAUGHT BY TEACHERS FROM THEIR NEIGHBORHOOD!!!!

SHIRLENE THOMAS-MOORE
[redacted]

Sent from Yahoo Mail on Android

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Written Comment

1 message

Stacey Mandel <staceylmandel@gmail.com> Tue, Jun 27, 2023 at 4:43 PM
To: schoolboard@philasd.org

Dear SDP Board Members,

I am writing to you to respectfully express my refusal of the undemocratic and non-transparent methods of your Board. There is a recent piece in Diane Ravitch's blog written by Alliance for Philadelphia Public Schools that clearly lays out specific examples for my claims. However, I also express myself here based on my own experiences. One being that I was recently invited by your public relations firm to participate in a special committee to provide feedback to the district on their listening and learning sessions. I was then disinvited after I was interviewed and quoted in a publication where I expressed positive reaction to their written communications, but also dismay over an external public relations firm being employed to manage "customer service".

As a member of APPS and a handful of other groups that organize to advocate for the rights of students and parents in SDP, please know I will be fighting even harder now to recruit more new families to join us. Your lack of accountability and empty promises for engagement and transparency are disheartening to me as a parent of children in the district. I am motivated to action by the ways your Board have kept the public out of meaningful advocacy on behalf of our youth.

We need efficiency with a district this large. We also must have engagement, democratic process and transparency. We do not need customer service. This should not be so difficult to understand and facilitate. I urge you to listen to those who rightfully demand this, and to work harder to deliver.

I am a community member who cares deeply about our youth getting an equitable education. You need parents, teachers and students at the forefront of your decision-making processes-- not in the back the line occasionally being thrown a bone when it it's a good look.

Sincerely,
Stacey Mandel
1431 E. Columbia Ave
Philadelphia, PA 19125

--
Stacey Mandel
610.357.1975
stacey@yourbigmind.com
yourbigmind.com
Check out the new BIG Collective!



THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Southwest leadership

1 message

Tahmir Scott <pipberto2520@gmail.com> Mon, Jun 26, 2023 at 4:03 PM
To: schoolboard@philasd.org

Southwest leadership Is a horrible community for the children this year was horrible! I never seen staff who could careless for children.. My child IEP was sign s in May of 2022 and it still has yet to be completed the suspended my child the last 30 days of school and she is only in 1st grade.. Please stop funding school who don’t care for children!!!

Sent from my iPhone

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Supporting my child school

1 message

Tarik Yezez [redacted] Wed, Jun 28, 2023 at 9:07 AM

To: schoolboard@philasd.org

My child well be in 8th grade in southwest leadership school.
I had 3 other children that went to this school,the teachers were/is very knowledge,very hands on,caring for their students. Yes no school or teachers are perfect but these teachers at this school are very hard working and wants nothing more than best for their students.
Southwest leadership has my 100% support to continue and lead these students as they been doing.
Thank you
God bless🙏
Sincerely
Parents of a student
Henok dawit

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Public Comment: Southwest Leadership Academy Charter School

1 message

TIARA WILLIAMS [redacted] Wed, Jun 28, 2023 at 3:50 PM
To: schoolboard@philasd.org

Dear school district of philadelphia,

My name is Tiara Williams and I am a parent of a Southwest Leadership scholar. My daughter is currently going into 4th grade and she's attended SLA since kindergarten. I am very pleased with the quality of education that my daughter receives at SLA. When we started at SLA they stated that all children will read by 2nd grade, by the end of kindergarten my daughter was reading fluently and above her level thanks to SLA. My daughter is a shy and introverted child and at SLA , she's able to thrive and excel both academically and socially. SLA provides various extracurricular activities that my daughter had an opportunity to participate in and create friendships.

SLA fosters a family environment between home and school. The teachers and support staff go above and beyond , and care for our children holistically not just academically.

In closing I am a lifelong southwest philadelphia resident and SLA is a necessity in our community for our children. I grew up with a private school education and decided to forgo that route and keep my daughter at SLA because I believe in the schools mission to educate our children and that when they leave SLA they will be able to compete with peers of all nationalities.

Thank you,
Tiara Williams
[redacted]

Sent from Yahoo Mail for iPhone

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Southwest Leadership Academy Charter School

1 message

Tifphani Johnson [redacted] Wed, Jun 28, 2023 at 3:16 PM
To: schoolboard@philasd.org

Hello,

I have two daughters who have graduated from Southwest Leadership Academy Charter School, and one daughter currently in attendance. All three started in kindergarten.

My children are gifted, and SLACS has provided them with challenging work, creative projects, and unyielding encouragement and support.

My oldest graduated in 2020, and is now getting straight A's at William Penn Charter School. It was a counselor at SLA that showed us that private school was within our reach.

My middle daughter just graduated this year, and is headed to Friends' Central.

My youngest is still there, and thriving!

Southwest Leadership Academy Charter School has provided my children with a solid foundation for success, while supporting the students' families, and providing resources for the neighboring community.

Closing this school would be an extreme hardship for the Southwest Philadelphia Community.

Tifphani C Johnson
SLACS Parent
[redacted]

THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Letter of support

1 message

TT Love [redacted] Mon, Jun 26, 2023 at 4:16 PM

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

To the School Board of Philadelphia keep Southwest Leadership Academy open it benefits the community. The school has open my students to culture events and trips that children do not experience in public school .

Sent from my iPhone

8TH DISTRICT
ANTHONY H. WILLIAMS

SENATE BOX 203008
THE STATE CAPITOL
HARRISBURG, PA 17120-3008
717-787-5970 • FAX: 717-772-0574

2901 ISLAND AVENUE • SUITE 100
PHILADELPHIA, PA 19153
215-492-2980 • FAX: 215-492-2990

TWITTER: @SenTonyWilliams
FACEBOOK: @Anthony.H.Williams
INSTAGRAM: @Senator_AnthonyHWilliams
WEBSITE: SenatorAnthonyHWilliams.com

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Senate of Pennsylvania

June 29, 2023

Board of Education
Philadelphia School District
400 N. Broad Street
Philadelphia, PA 19130

Dear School Board Members,

I am writing to request that the Board delay the scheduled vote on charter school renewal applications until the Board has completed the charter school investigation and the review of the current charter renewal process.

During my prior testimony before the Board, and in subsequent meetings with Board Leadership, I pointed out the lack of an equitable matrix for assessing school performance. The outcome measures were not well developed and socio-cultural issues existing in the diverse communities of the city were not competently factored into school program evaluations.

I expressed my concerns that the schools being reviewed, and specifically, Southwest Leadership Academy, which is in my legislative district, serve a student population consisting of mostly Black and Brown immigrant students who are being supported by educators who look like them, who understand their family and community dynamics, and who provide crucial nurturing in their curricula and wrap around services and support for the families they serve. Earlier this year, I extended a personal invitation to all School Board members to come to my district and visit the school and neighborhood where this school is located to engage with the students and their families. To date, no one has taken me up on that offer.

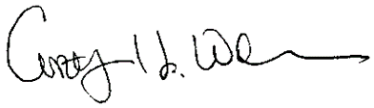
Since that time, I have received numerous calls from parents and members of the Southwest Leadership school community about the possibility of their school closing and concerns about a lack of high-quality alternative school options in the Southwest neighborhood for their children.

I strongly believe no equitable or accurate review of this school's progress can be made until a total transparent review and redesign of the current charter school office evaluation procedures are completed and implemented. Moreover, closing these schools without any plan to support the students who currently attend them would only further destabilize and harm the families affected by such a major decision of the Board. These types of actions should be discussed with all

stakeholders and addressed in a coordinated and collaborative way to ensure we are all providing the best support and outcomes for children and their families.

I strongly urge the Board to delay the scheduled vote and I once again invite Board members to visit the school and neighborhood but also meet with me and other stakeholders to determine the best course of action that takes into consideration, the interest of the entire school community, and a course of action that is the least disruptive to the families impacted by such a critical decision. Thank you for your consideration.

Sincerely,



Senator Anthony H. Williams
Pennsylvania Senate – 8th District

Registered Elected Officials - •

Title: Registered Elected Officials

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Elected Officials	Supporting Document

Registered Elected Officials

1. Representative Hohenstein,
   Topic: Disability Curriculum

Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
General Speakers List	Supporting Document

The School District of Philadelphia
Board of Education
Action Meeting
Speakers List
June 29, 2023

Registered Speakers

1. Leigh Purnell, Community Member
   Topic: Southwest Leadership Academy Charter School

2. Alexandria Walker, Parent/Guardian
   Topic: Chester A. Arthur School Name Change

3. Scott Peterman, Community Member
   Topic: Charter School Renewal Recommendations

4. Cathi Fuhman, Community Member
   Topic: Impact of a Certified School Librarian

5. Steven Bilski, Community Member
   Topic: Memphis Street Academy at J.P. Jones

6. Mai Miksic, Children First
   Topic: SDP and Early Childhood Education

7. Ashley Redfearn, American Paradigm Schools
   Topic: Charter Matters

8. Shavon Almodovar, Parent/Guardian
   Topic: Prep Elementary Renewal

9. Lydia Currie, Parent/Guardian
   Topic: Restoring Credentialed Librarians to all District schools

10. Kevin Haughton, Community Member
    Topic: Charter Renewal

11. Majeedah Rashid, Community Member
    Topic: Furtick Farm Lease with NGT

12. Tarita Bullock, Parent/Guardian
    Topic: Southwest Leadership Academy

13. Sandra Lawrence, Community Member
    Topic: Name Change

14. Tyenise Young, Parent/Guardian
    Topic: Mastery Prep Elementary Renewal

15. Edward Pozneck, Community Member
    Topic: Charter Renewal

16. Matthew Szelagowski, Parent/Guardian
    Topic: Action Item

17. Felicia Chambers, Parent/Guardian
    Topic: Student Success

18. Christina Green, Community Member
    Topic: Southwest Leadership Academy Charter School

19. Dana McNish, Parent/Guardian
    Topic: The merits of Renewal for CCCS

20. LaMaya Barefield, Parent/Guardian
    Topic: Pastorius-Richardson Renewal

21. HA-Zel Davis, District Staff Member
    Topic: Operational Budget

22. Theodore Butterfield, Parent/Guardian
    Topic: Hardy Williams Renewal

23. Shakila Moten, Parent/Guardian
    Topic: Hardy Williams Renewal

24. Katy Egan, Community Member
    Topic: Air Filtration in School

25. Jenia Jolley, Philly DSA
    Topic: Farm Lease

26. Greg Windle, Philly DSA
    Topic: Air Filtration in Schools

27. Bryan Cummmings, Community Member
    Topic: Air Filtration in Schools

28. Jan Chanin, District Staff Member
    Topic: Air Filtration in Schools

29. Lucilla Perry-Edwards, District Staff Member
    Topic: Charter Renewal

30. Lynda Rubin, Community Member
    Topic: Action Item 2, Acceptance of Grant from Elevate 215

Action Item Questions and Answers - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 6/29/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Action Item Questions and Answers	Supporting Document

The School District of Philadelphia

Board of Education
Action Item Questions and Responses
June 29, 2023

Table of Contents

Action Item Questions 1

Action Item Questions	Submitted by:	Response
1). Acceptance of Donations of School-Based Programs and Services - School Partner Agreement Process 1. Request for language to be included in service agreements that states that vendors must work in compliance with Board policies	Board Member Lam	1. Section (B)(3) of the School Partner Agreement already includes language stating that partners must work in compliance with all District and school policies. Here is the direct language from Section (B)(3): "School District Policies - Ensure that all partner staff, and the personnel of any subcontractors, comply with any and all policies and systems in place at School District and School(s)."
2) Acceptance of Grant from Elevate 215 - Beat the Odds Initiative ($2,120,000) 1. Request for additional information and clarity around scope of work - are these schools, schools that have improved and are looking to support them in further improvement?	Board Member Egea-Hinton	1. These schools have historically demonstrated a track record of outperforming their local and national peers in improving ELA and Math outcomes for predominantly low-income students of color. The grants are intended to support the schools to improve their current academic performance.

2. How were schools selected? 3. Who selects the schools? 4. Are these schools that are coming out of the CSI program?		2. In partnership with a research team, Elevate 215 looked at ten years of academic data for all public schools in the US between 2009 and 2018. Using school-level demographic data and a statistical method called multivariate ordinary least squares regression (OLS), they predicted how a school's student demographic makeup affects the academic achievement and academic growth of that school. Through this, Elevate 215 identified 35 schools that are "Beating the Odds" and outperformed their demographically similar schools. Juniata Park, Morton McMichael, and Middle Years Alternative were three of those 35 schools. In summer 2022, all "Beat the Odds" schools were invited to apply for the Planning Grant valued at $50,000 per school, which entailed working with technical assistance providers to develop a research-based plan of action to dramatically improve student outcomes at their schools. The three schools were the only SDP to apply for this grant and they were all selected, which made them eligible to apply for a second award for funding to implement their plan. They were all awarded grants based on the following criteria:

		• Leadership quality and continuity of the organization • Evidence of prior organizational success • Financial health of the organization • Potential for successful project/program implementation and future impact on educational outcomes for Philadelphia's children • Proposal alignment to mission of Elevate 215 and our grantmaking priorities 3. An Investment Committee composed of Elevate 215 staff evaluated the grant applications and made recommendations to the Board of Directors for approval. 4. CSI status was not part of the criteria for identifying schools that were eligible to apply for grants so should be considered a separate designation and process.
5) Acceptance of Donation from and Authorization to Enter in an Memorandum of Understanding with Temple University ($352,200) 1. How does the district ensure that donations align with the direction that the district is heading?	Board Member Egea-Hinton Board Member Lam	1. The content, design, and anticipated outcomes of the Temple School L.I.F.E. Project align with several elements of the SDP strategic plan. We highlight items from the ACCELERATE

2. What metrics will be used to determine success in this work? Will students who test out of EL status receive continued support? How is biliteracy/continued development of students' native languages being supported under this work?		PHILLY 2023-2028 Strategic Plan and related program activities below. *3.9 Provide more support to teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices.* As noted in the ACCELERATE PHILLY plan, research shows that special populations of students are best served when teachers are engaged with professional development that builds awareness and understanding of student experiences, strengths and needs. And, their instruction needs to honor home language and funds of knowledge, promote critical thinking, and include scaffolding to ensure all students have access to rigorous content and instruction. The Temple School L.I.F.E. Project includes ongoing professional development for 54 in-service K-4 teachers on research-based strategies to support English Learners language and literacy development, and content area learning, with a special emphasis on practices for differentiating instruction to suit the needs of these learners and maximize connections between learning in and out of

		school. The teachers will engage in a week-long summer institute and monthly workshops and receive on-going in-class coaching on strategies and structures that reflect deep understanding of evidence-based practices, motivating pedagogy for ELs, and appreciation of the experiences of multilingual/multicultural learners in their classrooms. *3.17 Reorganize learning networks to place resources closer to families and communities and to improve student outcomes. AND 4.1 Establish instructional leadership teams (Principal, Assistant Principal, Climate Manager, Literacy and Math School-Based Teacher Leaders, and Special Education Compliance Monitor) at every school and provide them with training and resources.* As described in the District's plan, network support of principals and school-based teams are critical to their success as instructional leaders. The Temple School LIFE Project is designed to provide on-going support to school leaders through (1) establishing and maintaining a school-based leadership team consisting of an ESL Specialist, Principal, and Family Liaison (2) providing networking

		opportunities through multi-school professional development institutes (3) providing on-going coaching by an individual experienced in SDP and (4) providing financial support to engage in school-wide assessment, planning, and implementation of plans that align with district goals, particularly related to supporting multilingual/multicultural students and families. Additionally, the district is looking to support collaboration and shared decision making. The School LIFE project aligns with this goal as the summer programs and professional development throughout the school year are designed to bring together teachers and school leaders to review, reflect, and plan to improve the school environment and instructional practices for multilingual and multicultural students and their families at their school. *4.5 Recruit more Black and Latino male teachers and principals, in partnership with colleges, universities, the Center for Black Educator Development, and the Mayor's Commission on African American males to improve Black and Latino male student outcomes.*

		The District's strategic plan cites research on the positive impact on learning gains and social-emotional well-being for students of color when they have teachers of color. The plan also encourages the importance of partnering with local teacher preparation programs to vet candidates before they graduate. A key component of the Temple School LIFE Project is the inclusion of pre-service teachers. Specifically, this project is providing scholarship funds to 72 ECE students (over the next 4 years) to earn dual certification in ESL and complete their year-long student teaching in one of the partnership schools for the grant. The Temple staff is intentionally recruiting a diverse group of students, including male bilingual students and students of color. The year-long student teaching (residency) program is designed to integrate these students into the school community with the goal of students being offered employment upon graduation. The connections to the school and preparation of students with the dual certification is intended to support the District's goals of hiring teachers of diverse backgrounds and improving teacher retention.

		4.8 Develop an aligned coaching and feedback model for instructional staff. Teacher coaching, as explained in the ACCELERATE Philly plan, has been shown to improve the achievement of students in the classrooms of novice teachers and those teachers who need to improve their practice. The School LIFE Project will provide in-service teacher personalized coaching by a university hired individual with certification in ESL, ECE, and Special Education. In addition to being coached on evidence-based instructional approaches for working with multilingual and multicultural students, the in-service teachers will receive support in serving as mentor teachers (I.e. coaching on coaching). The intention of this model is to prepare the in-service teachers as teacher leaders in their schools, able to support novice teachers, future teachers-in-training, and experienced teachers who need additional support on bolstering performance in linguistically diverse classrooms. This aspect of the training is directly aligned with the mentor teacher competencies developed by SDP this past year.

		4.9 Provide ongoing professional development for non-instructional job roles. As noted in the Strategic plan, the District employs 4,051 paraprofessionals, climate staff, and secretaries, and these individuals play a critical role in ensuring that the needs of multilingual students and families are met. Additionally, the plan cites the need for more training for paraprofessionals. The Temple School LIFE project has allocated funding and staffing to provide training for 40 BCAs on leading multilingual family literacy workshops. The BCAs will receive monthly professional development on language and literacy development, how to make home-school connections and curricula to use with families. They will then lead workshops with families. All participating BCAs will receive stipends for attending training and leading the workshops. Additionally, the school leaders will receive professional development support to work with staff and other paraprofessionals in the school to promote a welcoming environment for their diverse student community. *5.1 Establish a system-wide project management culture to improve organizational coherence, execute the strategic plan, and*

		develop a collaborative, trusted, and results-oriented culture. The strategic plan notes that an improvement cycle that includes opportunities for feedback from stakeholders is important to achieve intended outcomes. In alignment with this goal, the School LIFE project offers a school-wide assessment and planning tool to school leaders to collaboratively review and discuss with constituents. The tool is not prescriptive, but rather a guide for school leaders and stakeholders to consider various aspects of their school environment and culture and engage regularly in applicable evidence-based strategies/practices. The leadership team has a coach that is experienced in supporting school leaders in determining what is most important and relevant to their school and engaging students, families, teachers, staff, and community members in planning and implementation. 2. This project will include ongoing data collection and analysis to improve the program and inform the practices of the teachers and school leaders participating in the program. As this work is part of a NPD grant-funded project, we have established specific metrics which include the following:

		• Measure 1: The percentage of project-specific annual goals the program met. Some of these goals relate to members of Temple University's community, such as student teachers. Goals relating to members of the District's community include the following:
		  ○ 100% of enrolled in-service teachers complete the PD program
		  ○ 90% of participating families rate the literacy program as helpful
		  ○ Etc.
		• Measure 2: The number of pre-service program participants enrolled annually.
		• Measure 3: The unduplicated number of in-service program participants served annually.
		• Measure 4: Under measures 2 and 3, the number of participants who are making progress toward becoming State certified, licensed, or endorsed in EL instruction and the number of participants who have become State

		certified, licensed, or endorsed by the end of the five-year project period. Students who test out of EL status will receive continued support. This program is designed to support educators in meeting the needs of ALL multilingual students and their families, not just those with EL status. Biliteracy/continued development of students' native languages is being supported under this work as well. The materials, professional development workshops, and coaching for the mentor teachers specifically address bilingualism and promote assets-based perspectives of bi/multilingualism as well as bi/multiliteracy. Additionally, as we continue to build our tools, we are including research and conversations about the benefits of bilingualism and the importance, both academic and social, of continuing home language development. Further, our program offers multilingual family literacy programming to be led by BCAs in families' home languages. The program is designed to support families in expanding literacy practices in their home language and building awareness of how these connect to

		in-school learning. We have allocated funds to purchase bilingual books for 300 participating families.
6) Adoption of Board Policies 1. Policy 237 - Electronic Devices a. Who is responsible if something happens in an after school program and an electronic device (cell phone) is involved? b. How are principals engaged in the policy process regarding electronic devices?	Board Member Fix-Lopez Board Member Lam Board Member Thompson Board Member Wilkerson	1. Section (B)(3) of the School Partner Agreement includes language stating that partners must work in compliance with all District and school policies. Section (B)(3): "School District Policies - Ensure that all partner staff, and the personnel of any subcontractors, comply with any and all policies and systems in place at School District and School(s)." As stated in the School Partner Agreement, if there is an incident during an after school program involving an electronic device, the incident would be handled in accordance with Board Policy 815 - Acceptable Use of Internet, Technology, and Network Resources; Board Policy 237 - Electronic Devices; and the relevant school's electronic device/cell phone protocols, as well as any other applicable Board and school policies. 2. School leaders were engaged for feedback on both the front- and back-ends of the revision

		process for Policy 237. Prior to making revisions, a questionnaire was sent to all school leaders requesting their input on the Policy itself, their own school-specific cell phone protocols, and their needs related to management of student cell phone and other electronic device use. Leaders largely expressed that they wanted to keep the flexibility to set their own school- and community-specific protocols around student cell phone use, but would appreciate more guidance around the factors that cell phone protocols should address. After the new administrative procedures were developed with comprehensive guidance for school-specific protocols, the Principal Policy Review Committee participated in a focus group style conversation to review the revisions to the policy and new procedures, and provide further input that was addressed in final revisions.
14) Ratification and Authorization of Contracts with Pre-Approved Law Firms ($480,000)	Vice President Fix-Lopez Board Member Lam President Streater	1. This is a request for approval to procure additional services from these vendors, to be paid from within the approved District budget.

1. Is this a spending of funds that are already budgeted or is this a request for an allocation of additional funds? 2. Why is this item coming from the Office of Talent rather than the Office of General Counsel? 3. Does the District currently have trained compliance monitoring of Title XI and how is this different from work that the law forms are currently doing?		2. The request for authorization is for firms to provide external investigators to support the Office of Talent in conducting its Title IX investigations, not for firms to provide legal advice and services. The Office of General Counsel does not oversee these investigations and the budget to pay for them does not come from its budget. Therefore, these costs directly relate to the engagement of investigators requested by the Office of Talent and will be paid from the Office of Talent budget moving forward. This action item is similar to the action item previously approved for the Office of Student Support Services to engage outside investigators to conduct its investigative functions. 3. The District has staff that are trained to ensure we are in compliance with Title IX regulations. Our external investigators have the same professional responsibility as our in-house investigators to adhere to Title IX regulations. External investigators supplement the capacity of District staff when needed.
19) Terminate COVID-19 Vaccine Mandate for School District of Philadelphia Employees 1. To what extent has our chief medical officer been engaged in this decision?	President Streater	1. This proposal was discussed with two medical professionals on our staff. Dr. Aribele Jones, who was the Medical Director of Employee Health Services for 14 years until this spring,

		reviewed all statistics and fully supported ending this mandate. Additionally, Dr. Kendra McDow, Medical Director of Student Health Services, supports the proposal. Dr. McDow also provided context on employees in Head Start programs, who were required under non-SDP policy, to be vaccinated. The Department of Health and Human Services has now ended the COVID-19 vaccination mandate for Head Start employees. Dr. McDow further advised that the City of Philadelphia's Department of Health COVID-19 vaccination requirement for nurses does not apply to nurses in the School District's Student Health Services Department. As an additional point of interest, during the peak of COVID-19 the School District had hundreds of positive cases on a daily basis. In April 2023, there were 77 positive COVID cases; in May 2023, there were 56 positive cases; and as of June 21, 2023, there were 25 positive cases in June.
26) Approval of Act 80 Exception - Instructional Time Board of Education 1. Why is this item coming from the Office of Finance rather than the Schools Office?		1. This has been initiated by the Office of Finance for the last several years because a member of the Finance team happened to have expertise in this area from a former role. The knowledge

		is currently being transferred to employees on the Academics team and that office will submit this action item to the Board of Education next year.
31) Mary McLeod Bethune- Schoolyard Improvement Project-The Trust for Public Land (TPL) ($300,000) 1. How does the District decide where to do playground improvement?	Vice President Fix-Lopez	1. All schools were run through a vulnerability index with social-economic and environmental parameters. The equity parameters were reviewed in relation to school specific parameters. Schools were scored on their FCI, and an inverse was taken of each schools' SPR scores. Schools were prioritized based on the total of equity screen, FCI and SPR scores.
36). Amendment of Contract with Mobilease Modular Space, Inc. for the Cassidy Elementary School ($75,000) 1. What mechanisms are in place to determine if it is more cost effective to rent vs. buying modular spaces understanding that there will be an ongoing need for these alternative classroom spaces?	Vice President Fix-Lopez	1. A general rule of thumb is that if the portable classroom unit will be in the same location for 5 years or more, then the client should consider purchasing the unit. If not, leasing the structure is a more economical option. We determine the project needs and perform a cost analysis to determine which approach is better. Included in the analysis are depreciation costs and anticipated structure wear/tear which are factored into the final determination.
47) Ratification of the Contract with Gannett Fleming for Professional Design Services at Franklin S. Edmonds Elementary School ($51,855)	Board Member Egea-Hinton	1. In general, ratification is required if the work has started or been completed prior to Board approval. In this case, the work continued

1. Why is this item a ratification?		beyond the end date of the existing Board-approved contract. So, the Capital team is seeking ratification for the additional work and an extended end date which will then be reflected in an amended contract.
49) Ratification of the Electrical Contracts for the William Cramp Elementary School Classroom Modernization – No Cost Time Extension 1. Is this still a program for K - 3 classrooms? 2. Request for the list of schools that are currently receiving or being prepared to receive classroom modernization?	Board Member Egea-Hinton Board Member Wilkerson	1. The school program is K-5. 2. There are 14 classroom renovation projects underway, not including GESA projects and specialized program initiatives. The Office of Capital Programs is awaiting the finalized Facilities Master Plan to determine the next list of schools to receive classroom renovations.
59) Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreement for William Tilden School ($29,000) 1. Is the District continuing to engage in Memorandums of Understandings and License Agreements with Mural Arts Advocates at the school level?	Vice President Fix-Lopez	1. School District and Mural Arts have communicated and collaborated on a procedure to install murals in all facilities through the operations division. A Memorandum of Understanding (MOU) has been drafted covering the steps outlined in the procedure to ensure equity and permissions required to install murals at all District facilities. The MOU has been submitted to Mural Arts Advocates for review and approval June 2023.

65) Contract with Energy Coordinating Agency for Educational Instruction for the District Apprenticeship Program ($92,000) 1. How will the District work to support the need for outdoor charging stations?	Board Member Wilkerson	1. Energy Coordinating Agency (ECA) is being utilized by Facilities Management and Services to complete the classroom education portion of the District's apprenticeship program within the Maintenance Department. ECA was previously used to train our 15 apprentices and was not used for energy conservation and outdoor charging stations. Operations Division will continue to research outdoor charging stations needs through ECA and other vendors as needed through another General Service Contract.
76). Contract with Metropolitan Foods, Inc., dba Driscoll Food for Groceries and Provisions ($ 9,500,000) 1. Will all full service kitchens be open in the 23-24 school year?	Vice President Fix-Lopez	1. We are currently operating 127 full service kitchens in the District. There are 10 full service locations operating the Pre-plate model. We need to convert 10 locations back to full service. In order to do so we need to fill vacancies in these locations. There are 15 vacancies or 1.7% of the total workforce. We are working tirelessly with the office of Talent to fill all vacancies. The plan is for all full service locations to return to on site food prep in September.
79). Contract with John and Caterina Roman for Content Expert Services in Support of the School	Vice President Fix-Lopez	1. This is not a contract renewal. Dr. Caterina Roman has been involved in this project from its inception, including securing a planning

Safety Youth Violence Reduction Initiative ($96,300) 1. What assessment has been conducted to support the decision to renew this contract?		grant from the Neubauer Family Foundation to Temple University for this project. Under that planning grant all funds were directed to Temple, not the School District. For that initial work there was an MOU between Temple University and the School District (Action Item #22, 2/24/22) for the in-kind services from Dr. Roman and Temple University in supporting the initial plan for this project. Dr. Roman also assisted School Safety in writing the successful U.S. Department of Justice grant that is currently funding all aspects of this project. Dr. Roman has met and exceeded all of the expectations of School Safety in support of the Youth Violence Reduction Initiative.
81) Amendment of Contract with Atriade LLC for Planning and Design Services of CCTV Security Camera Systems ($200,000) 1. Will this contract support both inside and outdoor CCTV cameras?	Vice President Fix-Lopez	1. Yes. All updated digital CCTV security systems deployed will have increased coverage for our schools, including more indoor and outdoor coverage.
88) Contract with Seashore Fruit and Produce Co. - Fresh Produce ($40,000) 1. Will this contract support all schools or only schools who have full service kitchens?	Board Member Egea-Hinton	1. All schools that are active participants in the SNAP-Ed programs, a total of 70 will have the opportunity to participate in the taste tests offered through this contract.

89) Contract with Van Vorst Films for Exemplary Teaching and Video Library ($99,425) 1. In what way will Van Vorst specifically support the teaching and video libraries?	Board Member Lam	1. Van Vorst is our videographer and they support the library by capturing raw footage and then producing final clips using our time stamps so that they can be uploaded to the website. During SY22-23, 92 teaching videos were produced and added to the district's Exemplary Teaching and Video Library (EVTL) from 45 schools and the EVTL website had over 5,000 pageviews per month.
91) Contract with Deaf Hearing Communication Centre, Inc. for Sign Language Interpretation Services at Board of Education Public Action Meetings and other District Sponsored Events ($78,000) 1. Why have we chosen American Sign Language as the language to interpret versus other languages? 2. How are we developing appropriate supports for all languages	Vice President Fix-Lopez Board Member Lam	1. Title II of the Americans with Disabilities Act of 1990, as amended (ADA), the federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures to deaf and hard-of-hearing students, parents, staff, and community members the right of equal access to services and accommodations provided by the District through enhanced communications. American Sign Language (ASL) is the primary language used by the deaf and hard of hearing community, and is one of the more commonly used forms of sign language in the world. According to Gallaudet University, ASL is the sixth most common language in the United States. The Board, under the former Superintendent, specifically requested that the

		Office of Diverse Learners make arrangements to have ASL interpreters at monthly Public Action Meetings. 2. The Office of Family and Community Engagement (FACE) Multilingual Family Support, provides in-person and remote spoken interpretation services as appropriate when requested. If deaf and hard of hearing persons need accommodations in languages other than ALS, at Board meetings they should complete and submit a *Sign Language Interpreter Request Form,* which can be found on the District website and at https://www.philasd.org/accommodations/ . Unless an emergency, requests should be submitted 2 weeks prior to the meeting in order to assure the availability of a qualified sign interpreter. If live spoken interpreters are needed a *Live Interpretation Request* should be submitted at least 1 week prior to the meeting date. The interpreter request form can be found on the District website and at https://www.philasd.org/face/multilingual/interpretation-services/
96) Memorandum of Understanding with The University of Chicago To & Through Project and	Board Member Lam	1. The District checks the valuation of services in alignment with our Office of Procurement to

Philadelphia Academies Inc. - 9th Grade On-Track ($1,278,000) 1. What system does the District use to ensure that vendors' proposed value of services is most appropriate and in alignment with industry standards for the proposed scope of work?		ensure consistency with industry standards and similar services that the District contracts. The value is consistent with industry standards.
98). Contract with Philadelphia Academy of School Leaders - Instructional Leadership Academy and Senior Fellow Instructional Collaborative ($199,980) 1. What kind of professional development is being provided? 2. How does this program align with the superintendent's strategic plan? 3. How are the leaders selected?	Board Member Egea-Hinton	1. The professional development offered as part of the Instructional Leadership Academy will focus on developing instructional systems and structures around coaching, professional learning, and data use for school-wide academic improvement. To support this work, leaders will receive development in building their own coaching, planning/facilitation, and data analysis skills and then turn around key learnings to develop their own staff. 2. The program directly aligns to the strategic plan's theory of action that includes centering school leadership team's as the unit of change. In addition to it being connected to the theory of action, the professional development offered is directly connected to curriculum implementation strategies (3.2-3.4), providing training and resources to instructional teams (4.1), and building an aligned instructional coaching and feedback model (4.8).

		3. All district principals had an opportunity to apply for the Instructional Leadership Academy. The Philadelphia Academy of School Leaders conducted a selection process, based on criteria shared with interested candidates. The process included an application and interview process, as well as recommendations from Assistant Superintendents.
99) Amended Contract with Tailwinds School, LLC - Frankford Aviation Program ($198,000) 1. How many students have passed the pilots license test as a result of the program? 2. What is the long term vision for this program? 3. How many students are currently participating in the program? 4. Are students graduating with their pilots license or just hours? 5. What is the rationale for the increased budget for this program? Is it a result of increased student interest?	Egea-Hinton Fix Lopez Lam	1. Two students have passed their written exam and one has fully earned his private pilot license. He did so in his Junior Year and is currently studying for his instrument rating exam. The lone Senior in this cohort, just left for Marine Boot Camp and will complete it when he returns. (Tailwinds is taking care of this). The other rising Senior, we expect, will earn his pilot license in September. 2. Long term we hope to sustain funding so that we can provide cohorts of 10-12 students each year (beginning Junior year) to ensure all earn at least their private pilot's license. The ultimate goal would be for the students to earn multiple licenses throughout high school. As some students will progress more quickly, we hope that they can earn additional ratings such as their instrument rating and possibly culminating with their commercial license. This would set

		them up to enter the workforce as an airplane pilot right after graduating high school or reduce the amount of time needed in a post-secondary training institution. This however, is not going to be possible without sustained sources of funding. Additionally, we would like to use the private pilot program as the "flagship" of our Aviation Program, but hope to build our Drone program and add Avionics and Aviation Mechanics as separate "pathways" in the future. 3. Currently 3 but one just graduated. We have 7 students scheduled for next year (2 of the 3 current students and 5 "new "student pilots). We also have school-based aviation classes that contain many more students. These classes explore aviation and prepare them to enter the private pilot pathway. Additionally, we also have drone classes with licensing opportunities which should also support the Graduation Pathways and an aviation maintenance pathway which we will pilot next school year. 4. One student of the class of 2024 has already earned his private pilot license, and another student has passed his written exam and earned the required number of flight hours and only needs to complete his check-ride with an

		FAA examiner to earn his private pilot license. Another student (who already earned his commercial drone license as a Junior) left for Marine Boot Camp and will finish upon his return (at no additional cost to the District). It is our hope that all students will earn their private pilot licenses during their Junior year and work on additional licensing during their Senior Year. However, given that students progress at varying rates, some may take Junior and Senior years to earn it. 5. A combination of increased student interest and the FAA grant provides the rationale. We have never had a sustained or predictable amount of funding for this program. It is only through this grant that we are going to be able to offer these opportunities to our students.

Action Item - 1.

Title: Acceptance of Donations of School-Based Programs and Services - School Partner Agreement Process

Board of Education Meeting Date: 6/29/2023

Action under consideration

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 the donation of school-based programs and services from, and to execute and perform School Partner Agreements with, various organizations, as follows:

Purpose:
To provide programs and services in District schools at no cost to the District; increase compliance of those organizations with District policies, procedures and relevant legislation; and collect more detailed information about partner programs' scope of work and intended impact

Start date: July 1, 2023

Location(s):
All schools

Description:
This re-authorizes the District to enter into School Partnership Agreements ("SPA") that standardizes and streamlines the over 1,000 separate and distinct school-based partnerships providing school-based programs and services at no cost to schools or the District. The SPA includes a set format for the scope of work that collects needed information about the program or service including type of program, number of schools and students served, program frequency and intensity, and intended impact, especially as related to District anchor goals. The SPA also collects required information such as liability insurance certificates and clearances as well as clarifies all pertinent terms and conditions.

Nine years ago, the District established the Office of Strategic Partnerships (OSP) to improve the way the District and schools engage with the many external organizations that offer programming and services at no cost to the District or schools. Since the 2015-2016 school year, OSP and the Office of Research and Evaluation have conducted an annual survey (School Census) with each school principal to learn about school-based external supports and programs, including partners and fee-for-service programs. From the School Census, the District has learned of close to 2,000 separate and distinct programs based in schools each year. As OSP continues to build out its portfolio and expand upon its work, a major focus has been establishing a more standardized and efficient onboarding process for school-based external partner organizations.

OSP collaborated with the Office of General Counsel to create the SPA which is a streamlined legal agreement that both standardizes the information contained in the scope of

work for donated services and creates a platform to collect necessary compliance documentation required by the District. This increases the number of organizations with which the District has executed legal agreements and creates a centralized process for collecting accurate data regarding the location and nature of school-based partnerships. This work also dovetails with cross-departmental efforts initiated by OSP to create an efficient process for collecting necessary documentation like clearances for partner program staff and certificates of general liability insurance. Finally, this agreement process will give the District the opportunity to collect existing third-party evaluation data for partner programs that have such evaluations. Collecting this information through a centralized process will enable the District to expand its understanding of the role of partners in helping to address District goals and priorities.

Goals Supported:
College & Career Goal – Every student will graduate ready for college and careers
Reading Goal – Every student will read on or above grade level

Guardrails Supported: Guardrail 1 – Welcoming and Supportive Schools; Guardrail 2 - Enriching and Well-rounded School Experiences; Guardrail 4 – Addressing Racist Practices

Office Originating Request: Superintendent

Action Item - 2.

Title: Acceptance of Grant from Elevate 215 - Beat the Odds Initiative ($2,120,000)

Board of Education Meeting Date: 6/29/2023

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:
Elevate 215

Purpose:
To improve English Language Arts (ELA), Math & College and Career outcomes.

Grant Start Date: 7/1/2023

Grant End Date: 6/30/2027

Amount up to: $2,120,000

Location:
Juniata Park Academy; McMichael, Morton School; Middle Years Alternative (MYA) School;

Description:
Elevate 215 will provide a grant to three District schools aimed at improving ELA, Math and College and Career outcomes. Elevate 215's focus is on increasing the quality of more Philadelphia schools by identifying, investing, replicating, and scaling the practices needed to improve student outcomes and wellbeing across all school sectors—public, public charter, and private.

Their "Beat the Odds" strategy entails identifying the schools in the city that have historically demonstrated a track record of outperforming their local and national peers in improving ELA and Math outcomes for predominantly low-income students of color and investing in them to further accelerate achievement. In addition to improving outcomes at the individual schools, Elevate 215 intends via the grant engagement to identify the promising and proven practices that can be replicated and scaled and disseminate them back out to the broader system.

How is this work connected to the District's plan to achieve Goals & Guardrails? The three schools have varying goals in their grants that are focused on improving ELA, Math, and College and Career outcomes aligned with many Board of Education Goals & Guardrails.

- **Juniata Park Academy - Grant Award and Purpose:** Juniata Park will receive

$866,250 to increase overall student achievement in Math and ELA, decrease achievement gaps between special/non-special education and English language learners (ELL) and non-ELLs, and better retain their most effective teachers via establishing, training, and supporting formalized Grade Team Leaders and developing teachers to implement a schoolwide co-teaching model that features culturally responsive and research-backed pedagogical approaches.

- **McMichael - Grant Award and Purpose:** McMichael will receive $483,357 to reduce chronic student absenteeism and improve reading outcomes for students who are most behind via increased family and student engagement and high-dosage tutoring in reading. In addition McMichael plans to add an attendance liaison position, establish a parent engagement center, and partner with a local nonprofit to provide trained reading tutors to students.
- **Middle Years Alternative - Grant Award and Purpose:** Middle Years Alternative will receive $770,312 to increase overall student achievement in Math and ELA through better meeting individual student's academic and socio-emotional needs and launching a career exposure and awareness initiative that features classroom and community-based activities to allow students to discover and be accepted to the high school of their choice. Initiative additionally seeks to boost enrollment by 100 students through an intentional marketing and recruitment strategy highlighting the above initiatives.

How will the success of this grant acceptance be measured? Success of the grant acceptance will be measured by a mixture of implementation, quantitative, and qualitative metrics. Each school has developed a set of goals, annual milestones, metrics, and key grant activities in their proposal for funding. Measurement of the success of this grant acceptance will first be measured by effective implementation of the initiatives outlined in the grant and then attainment of metrics, milestones, and goals over the duration of the project.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach? Elevate 215 used research on 10 years of student outcomes data in public elementary and middle schools to identify Philadelphia schools serving high need populations whose students consistently “Beat the Odds” (student learning growth rates over 10% more than predicted) and achieved greater growth than their local and national peers during this span.

The three schools were identified via the above methodology and invited to apply for a Planning Grant for 2022-2023 in fall 2022. During the Planning Grant process, school teams engaged in a structured and supportive process–including being provided in-depth technical assistance, funding to visit up to two exemplary school/program models with evidence of success in their identified priority, stipends for planning team for their time outside the school day, and an opportunity to engage with a cohort of other grantees throughout the experience–to develop the initiative that schools designed in their Implementation Grant to accelerate their students’ outcomes.

When applicable, was a larger community of District community members and/or

stakeholders involved in this selection process? If so, what groups and how? The Office of Academic Services and the Office of Professional Learning have been involved throughout the process from working with Elevate 215 to identify eligible schools - to supporting selected school leaders with planning and targeting areas to improve. These offices will also provide oversight of the strategies being implemented to ensure alignment with District practices overall.

Office Originating Request: Schools

Action Item - 3.

Title: Acceptance of Grant from The Fund for the School District of Philadelphia - Watershed Planning ($110,000)

Board of Education Meeting Date: 6/29/2023

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: The Fund for the School District of Philadelphia
Purpose: To support the planning and design of green stormwater infrastructure (GSI) on school campuses and in schoolyards.
Grant Start Date: 5/1/2023
Grant End Date: 4/30/2024
Amount up to: $110,000
Location: School District Schools to be determined
Renewal Options: No
Description:
The William Penn Foundation has given a grant to The Fund for the School District of Philadelphia to help support the planning and design of green stormwater infrastructure (GSI) on District campuses and schoolyards. The grant will support the stormwater management assessment and schematic design of GSI practices at five District schools. These schematic designs will support the application for additional grant funds to complete the final design and construction of the green stormwater infrastructure at the selected school locations.
Goals and Guardrails Supported
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.

Office Originating Request: Operations - Capital Programs

Office Originating Request: Operations - Capital Programs

Action Item - 4.

Title: Acceptance of Donation From Oxford Circle Christian Community Development Association - Carnell Playground Project ($432,500)

Board of Education Meeting Date: 6/29/2023

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 Donation of Equipment and to execute and perform a license and right of entry agreement and any other necessary documents, subject to funding, as follows:

From:
Donation from : Oxford Circle Christian Community Development Association

License and Right of Entry with: Seravalli Inc.

Purpose:
To install a playground and related equipment

Value of donation for an amount up to: 432,500

Equipment Description:
Playground

License/Right of Entry Start Date: 7/1/2023

License/Right of Entry End Date: 6/30/2024

License Fee not to exceed:

Location:
Carnell, Laura H. School;

Description:
Carnell is a K-5 school in the Oxford Circle section of Northeast Philadelphia engaged in exciting learning initiatives in the classroom driven by our dedicated and knowledgeable teachers and staff. Despite this accomplishment, we recognize that we are missing a crucial element of learning spaces: an engaging outdoor play space. As numerous studies have shown, play is a vital part of children's development, contributing to their physical, emotional and cognitive well-being. We are struggling to provide our students with a space that supports this development.

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

With this project, Carnell will have a schoolyard with areas for physical exercise, play, and non-traditional learning spaces. These outcomes correlate with the School District of Philadelphia's (SDP) 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." Additionally, the physical transformation of Carnell's schoolyard will create a more inviting space with a wider range of activities for the children of Carnell. The enhancement of this space has already contributed and will continue to contribute to the realization of the District's guardrail #3, "Every parent and guardian will be welcomed and encouraged to be partners in their child's school community."

How will the success of this project be measured? Completion of the playground according to the project plan will be evidenced success for this initiative. We also expect to receive positive feedback from students and our school community, in addition to improvements in the overall climate at Carnell.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? The Community Design Collaborative played a vital role in facilitating the development of plans for the schoolyard. A key aspect of this process centered on bringing together parents, students, staff, and community partners to brainstorm, ideate, and design a future playground.

The Oxford Circle Christian Community Development Association (OCCCDA), the donor for this project, has been a crucial community partner for Carnell in numerous ways for many years. Over the last eight years, OCCCDA has been operating the Carnell Family Resource Center (FRC), located in the basement of Carnell, as well as an after-school program. We are excited to continue this as we work towards creating a new outdoor play space for the children of Carnell.

Additionally, the District's Office of Capital Programs has provided guidance for OCCCDA to help select the appropriate contractor through a competitive bid process to complete the playground project. Seravalli Inc will enter into a Right of Entry Agreement with the District to complete the installation.

Office Originating Request: Schools

Action Item - 5.

Title: Acceptance of Donation from and Authorization to Enter in an Memorandum of Understanding with Temple University ($352,200)

Board of Education Meeting Date: 6/29/2023

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 donation from Temple University and to execute and perform a Memorandum of Understanding as follows:

Donation from: Temple University

Contract with: Temple University

Purpose: Professional development and long-term support for school administrators, bilingual family literacy workshops for parents and caretakers, and school placements/mentorship for Temple early childhood education students pursuing dual certification for ECE (PreK-4) and English as a Second Language (ESL).

Value of Donation of Services not to Exceed: $352,200

Start date: 6/30/2023

End date: 8/31/2027

Location: Eight schools with grades PreK-4 and a large and/or growing English learner student population and other schools approved by the Chief of the Office of Diverse Learners or designee.

Renewal Options: No

Number of Options: N/A

Duration of each option to extend: N/A

Description:

Why is this contract needed?

English learners (ELs) make up a large and rapidly growing portion of the District's student population. Of the 117,071 students enrolled in the District, 8.6% are English learners. In grades K-4 specifically, the percentage of students who are identified as English learners is

even greater at 21.7%.

To support District teachers and school leaders in meeting the needs of English learner students in grades PreK-4, Temple University has received a National Professional Development (NPD) grant from the U.S. Department of Education's Office of English Language Acquisition. The Temple University School L.I.F.E. Project (Leadership, Instruction, and Family Engagement) is designed to improve PreK-4th grade English learners' academic achievement. This is accomplished by cultivating self-efficacy among teachers and school leaders, as well as improving collaborations with parents via a comprehensive, evidence-based, sustainable professional development model. As such, Temple University intends to partner with the District to provide professional development and monitor progress in at least eight District schools. This collaboration will include, but is not limited to, a professional development program through which teachers earn stipends and Act 48 credits, professional development and long-term support for school administrators, bilingual family literacy workshops for parents and caretakers, and school placements/mentorship for Temple early childhood education students pursuing dual certification for ECE (PreK-4) and ESL.

How is this work connected to the School District of Philadelphia's plan to achieve Goals and Guardrails?

Considering the many benefits of this partnership, there are compelling connections to every Board of Education guardrail. Through professional learning, instructional coaching, and mentoring facilitated by Temple University, participating staff will learn to implement research-based instructional and leadership practices that support English learners. The research and evidence-based practices informing this work have the potential to develop teachers' and school leaders' capacity to build and foster more asset-based and welcoming classroom and school environments. Such practices can help build a strong community of learners. Through the partnership with Temple, the engagement of multilingual families at the participating schools will increase, given the expanded training opportunities for bilingual paraprofessionals and Bilingual Counseling Assistants (BCAs) to lead bilingual family literacy workshops for parents and caretakers. Temple University's instructional professional development and coaching, mentoring, and leadership support have the potential to increase English learners' access to high-quality instruction (instructional equity in practice). Instructional equity for ELs can potentially increase their access to special admission schools and programs and meet the Commonwealth of Pennsylvania graduation requirements.

How will the success of this contract be measured?

To measure the success of this work, Temple University will utilize student, parent, and school staff attendance records and academic data to evaluate the gains made by each school participating in this initiative. In addition, Temple University will implement pre- and post-program surveys to measure the degree of change participants experience in each of the desired outcomes and will share the feedback with the District. The District data and the survey tool, combined with sign-in sheets for ESL certification courses, parent workshops, professional development activities, and other program activities, will provide the information necessary to evaluate the grant's objectives.

Additionally, Temple will work with the Office of Research and Evaluation (ORE) Research Review Committee (RRC) to request the following District available data annually each summer: ACCESS and W-APT test scores for all ELs in each participating school; PSSA test scores for all children in each participating school; benchmark (Renaissance Star literacy) scores for all students in each participating school; and school attendance records for all students in each participating school. Temple will analyze these to track progress over time during implementation years and compare the progress of children in the intervention schools to those in the control schools (specifically, cohort 1 vs. cohort 2 in years 2 and 3).

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?
Throughout 2016-2021 Temple School LIFE project, which was funded by the U.S. Department of Education (USDoE) National Professional Development grant program, consistently met or exceeded the program and the project targets required by the funding agency. These specifically include number and percentage of program completion and ratings of effectiveness of program participants (i.e. pre and in-service teachers and school leaders). Temple attributes this success to being awarded a second National Professional Development grant award.

While not required by USDoE, Temple's research team for the 2016-2021 project included an additional goal to examine associations between teacher practices and improved outcomes for EL students in participating teachers' classrooms. Student data (ACCESS, Keystone, and PSSA scores, as well as yearly attendance data) were collected during the initial two years of the project 2017-2019. However, once the COVID-19 pandemic began in spring 2020, Temple was no longer able to gather this data for the remaining years of the project, and their project evaluator was ultimately unable to rigorously and validly examine student outcomes as originally planned.

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

Temple L.I.F.E. uses a multi-pronged, evidence-based approach to support English learners, teachers, school administrators, and families:

1. **Improve Teacher Quality:** Teachers will participate in cognitive strategy training, which has been found to be effective in facilitating ELs' reading and writing development (Conley, 2008; Graham & Perin, 2007; Short & Fitzsimmons, 2007). Cognitive strategy training has been shown to improve ELs' reading and writing proficiency across content areas (Anderson, 2002; Chamot & O'Malley, 1989, 1996; Vaughn & Klinger, 2004). Teachers will also receive instructional coaching, as research shows that teachers are more likely to implement strategies learned during professional development sessions when the sessions are supplemented with coaching (Buly, Coskie, Robinson & Egwa, 2006; Short & Fitzsimmons, 2007; Showers & Joyce, 1996).
2. **Improve School Environment for Teaching and Learning:** School administrators play a vital role not only in providing the organization and support needed for effective instruction, but also in setting the tone of the school culture (Drago-Severson, 2012; Klotz, 2006). Research shows that schools and students benefit when principals actively support their ELs, especially when they incorporate students of EL demographics and instructional needs into their professional development plans (Rong & Brown, 2002), and when they provide opportunities for teachers to use this information in planning and instruction (Peterson & Heywood, 2007).
3. **Improve Parent and Family Involvement:** Teachers' and administrators' efforts can be significantly enhanced through partnership with families. Research demonstrates that ELs' academic achievement improves when their families are involved in their school experience (Bogenschneider, 1997; Gettinger & Guetschow, 1998; Karther & Lowden, 1997). Waterman and Harry (2008) note, "Barriers pertaining to language, school staffs' lack of familiarity with culturally and linguistically diverse families, and parents' unfamiliarity with U.S. schools can all impede effective parent-school collaboration (p. 4). As such, addressing these barriers and exploring the range of possibilities for family contributions must be a part of any successful, school-wide professional development initiative. Further, studies of EL family involvement in schools suggest that engagement will increase when schools equip families with knowledge of school systems and expectations (Mole, 1993), provide guidance on how to understand and support their student(s) in meeting academic goals (Smrekar, 1996; Epstein, 1995), and develop their own English language skills to facilitate communication and confidence for active participation in school activities (Peterson & Ladky, 2007).

Related resolution(s)/action item(s):

November 16, 2017; B-5

April 25, 2019; No. 45

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Scope of Work - Temple LIFE - SDP 2023

Type

Supporting Document

Scope of Services

Overview

Temple University has received a National Professional Development (NPD) grant from the U.S. Department of Education's Office of English Language Acquisition . The project, *The Temple University School L.I.F.E. Project (Leadership, Instruction, and Family Engagement)* is designed to improve Pre-K-4th grade English learners' academic achievement by supporting teachers' and school leaders' self-efficacy and collaborations with parents via a **comprehensive, evidence-based, sustainable** professional development model. As such, Temple University intends to partner with The School District of Philadelphia to provide professional development support and measure impact in a total of eight School District of Philadelphia schools. This collaboration will include, but is not limited to, a professional development program through which teachers earn stipends and Act 48 credits, professional development and long-term support for school administrators, bilingual family literacy workshops for parents and caretakers, and school placements/mentorship for Temple early childhood education students pursuing dual certification for ECE and ESL.

IMPORTANT: A school's decision to participate in this program involves a commitment at the school level, not at the level of an individual administrator or teacher. Therefore, if an administrator or teacher retires, resigns, is terminated, or leaves a participating school and moves to a non-participating school, they will withdraw their individual participation in the program. It is expected that the partnership at the school level will continue.

Resources to be Provided by School District of Philadelphia

- Secure commitments for program participation from eight schools, with Temple making final decision on school selection on or before April 14st, 2023
    - Four schools (i.e. Cohort 1) will receive the professional development program during grant years 2-3 (i.e. August 2023-August 2025) and another four schools (Cohort 2) will receive the professional development during grant years 4-5 (August 2026-August 2027).
    - In securing these commitments, the School District will ensure that each school has designated all of the following:
        - Leadership team: one principal/assistant principal, one instructional leader with ESL training and experience, and one school-family liaison (Each Cohort has two years of implementation. The same leadership team will participate in both years.)
        - Teacher Cohort: 6-10 Pk-4 teachers who have a minimum of 3 ELs in their classroom. Each Cohort has two years of implementation. The teacher cohort will be split such that 3-5 teachers in each school will participate in the first year and another 3-5 will participate in the second year. If necessary, teachers may participate for more than one year, however, in the second year, priority must be given to teachers who were not part of the first year.

      ***The four schools in Cohort 2 will serve as research control groups for years 2-3 of the grant, so all eight schools must be selected at the same time.*
    - Support participation from all teachers and administrators participating in grant-related professional development programs.
    - Provide the following student data to program evaluator, annually each summer, from the end of the 2022-2023 school year through the end of the 2026-2027 school year:
        - ACCESS and W-APT test scores for all ELs in each participating school.

    - PSSA test scores,
    - benchmark test scores for all students in each participating school.
    - School attendance records for all students in each participating school.
- Provide classroom space with projector, screen and internet access for monthly meetings of teacher professional development courses from September 2023-May 2027.
- Facilitate Temple staff's communication with families of ELs in each participating school.
- Facilitate Temple staff's administration of project-related consent forms, assessments, surveys for teachers, school leaders and parents in each participating school.
- Provide school district internet access to Instructional Coaches affiliated with this project.
- Provide Instructional Coaches access to classrooms participating in this project.
- Support recruitment effort to identify and pay 10 bilingual paraprofessionals and BCAs annually to participate in a monthly training program on leading family literacy workshops – then leading monthly workshops for families in partnership schools.

Resources Provided by Temple University

Instructional Support

- Design, staff, and deliver professional development program for two cohorts of SDP content teachers who teach grades Pk-4. The program will consist of the following:
    - (1) Teacher Summer Institute. Cohort 1 Summer Institutes will be held August 2023 and August 2024. Cohort 2 Summer Institutes will be held August 2025 and August 2026. As noted above, the teacher cohorts for each school will be split so that half participates each year
    - (2) Series of monthly professional development workshops, focusing on working with ELs and mentoring teachers-in-training
    - (3) On-site, coaching for teachers provided by qualified ESL/ECE Specialists
    - (4) Placement of Temple ECE Student Teachers who have completed ESL Specialist Certification courses in participating teachers' classrooms
- Temple will pay a stipend of $1850 to each teacher (each year) who participates in a Summer Institute, host a Temple student program participant for the subsequent academic year for their 2-semester student teaching, and participate in the series of monthly workshops. Temple will offer teachers Act 48 continuing education credits for completion of the Summer Institute and workshop series.

Leadership Support

- Design, staff, and deliver professional development program for two cohorts of School Leaders (i.e., one principal, one instructional leader with ESL Training/Experience, one school-family liaison from each school). The program will consist of the following:
    - (1) School Leadership Institute held for Cohort 1 in Summer/Fall 2023, Spring 2024, Summer/Fall 2024, Spring 2025 and for Cohort 2 in Summer/Fall 2025, Spring 2026, Summer/Fall 2026, Spring 2027.
    - (2) Ongoing school improvement support provided via on-site coaching.
- Temple will provide each participating member of the Leadership Teams $3,000. Cohort 1 school leadership team members will each receive $1500 in Spring 2024 and $1500 in Spring 2025 and

Cohort 2 school leadership team members will each receive $1500 in Spring 2026 and Spring 2027.

- Temple will provide each participating school $4,000.00 stipends ($2000 each year of implementation) to be used at the discretion of the Leadership Team in support of their school-wide reform efforts to improve the school experiences of ELs. Cohort 1 schools will each receive $2000 in Summer 2023 and $2000 in Summer 2024 and Cohort 2 schools will each receive $2000 in Summer 2025 and Summer 2026.

Family Engagement Support

- Temple will provide training to bilingual paraprofessionals and BCAs to lead family literacy programs in languages other than English. The program will consist of 10 monthly training sessions for the BCAs and 10 monthly workshops for families offered online September through June each year of the grant.
- Temple will provide incentives for EL family members to attend/ participate in family literacy programs, including sets of books for participating families.
- Temple will provide stipends of $1500 to each of the paraprofessionals/BCAs who attend the monthly trainings and lead the series of 10 workshops.

EXHIBIT B

Schedule of Services

[redacted]

December 2022 – August 2023	
School District of Philadelphia Responsibilities	**Temple University Responsibilities**
● Meet with school leaders and collaborate with Temple to recruit 8 schools for program participation. ● Confirm full commitment of schools as specified above in writing. ● Principals and two additional leaders from each school in Cohort 1 participate in Spring 2024 needs assessment and attend School Leadership Institute in August 2023. Additional Institute sessions will be held between October and May. ● Ensure full commitment of 12-18 teachers distributed across each participating Cohort 1 schools (3-5 from each school). Commitment includes: o Attending August 2024 Summer Institute o Hosting an ECE/ESL participating Temple student August 2024-May 2025 for 2-semester student teaching o Attending 10 monthly PD workshops on EL instruction and mentoring ● Secure classroom space in one or more schools for monthly evening meetings for teacher professional development workshops. Space must be equipped with a projector, screen and internet access. ● Provide school data (specified above) to program evaluator.	● Meet with school leaders and collaborate with SDP to recruit 8 schools. Temple reserves the right to make final school selection decisions. ● Confirm acceptance of schools as specified above in writing. ● Establish internal funds transfer process and schedule. Data Collection/Research ● Obtain informed consent from school leaders ● Administer surveys and needs analysis ● Secure IRB approval at Temple and SDP Instructional Support/Teacher Development: ● Hire Assistant Director of Professional Development and Coaching (Elementary ESL) ● Design summer institutes and monthly workshops for mentor teachers and provide schedules to school participants ● Prepare materials to support student teachers placed in partnership schools ● Match student teachers with mentors for 2023-2024 academic year ● Deliver August Mentor Teacher Summer Institute ● Provide initial stipend to mentor teachers Leadership Support ● Design, staff, and deliver School Leadership Institute. ● Provide initial stipends to school leaders, Cohort 1. ● Provide school stipend to support leaders ● Develop multimedia materials and website for project participants. Family Engagement Support

	● Hire consultant to design family literacy program ● Collaborate with SDP to recruit BCAs to participate

September 2023-August 2024	
School District of Philadelphia Responsibilities	**Temple University Responsibilities**
● Ensure full participation of 12-18 teachers and Leadership Teams from each participating school, Cohort 1, in professional development programs. ● Reconfirm classroom space in one or more schools for teacher professional development course, school leader meetings, school-family events, family classes. Each space must be equipped with a projector, screen and internet access. Space must be provided for duration of school year. ● Ensure full participation of 12-18 teachers and Leadership Teams from each participating Cohort 2 school in data collection efforts ● Provide school data (specified above) to program evaluator.	Data Collection/Research ● Obtain informed consent from any new participants ● Administer surveys and reflection tools ● Use observation protocol to collect data in classrooms across all 8 schools Instructional Support/Teacher Development: ● Deliver monthly workshops and on-site coaching for mentor teachers ● Supervise student teachers placed in partnership schools ● Provide initial stipend to mentor teachers ● Deliver August Mentor Teacher Institute Leadership Support ● Deliver School Leadership Institute sessions and provide on-site coaching. ● Provide stipends to school leaders, Cohort 1 ● Provide second-year school stipend to cohort 1 leaders to support whole-school efforts Family Engagement Support ● Provide oversight to family literacy training and program implementation ● Provide incentives and materials to families in support of their participation in the literacy programming

September 2024-June 2025	
School District of Philadelphia Responsibilities	**Temple University Responsibilities**
● Ensure full participation of 12-20 teachers and Leadership Teams from each participating school, Cohort 1, in professional development programs.	Data Collection/Research ● Obtain informed consent from any new participants ● Administer surveys and reflection tools

● Reconfirm classroom space in one or more schools for teacher professional development course, school leader meetings, school-family events, family classes. Each space must be equipped with a projector, screen and internet access. Space must be provided for duration of school year. ● Ensure full participation of 12-20 teachers and Leadership Teams from each participating Cohort 2 school in data collection efforts ● Provide school data (specified above) to program evaluator.	● Use observation protocol to collect data in classrooms across all 8 schools Instructional Support/Teacher Development: ● Deliver monthly workshops and on-site coaching for mentor teachers ● Supervise student teachers placed in partnership schools ● Provide initial stipend to mentor teachers Leadership Support ● Deliver School Leadership Institute sessions and provide on-site coaching. ● Provide stipends to school leaders, Cohort 1 ● Provide second-year school stipend to cohort 1 leaders to support whole-school efforts Family Engagement Support ● Provide oversight to family literacy training and program implementation ● Provide incentives and materials to families in support of their participation in the literacy programming

August 2025-June 2027	
School District of Philadelphia Responsibilities	**Temple University Responsibilities**
● Ensure full participation of 12-20 teachers and Leadership Teams from each participating school, Cohort 2, in professional development programs. ● Reconfirm classroom space in one or more schools for teacher professional development course, school leader meetings, school-family events, family classes. Each space must be equipped with a projector, screen and internet access. Space must be provided for duration of school year. ● Ensure full participation of 12-20 teachers and Leadership Teams from each participating Cohort 1 school in data collection efforts ● Provide school data (specified above) to program evaluator.	Data Collection/Research ● Obtain informed consent from any new participants ● Administer surveys and reflection tools ● Use observation protocol to collect data in classrooms across all 8 schools Instructional Support/Teacher Development: ● Deliver monthly workshops and on-site coaching for mentor teachers – Cohort 2 ● Supervise student teachers placed in partnership schools ● Provide initial stipend to mentor teachers Leadership Support ● Deliver School Leadership Institute sessions and provide on-site coaching.

	● Provide stipends to school leaders, Cohort 2 ● Provide second-year school stipend to cohort 2 leaders to support whole-school efforts Family Engagement Support ● Provide oversight to family literacy training and program implementation ● Provide incentives and materials to families in support of their participation in the literacy programming

Action Item - 6.

Title: Adoption of Board Policies - Updated 6.29.23

Board of Education Meeting Date: 6/29/2023

Adoption of Board Policies

The Board of Education will consider the amendment of the following policies, in the form to-be-attached, at the June Action Meeting:

- Policy 008 - Goals and Guardrails - NEW
- Policy 137 - Home Education Programs
- Policy 137.1 - Extracurricular Participation by Home Education Students
- Policy 235.1 - Student Surveys
- Policy 227 - Controlled Substances/Paraphernalia [Proposed for elimination]
- Policy 237 - Electronic Devices
- Policy 703 - School Cleanliness and Classroom Management
- Policy 712 - Naming of School District Properties
- Policy 717 - Mobile Communications Devices
- Policy 717.1 - Computers and Portable Computing Devices
- Policy 805.1 - Relations with Law Enforcement Agencies
- Policy 807 - Opening Exercises/Flag Displays
- Policy 808 - Food Services

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Policy 137 - Home Education Programs	Supporting Document
Policy 008 Administrative Procedures - Updated 5.16.2023	Supporting Document
Policy 137.1 - Extracurricular Participation by Home Education Students	Supporting Document
Policy 137.1 Administrative Procedures	Supporting Document
Policy 227 - Controlled Substances/Paraphernalia (proposed for elimination)	Supporting Document
Policy 235.1 - Student Surveys	Supporting Document
Policy 235.1 - Administrative Procedure	Supporting Document
Policy 703 - School Cleanliness and Classroom Management	Supporting Document
Policy 703 Administrative Procedures	Supporting Document
Policy 712 - Naming of School District Properties	Supporting Document
Policy 712 Administrative Procedures	Supporting Document
Policy 717 - Mobile Communications Devices	Supporting Document
Policy 717 Administrative Procedures	Supporting Document
Policy 717.1 - Computers and Portable Computing Devices	Supporting Document
Policy 717.1 Administrative Procedures	Supporting Document
Policy 805.1 - Relations with Law Enforcement Agencies	Supporting Document
Policy 805.1 Administrative Procedures	Supporting Document
Policy 807 - Opening Exercises/Flag Displays	Supporting Document
Policy 807 Administrative Procedures	Supporting Document
Policy 808 - Food Services	Supporting Document
Policy 808 Administrative Procedures	Supporting Document
Policy 008 - Goals & Guardrail - Updated 6.29.2023	Supporting Document
Policy 008 Administrative Procedures - Updated 6.29.23	Supporting Document
Policy 237 - Electronic Devices - Updated 6.29.2023	Supporting Document
Policy 237 Administrative Procedures - Updated 6.29.2023	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 137

Section: 100 PROGRAMS

Title: Home Education Programs

Adopted: November 16, 2017

Revised:

137 HOME EDUCATION PROGRAMS

Purpose

The Board of Education ("Board") is committed to every student receiving a well-rounded education and graduating ready for college and careers. The purpose of this Policy is to require the School District of Philadelphia ("District") to provide the minimum requirements on how home education programs can comply with law and meet these goals, while acknowledging the law's intent to provide flexibility to those administering the home education program.

Definitions

Appropriate education: A program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[1]

Compulsory school age: The period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[2]

Home education program: A program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[1]

Authority

The Pennsylvania School Code requires that ~~Hh~~**h**ome education programs ~~shall~~ provide an appropriate education for students of compulsory school age residing in the ~~school d~~**D**istrict and **that home education programs** shall be conducted in accordance with state law and regulations.[1][2][3]**[4]**

~~**Definitions**~~

~~**Appropriate education -** a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]~~

~~**Home education program -** a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[2]~~

Delegation of Responsibility

The Superintendent or **their** designee**, through the Deputy Superintendent of Academic Services,** shall develop ~~and distribute a~~**A**dministrative ~~p~~**P**rocedures for registering and monitoring home education programs. **The Administrative Procedures shall outline what the District is required to provide to those who inquire with regards to home education programs.**

Legal References:

1. **24 P.S. § 1327.1**
2. **24 P.S. § 13-1326**
3. **24 P.S. § 1327**
4. **22 PA Code § 11.31a**
5. **22 PA Code § 11.13**

~~**Related Information:**~~
~~24 P.S. 111~~
~~22 PA Code 11.33~~

Adopted:
Last Revised:

Board Operating Guidelines for Board of Education Goals and Guardrails

(Attachment for Policy No. 008)

Purpose:

The purpose of these Board Operating Guidelines is to effectuate Policy 008: Goals and Guardrails, which reflect the Board's student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and, accountability for improvements in student achievement.

Board Procedures:

Foster a Culture

To foster a Board culture that establishes a shared commitment to governing with a focus on student outcomes, each Board member's onboarding will ~~be~~ **include** an overview of the Goals and Guardrails governance model. After receiving adequate background and orientation to this framework of governance, Board members will sign a commitment letter stating their acknowledgement of the activities required for it to be successful. ~~A copy of this commitment letter will be linked here.~~

Board members also have access to professional development through the District, **Pennsylvania School Board Association (**PSBA**)**, Council of Great City Schools, area universities, and other organizations.

Strategic Planning Framework

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items during monthly meetings should include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

1. Translating all Goals and Guardrails documents, including but not limited to, the below into plain English language and major SDP languages:
    a. Monitoring calendar
    b. Board self-evaluation
    c. Superintendent evaluation
    d. Goals and Guardrails presentation materials
    e. Monitoring reports
2. Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:
    a. Social media content
    b. Website information
    c. One pagers
    d. Frequently asked questions (FAQs)
3. Framing budget conversations and budget asks in the context of the Goals and Guardrails
4. Implementing regular communications from the Board
    a. Quarterly Board newsletter
    b. Structured social media strategy
    c. Goals and Guardrails-aligned branding
    d. Regular press and opinion pieces
5. Aligning the work of the Office of the Board of Education to the Goals and Guardrails

The key audiences that should be engaged in the above activities include, but are not limited to:

- <u>Internal</u>
    - Students (including disengaged and at-risk youth)
    - Parents and family members
    - Staff (school- and central office-based)
    - Board's Parent and Community Advisory Council (PCAC)
- <u>External</u>
    - Community members
    - Education advocates
    - Community organizers and parent-led organizations
    - Elected officials
    - Editorial boards and radio hosts
    - Charter schools

To modify these Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This public engagement process will include, but not be limited to:

- A Listening tour
- Town halls

- A digital and paper survey

Progress Monitoring

The Board will receive and review a financial Quarterly Managers Report providing updates on the District's finances. As requested, the District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At a monthly public meeting, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each month will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prep with the Office of Research and Evaluation before each month's regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. Announce the Goal or Guardrail to be monitored
2. Introduce the District staff who will walk through the prepared presentation
3. Facilitate questions and answers from Board members on the presentation
4. Summarize what was discussed and any necessary follow up or next steps for the District

The indicators currently used to regularly measure progress include:

Goals		
Goal	***Interim Target***	***Interim Indicator/s***
Goal #1 *(All students read on grade level)*	The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.	The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
Goal #2 *(All students read on grade level)*	The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.	The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

		Closing the Gap: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
Goal #3 *(All students are proficient in math)*	The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
Goal #4 *(All students graduate ready for college or career)*	The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.
		The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
		Closing the Gap: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
Goal #5 *(All students graduate ready for college or career)*	The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.	The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).
		The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

Guardrails		
Guardrail	***Interim Target***	***Interim Indicator/s***
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.	The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.
		The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
		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 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.
Guardrail #2	Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.	The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.
		The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
Guardrail #3	Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.	The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.

		The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.
Guardrail #4	Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.	Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.
		The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

Auditing

~~Annually and as a whole, the Board will use an evaluation tool to ensure it is adequately focusing on student outcomes through its governance structures.~~

The Pennsylvania School Board Association (PSBA) has developed best practices related to the "Principles of Governance and Leadership". These principles will be reviewed by Board members on an annual basis to check in on each member's adherence to these established best practices.

This **self-evaluation** ~~will~~ allow**s** time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- ~~Vision and Goals~~
- ~~Values and Guardrails~~
- ~~Monitoring and Accountability~~
- ~~Communication and Collaboration~~
- ~~Unity and Trust~~

- ~~Continuous Improvement~~
- **Earnest Advocacy**
- **Responsible Leadership**
- **Effective Governance**
- **Thoughtful Planning**
- **Continuous Evaluation**
- **Clear Communication**
- **Ethical Action**
- **Focus on Student Outcomes**

Management Review

A small work group of Board members will meet annually in the Fall prior to the Superintendent's evaluation and the December organization meeting to ensure the Board's governance practices are implemented with fidelity to continuously improve effective governing structures. This includes a review of the Board's:

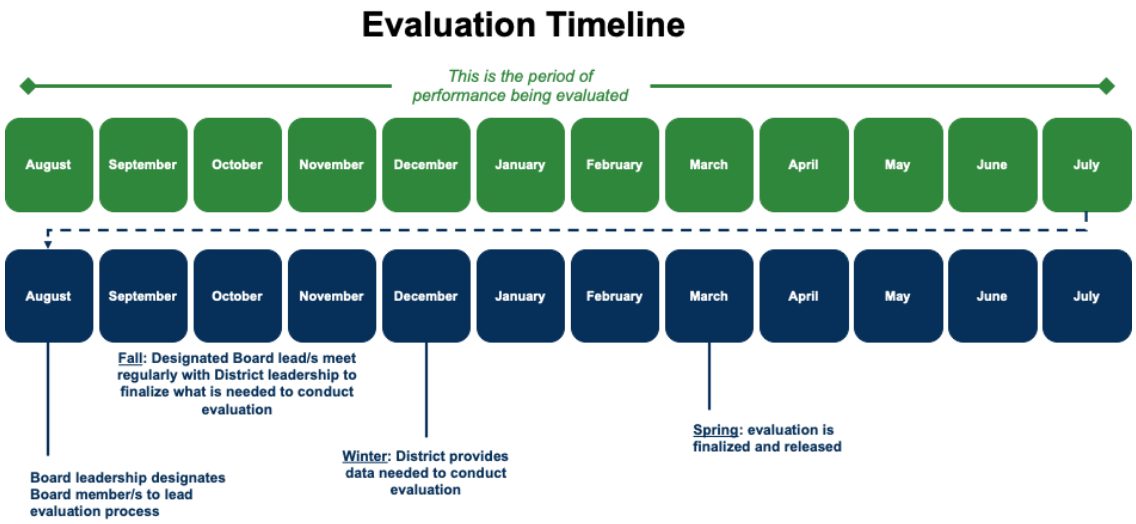
- Goals and Guardrails monitoring
- Financial oversight strategies
- Board governance policies (series 000)
- Audit patterns
- Board's committee structure
- Office of the Board of Education structure and operations
- Communications and customer service strategies

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, these Board members will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its adopted Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic below:



District Procedures:

Foster a Culture

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes but is not limited to:

- School Progress Report on Education and Equity (SPREE)
- Philly School Experience Survey (formerly the District-wide Survey)
- Office of Family and Community Engagement (FACE)

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

Strategic Plan

The Superintendent will develop **and maintain** a **5-year** strategic plan for the District that ensures District achievement of the Goals and Guardrails. This strategic plan will be approved by the Board **every 5 years** and reviewed on an annual basis to make improvements and updates as necessary.

Progress Monitoring

The Superintendent will provide, at least monthly, reports and presentations showing District progress toward achieving the Goals and Guardrails.

Leading up to each month's public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public including:

1. Brief overview of the Goal or Guardrail
2. Any necessary technical background or context on the associated indicator/s

3. Overview of past District trends in relation to the indicator/s
4. Overview of the District's current state and progress toward achieving the indicator/s
    a. Including how we know our investments are/are not working
5. An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail
    a. Including present and future budget implications and anticipated action items

Auditing

While monitoring occurs on a monthly basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

Management Review

~~Upon the Board's request, the Superintendent will prepare a report for the Board of their management structure and how it supports achievement of the Goals and Guardrails. This report should include, but not be limited to:~~

~~1. Structure of the central offices~~
~~2. Evaluation of the effectiveness of central offices~~
~~3. Current areas of needed improvement of the central offices~~
~~4. Supports needed from the Board to address #1-3~~

Annually, the Superintendent will provide a briefing to the Board on the implementation and effectiveness of the District's strategic plan. This will include how the District's current organizational structure and initiatives support the achievement of the Goals and Guardrails. It also will provide an opportunity to identify high risk challenges that could potentially impede progress toward implementation of the Goals and Guardrails.

This briefing will occur between the end of each school year and prior to the start of the following school year.

The Superintendent will also provide an update to the public on the District's implementation of its strategic plan at least annually.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 137.1

Section: 100 PROGRAMS

Title: Extracurricular **and Co-Curricular** Participation by Home Education Students

Adopted: November 16, 2017

Revised:

137.1 EXTRACURRICULAR **AND CO-CURRICULAR** PARTICIPATION BY HOME EDUCATION STUDENTS

Purpose

The Board of Education ("Board") is committed to every student receiving a well rounded education and graduating ready for college and careers. This Policy's purpose is to require the School District of Philadelphia ("District") to provide access to co-curricular and extracurricular educational activities for eligible students participating in home education programs in accordance with relevant state and federal laws.

Authority

The Pennsylvania Public School Code and Federal Law requires that students enrolled in a home education program shall be permitted to participate in various District activities. [1][2][check if additional cites necessary]

Definitions

~~The School Reform CommissionBoard shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a~~ **Eligible Student Participating in a Home Education Program: A** student enrolled in a home education program subject to the following conditions:[1][2]

1. The student shall be a resident of the school district.

2. The student shall meet the required eligibility criteria. [3][4]

3. The student shall maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]

4. The student shall comply with ~~SRC~~Board policies and school rules and regulations regarding co-curricular and extracurricular activities, interscholastic athletics, and student discipline, as well as the organization governing the activity.[3][4][5]

~~5. The student shall comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.~~

6. The student shall meet attendance and reporting requirements established for all participants of the activity or program~~.~~ **and to be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[2]**[6]

7. The student shall meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions established for all participants of the activity or program.[4]

8. The student shall comply with all requirements and directives of ~~the d~~**D**istrict staff, coaches and administrators involved with the co-curricular and extracurricular activity or interscholastic athletic program.

~~The SRC shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.~~

Delegation of Responsibility

The Superintendent or their designee, through the Deputy Superintendent of Academic Services, shall develop Administrative Procedures that at a minimum provide resources for eligible home education students and their program supervisors regarding the District's extracurricular activities, co-curricular, and interscholastic athletic programs. The Deputy Superintendent of Academic Services, in coordination with the Office of Transportation Services, shall include information about transportation of eligible home education students to co-curricular and extracurricular activities, and interscholastic athletics in the Administrative Procedures.

Mandatory Regulatory Procedures

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in ~~d~~**D**istrict extracurricular activities and interscholastic athletic programs. **Enrollment of eligible home education students in co-curricular activities shall be on a first come, first serve basis, dependent upon enrollment capacity.**

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if ~~s/he was~~ **they were** enrolled in the ~~school d~~**D**istrict.

~~Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or designee.~~

~~To be considered in attendance in accordance with SRC policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[2][6]~~

~~Delegation of Responsibility~~

~~The building principal or designee shall ensure that home education students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.~~

~~The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.~~

~~The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.~~

Legal References:

1. 24 P.S. 1327.1
2. Pol~~.~~**icy** 137 - Home Education Programs
3. Pol~~.~~**icy** 122 - Extracurricular Activities
4. Pol~~.~~**icy** 123 - Interscholastic Athletics
5. Pol~~.~~**icy** 218 - Student Conduct and Discipline
6. Pol~~.~~**icy** 204 - Attendance

Related Information:

24 P.S. 511
Philadelphia Home Rule Charter - 12-300

Administrative Procedures for Home Education Programs
(Attachment for Policy No. 137 **and 137.1**)

Purpose

The purpose of these ~~a~~**A**dministrative ~~p~~**P**rocedures is to establish the School District of Philadelphia's ("District") process for registering and monitoring home education programs in **conformity** ~~accordance~~ with Board Policy 137 - Home Education Program. **These Administrative Procedures also effectuate Board Policy 137.1 - Extracurricular and Co-Curricular Participation by Home Education Students, which detail the District's responsibility to provide eligible students participating in home education programs with access to co-curricular and extracurricular educational activities.**

Definitions

~~For purposes of these procedures,~~ **These terms are defined by the Pennsylvania Homeschooling Law** as follows:

~~**Supervisor:** Parent or guardian.~~

~~**Home education program:** The education of school-aged children at home~~.

Appropriate education: ~~–~~ ~~a~~ **A program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]**

Co-curricular activity: For the purposes of these Administrative Procedures, co-curricular activities include Career and Technical Education (CTE), Junior Reserve Officers' Training Corps (JROTC), and Orchestra/Band.

Compulsory school age[1]: The period of a child's life from the time the child enters school (which may be no later than at the age of 6 years), until the age of 18 or graduation from a high school, whichever occurs first. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[4]

Evaluation: An annual written evaluation of the student's educational progress.

Evaluator: Licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.

[1] **Students who qualify under the law may receive home education until age 21.**

Home education program: ~~a~~ A program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.[2]

Supervisor: Parent or guardian.

Procedures

Eligibility/Affidavits

A notarized affidavit of the parent/guardian or person having legal custody of the child shall be filed prior to commencement of the home education program and annually thereafter by August 1 to homeschooling@philasd.org. The affidavit shall set forth:

1. Name of the Supervisor of the home education program who will be responsible for the provision of instruction.
2. Name and age of each child who will participate in the home education program.
3. Address and telephone number of the home education program site.
4. That subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence that the child has been immunized and has received the health and medical services required for students of the child's age or grade level.
6. Certification signed by the Supervisor that the Supervisor, all adults in the home, and persons having legal custody of a child in the home education program have not been convicted of criminal offenses as enumerated in the School Code.

For a sample compliant affidavit, please visit: https://www.philasd.org/homeschooling/

Program

The Pennsylvania School Code limits the requirements for a home education program to the following:

1. A student who is enrolled in a home education program shall be deemed to have met the requirements if the program provides a minimum of one hundred eighty (180) days of instruction, or nine hundred (900) hours of instruction per year at the elementary level, or nine hundred ninety (990) hours per year at the secondary level.[2]
2. At the elementary level, the following courses shall be taught: English, to include spelling, reading, and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.
3. At the secondary level, the following courses shall be taught: English, to include language, literature, speech, and composition; science; geography; social studies, to include civics, world history, history of the United States, and Pennsylvania; mathematics, to include general mathematics, algebra, and geometry; art; music; physical

[2] An instructional level that includes grades seven through twelve.

education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.
4. Courses of study may include, at the discretion of the Supervisor: economics, biology, chemistry, foreign languages, trigonometry, or other age-appropriate courses required by the State Board of Education.

Requirements Of Supervisor

The Pennsylvania School Code limits the qualifications/requirements for a home education program supervisor to the following:

1. In order to demonstrate that appropriate education is occurring, the Supervisor shall provide and maintain on file for each student enrolled in the home education program a portfolio of records and materials.
2. The portfolio shall consist of a log, made contemporaneously with the instruction, that designates by title the reading materials used; samples of any writings; worksheets, workbooks, or creative materials used or developed by the student; and in grades three, five, and eight results of nationally normed standardized achievement tests in reading, language arts, and mathematics or results of statewide tests administered in these grade levels.

Evaluation Requirements

The Pennsylvania School Code limits the evaluation requirements for a home education program and the qualifications/requirement for an evaluator to the following:

1. A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet these requirements: licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator. Any such nonpublic teacher or administrator shall have at least two years of teaching experience in a Pennsylvania public or nonpublic school within the last ten years. Such nonpublic teacher or administrator shall have the required experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students. The certified teacher shall have experience at the elementary level to evaluate elementary students or at the secondary level to evaluate secondary students.
2. An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the Supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the Supervisor or their spouse.
3. Documentation required by this policy shall be provided to the District at homeschooling@philasd.org by June 30 of each school year.
4. If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the home education program, they may require documentation pertaining to the portfolio to be submitted to the District

by certified mail with return receipt requested within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.

5. If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, they shall send a letter to the Supervisor stating that in their opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.
6. The Supervisor of the program shall have twenty (20) days from receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the home education program shall be out of compliance, and the student shall be promptly enrolled in the public or a nonpublic school.

Right Of Hearing

1. If the Superintendent or designee determines that the additional documentation submitted still does not demonstrate that appropriate education is taking place in the home education program, notification of such shall be sent to the Supervisor by certified mail, return receipt requested.
2. The Board of Education ("Board") shall provide for a proper hearing by a duly qualified and impartial hearing examiner within thirty (30) calendar days. The examiner shall render a decision within fifteen (15) calendar days of the hearing, except that they may require the establishment of a remedial education plan, mutually agreed to by the Superintendent and Supervisor of the home education program, which shall continue the home education program. The decision of the examiner may be appealed by either the Supervisor or the Superintendent to the Secretary of Education or Commonwealth Court. The hearing examiner is not to be an officer, employee, or agent of the Department of Education or District.
3. If the hearing examiner finds that the documentation does not indicate that appropriate education is taking place in the home education program, the home education program shall be out of compliance, and the student shall be promptly enrolled in a public or nonpublic school.
4. Where a home education program has been determined to be out of compliance and where the students affected are not properly re-enrolled in a public or nonpublic school, the District shall file a truancy complaint or dependency petition.

Loan Of Instructional Materials

1. The District shall, at the request of the Supervisor, lend to the home education program ~~copies of~~ textbooks appropriate to the student's age and grade level. **Other instructional materials, such as technology resources (i.e. online assessments, chromebooks, etc.) are not included in such loans.**

Graduation Requirements

The Pennsylvania School Code defines the graduation requirements for a home education program to the following:

1. The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English, three (3) years of mathematics, three (3) years of science, three (3) years of social studies, and two (2) years of arts and humanities.
2. The District shall not award a diploma or acknowledge completion of a student's education in a home education program. The students involved may take a General Educational Development ("GED") examination or apply to the Pennsylvania Board of Education for a special diploma.

Re-Enrollment In District Schools

1. Any child re-enrolling in a District school following a home education program will have to make up any course work required of a District school student by state law and regulations.
2. The District only accepts High School credits and transcripts from approved Pennsylvania Homeschool Diploma programs. **The District does not accept transcripts issued by a non-approved Pennsylvania Home Diploma program (i.e. one issued by a supervisor).**

Students With A Disability

1. A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.
2. The Supervisor may request that the District or intermediate unit of residence provide services that address the specific needs of a student with a disability.
3. When the provision of services is agreed to by both the Supervisor and the District or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services. Testing, evaluating, and planning shall be completed in accordance with regular District procedures.
    a. **The District is not required to agree to provide special education services to students enrolled in a home education program.**

Participation in Extracurricular and Co-Curricular Activities by Home Education Students

Responsibilities of Program Coordinators

Program Coordinators shall be responsible for collecting and maintaining eligibility requirements for students participating in their program.

Transportation to and from Career and Technical Education Activities

The parent or legal guardian of the child shall be responsible for transportation of the child to and from school for selected extracurricular and co-curricular activities, except that a

home education student may utilize District transportation to or from school during the times a bus is otherwise already operating and space is available for CTE programs, exclusively.

Resources

https://www.philasd.org/homeschooling/
https://www.philasd.org/athletics/
https://www.philasd.org/collegeandcareer/resources/military-opportunities/jrotc/
https://www.philasd.org/cte/

For any questions regarding home education programs or participating in extracurricular and co-curricular activities, please contact homeschooling@philasd.org.

Maintenance Schedule

These ~~a~~**A**dministrative ~~p~~**P**rocedures will be reviewed upon **the review of the** ~~p~~**P**olicy ~~renewal~~, or ~~in the case~~ **upon the occurrence** of a triggering event.

Related Information:

School Code – 24 P.S. §§ 111, 1327, 1327.1
State Board of Education Regulations – 22 PA Code §11.31a

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 227

Section: 200 PUPILS

Title: Controlled Substances/Paraphernalia

Adopted: August 24, 2011

Revised: October 19, 2017

227 CONTROLLED SUBSTANCES/PARAPHERNALIA

Purpose

The School Reform Commission recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

Definitions

For purposes of this policy, controlled substances shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids or other substances intended to enhance physical or athletic performance.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal laws, such as but not limited to herbal incense or other products containing synthetic cannabinoids.

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to SRC policy.[3][4]

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

The SRC prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school-owned or leased property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies. [8][9][10][11][12][13]

Off-Campus Activities

1. This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[14]

2. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.

3. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[15][16]

4. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

5. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an

agreement made in school, that would violate the Code of Student Conduct if conducted in school.

6. The conduct involves the theft or vandalism of school property.

7. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures to identify and control substance abuse in the schools which:

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.[14][17][18][19][20]

2. Disseminate to students, parents/guardians**,** and staff the ~~SRC~~**Board** policy and administrative procedures governing student abuse of controlled substances.

3. Discourage use of and provide education concerning the dangers of abusing controlled substances.

4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies. [13][17][18][21][22][23]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][21][24]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools .[13][18]

Guidelines

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The SRC prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[25]

Students shall be made aware annually of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[20][26]

Legal References:

1. 35 P.S. 780-102
2. 21 U.S.C. 812
3. Pol. 210 - Use of Medications/Medical Technology
4. Pol. 210.1 - Possession/Use of Emergency Medications
5. 24 P.S. 510
6. 24 P.S. 511
7. 22 PA Code 12.3
8. 22 PA Code 10.23
9. 20 U.S.C. 1400 et seq
10. Pol. 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
11. Pol. 113.1 - Discipline of Students With Disabilities
12. Pol. 113.2 - Behavior Support
13. Pol. 805.1 - Relations With Law Enforcement Agencies
14. Pol. 218 - Student Conduct and Discipline
15. Pol. 122 - Extracurricular Activities
16. Pol. 123 - Interscholastic Athletics
17. 24 P.S. 1302.1-A
18. 24 P.S. 1303-A
19. 42 Pa. C.S.A. 8337
20. Pol. 233 - Suspension and Expulsion
21. 22 PA Code 10.2
22. 22 PA Code 10.21
23. 22 PA Code 10.22
24. 22 PA Code 10.25
25. 35 P.S. 807.1

26. 35 P.S. 807.2

Related Information:
24 P.S. 696
22 PA Code 403.1
35 P.S. 780-101 et seq
35 P.S. 807.1 et seq
20 U.S.C. 7114
20 U.S.C. 7161
21 U.S.C.801 et seq
34 CFR Part 300
Pol. 805 - Emergency Preparedness Philadelphia Home Rule Charter - 12-300

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 235.1

Section: 200 PUPILS

Title: Student Surveys

Adopted: January 18, 2018

Revised:

235.1 STUDENT SURVEYS

Purpose

To further the goal of partnering with families to foster stronger learning communities, this Policy sets forth the rights of parents/guardians and students with regard to student surveys and the information contained therein in conformity with federal law.

~~This policy sets forth guidelines regarding the conduct of surveys and collection and use of information for the District's educational objectives consistent with law and regulations.~~

~~Surveys conducted by outside agencies, organizations, and individuals shall be approved by the SRC, based on the Superintendent or designee recommendation, prior to administration to students.~~

Definitions

Protected Information Survey: A survey concerning one or more of the following protected areas:

- **Political affiliations or beliefs of the student or student's parent;**
- **Mental or psychological problems of the student or student's family;**
- **Sex behavior or attitudes;**
- **Illegal, anti-social, self-incriminating, or demeaning behavior;**
- **Critical appraisals of others with whom respondents have close family relationships;**
- **Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;**
- **Religious practices, affiliations, or beliefs of the student or parents; or**
- **Income, other than as required by law to determine program eligibility.**

~~**Personal information** - individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[1]~~

~~For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[1]~~

1. ~~Political affiliations or beliefs of the student or student's parent/guardian.~~
2. ~~Mental or psychological conditions of the student or student's family.~~
3. ~~Sexual behavior or attitudes.~~
4. ~~Illegal, anti-social, self-incriminating or demeaning behavior.~~
5. ~~Critical appraisals of other individuals with whom respondents have close family relationships.~~
6. ~~Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.~~
7. ~~Religious practices, affiliations, or beliefs of the student or student's parent/guardian.~~
8. ~~Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.~~

Authority

Federal law requires that the Board of Education ("Board") maintain a policy that sets forth parent/guardian rights regarding protected information surveys administered or distributed by the School District of Philadelphia ("District") to students, as well as regarding the collection, disclosure, or use of information collected from students gleaned from those surveys. The Pennsylvania Public School Code permits the Board to enact such rules and regulations as necessary regarding surveying students. [1]

~~Surveys conducted by outside agencies, organizations, and individuals shall be reviewed and approved or denied by the School District of Philadelphia's Office of Evaluation, Research and Accountability Research Review Committee.~~

~~All surveys and instruments used to collect information from students shall relate to the District's educational objectives.[2]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Evaluation, Research & Accountability, to develop Administrative Procedures regarding the administration and dissemination of surveys to students that set forth, at a minimum, the following regarding protected information surveys:

1. **The procedures for obtaining consent;**

2. **The right of parents/guardians to receive notice and opt out of having a survey administered to a student; and**
3. **The right of parents/guardians to inspect the survey, instruments used to collect personal information from students, and the curriculum.[2]**

All surveys involving collection and use of information for the District shall be consistent with the educational objectives of the District and be consistent with law and regulations.

Surveys conducted by outside agencies, organizations, and individuals shall be approved by the Office of Evaluation, Research & Accountability prior to administration to students.

Mandatory Regulatory Procedures

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing information to others for that purpose is prohibited. However, this does not apply to information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or schools, such as:

- **College or other postsecondary education recruitment, or military recruitment;**
- **Book clubs, magazines, and programs providing access to low-cost literacy products;**
- **Curriculum and instructional materials used by elementary and secondary schools; and**
- **Student recognition programs.[3]**

~~U.S. Department of Education Funded Surveys~~

~~No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals protected information without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years of age.[1]~~

~~All instructional materials, including teachers' manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be made available upon request for inspection by the parent(s)/guardian(s) of the student.[1][3]~~

~~Surveys Funded by Other Sources~~

Parents/Guardians shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect,

upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the Research Review Committee.~~[2][1]~~**[3][4]**

Parents/Guardians shall be informed of their right to have their child excluded from any surveys.**[3]**[4]~~[2][1]~~

Collection of Information for Marketing, Sales, or Other Distribution Purposes

The District shall not disclose personal or protected information for the purpose of marketing, selling, or otherwise providing information to third parties for that purpose unless required by law.

~~The district shall notify parents/guardians of any activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.[1]~~

~~The parent/guardian has the right to inspect the instrument used in collection of personal information for the purpose of marketing or selling that information and opt out of participating in any activity that results in the collection, disclosure, or use of personal information for purposes of marketing or selling that information.[1]~~

~~This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.[1]~~

Privacy

The District shall implement **Administrative P**rocedures to protect student identity and privacy in the context of surveys~~when a survey containing one or more of the items listed under protected information is administered or distributed to a student and in the event of the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.[1]~~**[3]**

~~Student and Parent/Guardian Rights~~

~~Under federal law, the rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or is an emancipated minor. These rights do not transfer under state law; therefore, parents/guardians retain their rights to receive notice and to inspect.[4][2][1]~~

~~**Delegation of Responsibility**~~

~~The Superintendent or designee shall notify parents/guardians and students of:[1]~~

1. This policy and its availability.

2. The specific or approximate dates during the school year when activities described above are scheduled, or expected to be scheduled.

3. How to opt out of participation in activities as provided in this policy.

4. How to request access to any survey or other material described in this policy.

This notification shall be given at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

The Superintendent or designee shall establish administrative procedures for protecting student identity and privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Legal References:

1. **24 P.S. § 5-510**
2. **Policy 105.1 - Curriculum Review by Parents-Guardians and Students**
3. 20 U.S.C. 1232h
4. 22 PA Code 12.41
5. Pol. 105.1

Administrative Procedures for Student Surveys
(Attachment for Policy No. 235.1)

Purpose

The purpose of these Administrative Procedures is to inform parents/guardians and students of their rights with regard to student surveys and the information contained therein and to provide an overview of how the Office of Evaluation, Research & Accountability effectuates Policy 235.1- Student Surveys.

Definitions

Protected Information Survey: A survey concerning one or more of the following protected areas:

- Political affiliations or beliefs of the student or student's parent/guardian;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Personal information: Individually identifiable information, including a student's or parent's/guardian's first and last name; home or physical address, including street name and the name of the city or town; telephone number; student identification number; or Social Security Number.[1]

For purposes of this policy, protected information, as addressed by the Protection of Pupil Rights Amendment (PPRA), includes:[1]

1. Political affiliations or beliefs of the student or student's parent/guardian.

2. Mental or psychological conditions of the student or student's family.

3. Sexual behavior or attitudes.

4. Illegal, anti-social, self-incriminating or demeaning behavior.

5. Critical appraisals of other individuals with whom respondents have close family relationships.

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.

7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.

8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Procedures

These Administrative Procedures provide guidance about three types of surveys: 1) District-administered surveys, 2) school-based administered surveys, and 3) surveys for research purposes.

District-Administered Surveys

District-Administered Surveys are administered District-wide or through a program office or department and do not contain protected information. Examples of these types of surveys include the Student Well Being Survey, the Listening and Learning survey, the academic calendar survey, the bell schedule survey, and the budget priorities survey. Because these surveys are not protected information surveys, no notice or parent/guardian consent is required. All surveys are voluntary, and a student participating in the survey indicates their consent to participate in the survey.

All surveys should include information about how the results will be shared, how individual student responses will be kept confidential, how the responses will be used, and where/when to find a summary of the results of the survey. Student surveys and related information should be translated into student and parent/guardian preferred language in accordance with Board Policy.[2]

School-Based Administered Surveys

School-based Administered Surveys are administered to students by school leaders or school staff to get feedback from students (not for research purposes) and should not include questions that would solicit protected information from students. If you are a school leader or school staff seeking to administer a school-based survey that does solicit protected information from students, please contact the Office of Evaluation, Research & Accountability. Examples of these types of surveys include principal-developed surveys about the topic of the spring school musical, teacher surveys about students interests, and student-developed surveys (with approval/sponsorship from school staff) about the location of the senior class trip. Because these surveys are not protected information surveys, no notice or parent/guardian consent is required. All surveys are voluntary, and a student participating in the survey indicates their consent to participate in the survey.

Surveys for Research

Surveys may be administered for research purposes by District research staff or by researchers external to the District (with a signed approval letter from the Research Review Committee [RRC]).

- ***Internal surveys:*** Surveys conducted by District research staff are conducted by the Office of Research and Evaluation or with the knowledge/coordination with the Office of Research and Evaluation. Examples of these types of surveys include the Philly School Experience Survey (formerly known as the Philly School Experience Survey (formerly known as the District-Wide Survey), the summer school feedback survey, and *ad hoc* surveys of students for educational program evaluations.

- ***External surveys:*** Surveys conducted by external researchers (this includes District staff who are completing research projects for masters or dissertation projects) must be approved by the RRC. Examples of these types of surveys include Federally-funded surveys like the Youth Risk Behavior Surveillance System (YRBSS), the School Survey on Crime and Safety, and the High School & Beyond Survey; program evaluation surveys conducted by research organizations; and surveys of students related to dissertation studies. The RRC has detailed requirements and procedures including information about parent consent and student assent to participate in surveys. When surveys contain protected information, parents/guardians have the right to review the content of the surveys and opt-out of student participation in the survey. Both the parent/guardian and student must agree for the student to participate, otherwise, the student does not participate in the survey. All surveys are voluntary.

Privacy

Responses to survey questions are always kept private and protected. Surveys may be administered anonymously (meaning that there is no way to identify the respondent) or confidentially (meaning that the identity of the survey respondent is known, but the information is kept secure). To further protect confidentiality, responses to survey data are combined, aggregated, and/or de-identified, so that individuals can never be identified from their responses.

The District will only share de-identified student level survey responses with researchers who have a bonafide research purpose and express agreement with the District. The District will not share individual student-level data of any kind with the public.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Notice about this Policy and Administrative Procedures will be provided to parents with other materials at the beginning of each school year.

Legal References:

1. PPRA
2. Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is Not English

Related Information:

SDP Internal Survey Best Practices Checklist
The purpose of this checklist is to provide guidance to internal SDP staff who are creating surveys to collect feedback for non-research purposes. For staff who are considering surveys for purposes of your master's thesis or doctoral dissertation work, please see here for additional information.

Survey Best Practices Checklist (Forthcoming link on ERA website)
The purpose of this checklist is to provide guidance to District partners who are creating surveys to collect feedback for progress monitoring purposes. All surveys conducted by external parties must be reviewed and approved by the RRC before administration. Please see here for additional information.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 703

Section: 700 Property

Title: School Cleanliness and Classroom Management

Adopted: April 27, 1981

Revised: December 13, 2018

703 SCHOOL CLEANLINESS AND CLASSROOM MANAGEMENT

Purpose

The Board of Education **("Board")** recognizes that **clean and organized school premises foster safe, welcoming, and healthy school environments and promote better** ~~the~~ health and physical well-being of ~~the~~ students ~~of this district~~ **in the School District of Philadelphia ("District")** ~~depend in large measure upon the clean and organized classroom space of the school premises~~.

Authority

To promote the goal of creating safe, welcoming, and healthy schools, the Board directs that the District implement and establish a program of cleanliness and organization on school premises.

~~The Board directs that a program of school cleanliness and classroom management of the classroom spaces be instituted in the schools and explained periodically to all staff members.~~

~~The Board directs that standards be maintained that meet the requirements set forth by the Pennsylvania Department of Health, Department of Labor and Industry, and any local agency which has jurisdiction~~.

~~All school facilities of the district shall be regularly inspected for cleanliness and organized classroom spaces.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Facilities, to develop Administrative Procedures that guide staff on the standards of cleanliness to be maintained on school premises that meet the minimum requirements set forth by relevant

federal, state, and local agencies and to outline how the District monitors conditions and complies with applicable laws.[1]

Each building principal is responsible for coordinating with Office of Facilities representatives to monitor conditions on school premises to promote the comfort, health, and safety of its occupants.

~~The Superintendent shall develop and supervise a program for the cleanliness and organizational management of the school buildings, school grounds, and school equipment, pursuant to statute, rules of the State Board, and regulations of the local and State Boards of Health and the Department of Labor and Industry.~~

~~The cleanliness and organized classroom spaces of each school building shall be the responsibility of the building principal. Teachers shall be responsible for the condition of their classrooms. Principals shall inspect the facilities at least once per month, in the company of a Building Engineer, and report any conditions which may threaten the comfort, health or safety of occupants to the Superintendent and/or designee.~~

Legal References:

1. Public School Code: 24 P.S. §§ 7~~0~~-701~~, 7-740.~~
2. ~~Philadelphia Licenses and Inspections: PM-15-305.3; FC-13-315; FC-13-304.2~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective: December 13, 2018

Administrative Procedures for School Cleanliness and Classroom Management
(Attachment for Policy No. 703)

Purpose

The purpose of these Administrative Procedures is to effectuate Policy 703 - School Cleanliness and Classroom Management and to provide guidelines for maintaining clean and organized school premises. School Principals, Building Engineers, and Facilities Area Managers are to work in partnership to maintain clean and organized school premises and classroom spaces conducive to the safe education of School District of Philadelphia ("District') students.

Procedures

A. Shared Responsibility~~Ownership~~

a. The **responsibility**~~ownership~~ of this process is between the Principal of the building and the Operations/Facilities Department **representatives**.

B. General Guidelines

a. ~~With the assistance of t~~**T**he School Building Engineer **(BE)**~~, the school Principal~~ will coordinate **weekly**~~monthly~~ inspections of the facility and document the visit in the **Site Specific Facility Management Plan (SSFMP) and the** work order management system (**Archibus**~~"MOJO"~~). **The school principal is encouraged to participate in these inspections so that they may identify their concerns. For information about the process for addressing work orders, see Board Policy 704 - Maintenance.**

b. **Building Engineers are to follow up with** principals~~ are to follow up with the Building Engineer~~ **to record any and all issues reviewed during the inspection**~~ensure any and all deficiencies are correctly documented. Building Engineer will be required to document the inspection~~ **in the SSFMP and**, **if applicable, the Archibus** ~~with the MOJO~~ system as a work order.

c. **The Facility Area Manager (FAM) shall invite the principal and the principal** ~~Quarterly the Principal must include the Facilities Area Coordinator to the~~ **shall attend** school inspections **at least once per month**.

~~i. Quarterly Inspections will occur:~~

~~1. prior to school open August through September,~~
~~2. October through November,~~
~~3. March through April, and~~
~~4. The school closing in the months of May through June.~~

ii. Contact information for a school's **FAM**~~Facilities Area Coordinator~~ can be found on the Facilities **Manager Assignment** ~~Web Site~~ or by calling the the **Operations/Facilities Department** ~~situation desk~~ at 215-400-**5721**~~5021 the Operations/Facilities Department Administration~~.

d. The **FAM**~~Facilities Area Coordinator~~ will document the **monthly**~~quarterly~~ inspection with a report to Operations Administration and provide a copy to the school principal.
e. **The principal and FAM must reference the Facilities Management Cleaning Guidelines for guidance and structure. A link to these Guidelines can be found on the Facilities Website: Facilities Management Cleaning Guidelines**
f. All cleanliness concerns documented in the inspection will be the responsibility of the **FAM to address**~~Facilities Area Coordinator for corrective actions~~.
~~g. The Principal and Facilities Area Coordinator must reference the Facilities Management Cleaning Guidelines for guidance and structure. A link to these Guidelines can be found on the Facilities Website: Facilities Management Cleaning Guidelines~~
h. ~~All classroom organization concerns documented in the inspections will be the responsibility of the Principal for corrective actions with the Teaching Staff.~~
~~i. This is a shared partnership with the School Principal, Building Engineer, and Facilities Area Coordinator to work in tangent to maintain a clean facility with clean and organized classroom spaces conducive to the safe education of child.~~

C. Guidelines for Teachers

a. There is no expectation or requirement that teachers pay out-of-pocket for cleaning supplies. Due to the chemical nature of some cleaning products, cleaning products and supplies should only be handled by custodial staff or should not be used in classrooms at all unless it is appropriate for that use (as determined by custodial staff).
b. Teachers are expected to rely on custodial staff to clean classrooms in line with the Facilities Management Cleaning Guidelines. Teachers are responsible for keeping classrooms orderly, organized, and free of clutter to effectuate efficient cleaning by custodial staff.
i. Cleaning appliances or inaccessible areas in schools and classrooms are to be handled by Operational Staff ONLY. Please forward unaddressed requests to the building principal to discuss during walkthroughs.
c. During weekly and monthly inspections, the FAM or the BE will document any and all concerns regarding cleanliness, clutter, and/or organization of classrooms or the building premises that prevent Facilities and custodial staff from properly maintaining the facility. These concerns will be addressed by the principal and the appropriate teacher(s) or other school staff member(s).

D. Vacancies of Facilities and Custodial Staff

a. Absences and vacancies of facilities and custodial staff at the school-level are addressed in accordance with the collective bargaining agreement with 32BJ SEIU. For any questions regarding absences and vacancies, please contact the FAM for a given school or building.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

Policy 704 - Maintenance
Policy 705 - Safety
Policy 708 - Environmental Management

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 712

Section: 700 PROPERTY

Title: Naming of School District Properties

Adopted: February 22, 1994

Revised: April 6, 2017

712 NAMING OF SCHOOL DISTRICT PROPERTIES

Purpose

The Board of Education **("Board")** recognizes **that school names are important aspects of welcoming learning environments and are a reflection of the collective values of the school, its community, and** the ~~desire of students, graduates, staff, parents, and community to honor distinguished citizens by naming~~ School District **of Philadelphia ("District")** ~~properties in their memory. This~~ **The purpose of this P**policy **is to** provide**s a process and** guidelines for **naming or renaming District properties, portions of properties, and educational programs with these goals in mind** ~~such action~~.

Authority

The Pennsylvania Public School Code permits the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the naming or renaming of its properties, portions of properties, and educational programs.[1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Deputy Superintendent of Academic Services, to maintain Administrative Procedures that provide guidelines and criteria for naming or renaming District properties, portion of properties, and educational programs that includes a formal process for obtaining and implementing school community input.

The District shall not use any name or phrase in connection with District properties without complying with law. All school names must align with the mission, vision and equity commitments of the District and consider the diverse community the school serves.

~~**Guidelines**~~

~~*Buildings*~~

~~1. No building shall be named for a living person.~~

~~2. The Superintendent shall review all requests for the naming or renaming of a school building and make recommendations to the Board of Education "School Naming" Committee.~~

~~3. These recommendations shall be supported by evidence of effort to 1) inform students, staff, parents, graduates and community of the property involved and 2) obtain their opinion of the desirability of the recommendation.~~

~~4. The Committee shall review the recommendations of the Superintendent and make its selection known to the Board of Education for final decision.~~

~~*Portions of Buildings*~~

~~1. The Honoree may be living.~~

~~2. Requests for naming or renaming such facilities as classrooms, libraries, laboratories, auditoriums, and gymnasiums shall have the endorsement of the Principal who shall present evidence of such factors as the honoree's contribution to education, exemplary character, and the effect of the naming upon school and community.~~

~~3. The Principal shall submit the request with appropriate rationale to the Regional Superintendent who, if in agreement, shall submit the request to the Superintendent.~~

~~4. The Superintendent, if in agreement with the request of the Regional Superintendent, shall submit a resolution to the Board of Education for final approval.~~

Legal References:

~~1. Board of Education By-laws Handbook 1906-07 P. 154~~

1. **24 P.S. § 5-510.**

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective: January 26, 2021

Administrative Procedures for Naming of School District Properties
(Attachment for Policy No. 712)

Purpose

The purpose of these ~~a~~**A**dministrative ~~p~~**P**rocedures is to set forth guidelines for the implementation of the requirements in Policy 712 - Naming of School District Properties in order to **support school names within the** ~~ensure~~ School District of Philadelphia ("District") **that honor the legacy of school communities, cultivate a sense of pride in a school's history and traditions, and encourage that all students, staff, and families feel respected and valued. The District recognizes that school names are an important aspect of learning environments and are a reflection of the collective values of the school, its community and the entire District** ~~school names serve to identify the school community, honor and/or establish a legacy, and develop a sense of pride in the traditions of Philadelphia~~.

Definitions

New schools: School**s or** programs that open with a new school identification number at an existing building or new school site.

Legacy school name: The name of a **District school** ~~Renaissance Charter School~~ prior to **becoming a Renaissance Charter School or prior to a building being occupied by a charter school** ~~Charter Management Organization ("CMO") governance~~**.**

Full Name Change: Schools or programs that retain their school identification number but change the official name of the school.

Name Amendment: Schools or programs that make an addition or amendment to their current school name.

District School Naming Committee: A working group of District staff tasked with reviewing and providing feedback on school name requests and proposals and supporting schools through the name change process. Staff are nominated to represent their area of expertise by office leadership. Offices represented include Family and Community Engagement, General Council, Superintendent's Office, Operations, Government Relations, Academics, Communications, and additional offices as needed.

Naming or Dedicating Portions of Properties: A section of a school property that may include, but is not limited to, classrooms, libraries, laboratories, auditoriums, and gymnasiums.

Procedures

The process for naming new schools or renaming existing schools begins with a formal School Name Request. School Name Requests must be received no later than ~~November~~**June** 30 each year in order to allow for review, community engagement, and approval to occur with the goal of

submitting a name change to the state by July 30 **of the following year**. School Name Requests received after ~~November~~**June** 30 would be considered for the following ~~school year~~**cycle**.

The naming and renaming process consists of five~~four~~ phases: 1) School Name Request Submission, 2) Review, 3) Community Engagement, 4) Approval**, 5) Name Transition**

Renaissance charter schools that return to District governance will be given their legacy school name. These procedures do not apply in that situation.

Naming Criteria

New s~~S~~chool names must meet the following criteria:

1. **All school names must comply with the following criteria:**
    a. **The name must not be in use by another District of school facility**
    b. **The name must align with the mission, vision and equity commitments of the District and the school community**
    c. **The name must not have a religious affiliation**
    d. **The school name considers the diverse community the school serves**
    e. **The District must be able to obtain necessary permission free of charge**
2. **All naming based on a specific individual must comply with the following requirements:**
    a. The individual must not be a living person~~, and~~
    b. The individual must have been deceased for at least ~~two~~**five** (~~25~~) years~~.~~
3. **In determining whether to name a school after an individual, the District will consider whether:**
    ~~a. The name will lend prestige and status to an institution of learning;~~
    b. The individual played a critical role or contributed to society in ways that supported the success and well-being of the individuals who live in Philadelphia, the Commonwealth of Pennsylvania, or the United States, now and in the future; and
    c. The individual's **values and beliefs align with the mission, vision and equity commitments of the District and the school community** ~~key activity, advocacy, or accomplishment for which they are most well known aligns with or reflects the District's mission, vision, and core values~~.
4. **In determining whether to name a school after a geographical location, the District will place emphasis on:**
    a. Names of a place or places that are in the neighboring community, Philadelphia, or Pennsylvania;~~ and~~
    b. Landmarks or places that have historic or geographic significance to the Philadelphia community's history and the school site**; and**~~.~~
    c. **The geographical location's description aligns with the mission, vision, and equity commitments of the District and the school community.**
5. **If the school name is not an individual or geographical location, the District will consider whether:**

a. The school name articulates the aspirations of the educational outcomes for District students in alignment with the District's mission, vision, and core values; **and**
b. The school name reflects the instructional focus of the school and this instructional focus is embedded in the school's systems, structures, and organizational culture now and in the future~~.; and~~
~~c. The school name considers the diverse community it serves.~~

~~The full name must not already be in use by another District school or facility.~~

Names of portions of buildings must meet the Following Criteria:

1. **If named after an individual:**
    a. **The individual may be living**
    b. **The individual's values and beliefs align with the mission, vision and equity commitments of the District and the school community**
2. **If not named after an individual:**
    a. **The name must align with the mission, vision and equity commitments of the District and the school community**

For individuals deceased in the last 10 years, the wishes of the individual's next of kin shall be **respected**~~taken into consideration.~~ The **school shall**~~District will make reasonable efforts to~~ locate the next of kin and **obtain the permission**~~consider the perspective~~ of the **necessary legal representative**~~family~~ before approving any official school name of a person. The use of the name must either be (i) an authorized use under the State law of the State where the deceased was domiciled at the time of the individual's death; or (ii) approved by the estate of the deceased. **Please reach out to the Office of General Counsel for assistance, if needed.**

Naming Timelines

Naming New Schools

Timeline	*Action*
School Name Request Submission ***June****~~November~~**	A request to name a new school is submitted by the ~~Schools Office~~**Deputy Superintendent of Academic Services or their designee** using the School Name Request form no later than **June**~~November~~ 30.
School Name Request Review ***July****~~December~~*	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests annually in **July**~~December~~ and provides written approval or non-approval by the end of **August**~~January~~. The District School Naming Committee provides written consent and approval of School Name Request to begin community engagement.

Community Engagement ***August~~January~~ -*** *March*	Engaging the school community to gather feedback and input on the new school name is essential to proposing a name that is representative of the school community's demographics, history, values, and interests. The community engagement window lasts from **August~~January~~** through March, during which approved requests are considered publicly among stakeholders. Details and guidance on the community engagement process are below.
School Name Proposal Submission and Review *April*	New school name(s) is submitted using the School Name Proposal form no later than April **30~~15~~**. The District School Naming Committee will review School Name Proposals and, if necessary, provide feedback in support of a strengthened final proposal.
School Name Approval *May*	Final drafts of proposals will be submitted to the Superintendent for review along with a timeline for implementation developed by the Office of Operations. The Superintendent shall have the final decision on any new school name recommendations to the Board of Education and may reject any proposal that failed to meet requirements. Recommendations to the Board of Education are made by the Superintendent no later than May 15.
Board Approval *June*	Recommendations on new school names made by the Superintendent are submitted to the Board of Education for final approval and adoption. The Board of Education may choose to hold a separate hearing and vote on the new school name, which may be part of its regularly scheduled monthly action meeting, or the Board may choose to include the name change as part of the annual school reconfiguration vote that is normally heard at the June Board action meeting for submission to the State Department of Education in July. Note, approval may occur earlier if the Superintendent makes recommendations to the Board of Education earlier than May.
Submission to PDE *July*	~~The o~~**O**fficial school file ~~is~~ submitted to PDE containing name changes.
School Name Transition ***August - June***	**A name change transition year will allow for successful implementation of the name and adequate time for cost analysis, budget planning, and preparation.**

*Note: The timeline must start no later than **one year**~~the November~~ prior to the school's opening (unless pursuing the expedited timeline).

*Renaming Existing Schools **(Full or Amended Name Change)***

Renaming of existing schools should be a school community initiated change. However, the District School Naming Committee may recommend a school name change to school leadership based on misalignment of the current name with District values, mission and equity commitments. A recommendation from the District School Naming Committee does not mandate a name change.

Timeline	*Action*
School Name Request Submission ***June~~November~~****	A School Name Request form must be submitted to the ~~Office of Schools~~**Deputy Superintendent of Academic Services or their designee** on or before **June~~November~~** 30th. School Name Request forms may be submitted by the following: ● a District employee; ● a principal, teacher, or staff member of the school; or ● a parent, guardian, or family member **or student** of the school community. **The School Name Request must have the endorsement of the School Principal and Assistant Superintendent. It is recommended that the school survey the community to assess support for a school name change prior to the submission of the name request form.** **For full name changes, the request must assert why a school name change is necessary independent of any proposed new names.** School Name Request submissions after **June~~November~~** 30th will be received by the District but considered for review the following school year.
School Name Request Review ***July~~December~~***	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests annually in **July~~December~~** and provides written approval or non-approval by the end of **August~~January~~**. A cost analysis of a name change is conducted. The District School Naming Committee provides written consent and approval of School Name Request to begin community engagement.
Community Engagement ***August~~January~~ - March***	Engaging the school community to gather feedback and input on the new school name is essential to proposing a name that is representative of the school community's demographics, history, values, and interests. The community engagement window lasts from **August~~January~~** through March, during which approved requests are considered publicly among stakeholders. Details and guidance on the community engagement process are below.
School Name Proposal Submission and Review *April*	New school name(s) is submitted using the School Name Proposal form no later than April **30~~15~~**. The District School Naming Committee will review School Name Proposals and, if necessary, provide feedback in support of a strengthened final proposal.
School Name Approval	Final drafts of proposals will be submitted to the Superintendent for review along with a timeline for implementation developed by the Office of

May	Operations. The Superintendent shall have the final decision on any new school name recommendations to the Board of Education and may reject any proposal that failed to meet requirements. Recommendations to the Board of Education are made by the Superintendent no later than May 15.
Board Approval *June*	Recommendations on new school names made by the Superintendent are submitted to the Board of Education for final approval and adoption. The Board of Education may choose to hold a separate hearing and vote on the new school name, which may be part of its regularly scheduled monthly action meeting, or the Board may choose to include the name change as part of the annual school reconfiguration vote that is normally heard at the June Board action meeting for submission to the State Department of Education in July. Note, approval may occur earlier if the Superintendent makes recommendations to the Board of Education earlier than May.
Submission to PDE ***July***	**Official school file submitted to PDE containing name changes.**
Transition Year *July - June*	A name change transition year will allow for successful implementation of the name and adequate time for cost analysis, budget planning, and preparation. The transition year will allow for physical name changes to take place, schools to plan for and allocate relevant funding in their budgets, and for other relevant updates to occur.
~~Submission to PDE~~ ~~*July*~~	~~Official school file submitted to PDE containing name changes.~~

Note: The timeline outlined above is over two school years.

Expedited New Name and Renaming Schools Timeline

In the case where **naming** a new school ~~name~~ **or renaming an existing school** is needed on an expedited timeline, the naming process will follow the timeline below. In this scenario, a new school name will follow the same expectations as outlined in these Administrative Procedures with two key differences.

First, the School Name Request must be submitted with an addendum that explains why an expedited timeline is being requested. The **Deputy Superintendent of Academic Services or their desginee**~~Chief of Schools~~, Chief of Operations, and Office of the Superintendent will determine if the expedited request is reasonable and justified.

Second, the expedited timeline establishes an accelerated review and approval process to occur within one school year. This allows for a new school name to be implemented in the following year.

Timeline	*Action*
School Name Request Submission *Rolling submission*	A request to name or rename a school is submitted using the School Name Request form with an addendum for why the expedited name change is needed. **School Name Request forms may be submitted by the following:** • **a District employee;** • **a principal, teacher, or staff member of the school; or a parent, guardian, or family member or student of the school community**.
School Name Request Review *Minimum of **1 month**~~2 weeks~~*	The District School Naming Committee ~~(including but not limited to representatives of Office of Schools, Office of Operations, Offices of Student Support Services, Office of the Superintendent)~~ reviews School Name Requests. A cost analysis is conducted. The District School Naming Committee provides written approval of School Name Request.
Community Engagement *Minimum of 2 months*	Approved requests begin community engagement. A new school name using the School Name Proposal form is submitted to the Superintendent for final review.
School Name Approval *Minimum of 5 weeks*	A final decision on the school name recommendation is made by the Superintendent. An action item for the school name is prepared and submitted to the Board of Education.
Board Approval *Action Meetings occur one time per month*	Approval provided by the Board of Education during the Action Meeting.
Submission to BOE *July*	Official school file submitted to PDE containing name change.
Transition ***6 months***	**Once approved, the school community works with members of the District Naming Committee on signage, education campaigns, and any necessary rebranding efforts.**

Note: The timeline outlined above is over one school year and ranges from **4**~~3.5~~ to **7**~~6.5~~ months.

Renaming Portion of a Property

Timeline	***Action***
Portion of Property Request Submission ***Rolling Submission***	**A request to name or rename a portion of a school property such as classrooms, libraries, laboratories, auditoriums, and gymnasiums should be submitted using the School Name Request form. The request must have the endorsement of the Principal. School Name Request forms may be submitted by the following:**

	• **a District employee;** • **a principal, teacher, or staff member of the school; or** • **a parent, guardian, or family member or student of the school community.**
School Name Request Review ***Minimum of 1 month***	**The District School Naming Committee evaluates the portion of property request against the naming criteria. A cost analysis is conducted. The District School Naming Committee provides written approval of portion of property request.**
Community Engagement ***Minimum of 2 months***	**Approved requests begin community engagement (please see requirements below). A new name for the portion of the property is submitted using the School Name Proposal form to the District Naming Committee for final review.**
Portion of Property Name Approval ***Minimum of 4 weeks***	**A final decision on the portion of property recommendation is made by the Superintendent or their designee.**
Transition ***Minimum of 6 months***	**Once approved, the school community works with members of the District Naming Committee on signage, education campaigns, and any necessary rebranding efforts.**

Note: The timeline outlined above is over one school year and ranges from 4 to 7 months.

Community Engagement Requirements

Any new school name or renaming of a school shall include a community engagement process before the final action on an official school name is completed. The community engagement process must include the requirements outlined in this section with the goal of 1) informing students, staff, parents, graduates/alumni and community of the **process and opportunities that exist for them to be** ~~property~~ involved**,** ~~and~~ 2) **gathering their ideas for, and rationale behind, potential new names, and 3)** obtaining their **vote on the new name of the school** ~~opinion of the desirability of the recommendation~~. Information and artifacts produced as a result of the engagement process are submitted to the District School Naming Committee and Superintendent. Please refer to the Community Engagement Checklist to ensure the minimum requirements have been met.

Engagement Requirements for New School Names and Full Name Changes

The following requirements and deliverables must be met as a result of the community engagement process **for names of new schools or full name changes of existing schools**.

1. **Provide letters of support from the Assistant Superintendent and Principal.**
2. ~~**Hold, at minimum, one meeting with the School Advisory Council ("SAC") and one open community meeting.**~~ **Form a School Naming Council which must meet a minimum of three times. The School Naming Council should include members of**

the School Advisory Council (or equivalent parent/family leadership group) but must be its own entity. The school naming council must include at least one student representative. It is recommended that the School Naming Council also include school staff, family members, community members, and leaders from neighborhood community organizations. The principal and **School Naming Council**~~SAC~~ will be held accountable for the procedures outlined in sections **a) through c) below**~~i and ii~~ and must present convincing evidence that **all community engagement requirements**~~the following steps~~ were completed. ~~Holding multiple meeting dates and times are highly encouraged in order to meet the needs of all families and community members. Meetings may be held on the same date as another school event for convenience, but the meeting must be separate and all notices of the meeting must be related to the discussion of the name change. All meetings should be held at the school whenever possible. If a meeting cannot be held at the school, then the location of the meeting must be within the immediate vicinity of the school and accessible by public transportation.~~**All School Naming Council Meetings and calls to action must be documented with the following:**

- **a.** ~~**Meeting with that SAC -** If the SAC does not exist, the principal must meet with a group of various students, teachers, leaders, parents, and community members to gather input. For the purpose of the name change process, this group will be called the "School Naming Council." The following must be provided:~~
  - ~~i. The date, time, and sign-in sheet for the meeting~~
  - ~~ii. Description of how, when, and where students, teachers, parents and/or community members were notified that the school name change would be discussed at the meeting~~
  - ~~iii. A copy of the notices posted~~
  - ~~iv. A copy of the letter sent home with students~~
  - ~~v. A copy of the agenda that allows for presentation of the name and discussion and feedback from attendees~~
- **b.** ~~**Open community meeting.** The following must be provided:~~
  - ~~i. The date, time, and sign-in sheet for the meeting~~
  - ~~ii. Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)~~
  - ~~iii. A copy of the notices posted~~
  - ~~iv. A copy of letters sent~~
  - ~~v. A copy of the agenda that allows for~~
    - ~~1. presentation of the name and discussion and feedback from attendees and~~
    - ~~2. information regarding the school name change survey and when responses are due~~
  - ~~vi. A copy of the meeting presentation (if applicable)~~
- **c. The date, time, and sign-in sheet for the meeting**

   d. **Description of how, where, and where members for the committee where recruited**
      i. **A copy of the notices and letters posted and sent home**
   e. **A copy of the agenda used during each meeting**
3. **Hold, at minimum, three open community meetings**. **These meetings must include:**
   a. **Meeting 1: Introduction of the name change process and call to action for new name submission**
   b. **Meeting 2: Report out of top name choices and explanation of voting process**
   c. **Meeting 3: Announcement of the new name**

   Meetings may be held on the same date as another school event for convenience, but the meeting must be separate and all notices of the meeting must be related to the discussion of the name change. If a meeting is in person, it should be held at the school whenever possible. The following must be provided for all open community meetings:
   d. **The date, time and sign-in sheet for the meeting**
   e. **Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)**
   f. **A copy of the notices posted**
   g. **A copy of letters sent**
   h. **A copy of the agenda and presentation slides used**
4. **Provide the following notices to school stakeholders:**
   a. Reasonable efforts to notify the following **people**/groups (if they exist) that a name change is being considered at the school: **Area Electeds (i.e., the City Councilmember and the State Legislator(s) for the school's District),** Home and School Association ("HSA"), Friends of Group(s), Alumni Association, Registered Community Organizations ("RCO")
      i. Copy of the notices posted (if applicable)
      ii. Copy of letters sent
   ~~**b. Notification to the City Council representative**~~
      ~~i. Copy of letters sent~~
5. **Provide letters of support from the Assistant Superintendent, a Registered Community Organization,~~City Councilperson~~ and at least one~~two~~ of the following: the SAC or "School Naming Council," HSA or Friends of Group, Alumni Association, and/or Area Elected~~RCO~~**
6. **Conduct two ~~a~~ school surveys with the following requirements:**
   a. Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available
   b. Questions on the survey must allow for the following responses:
      ~~i. Support for or against the proposed name change~~
      ~~ii. The reason the respondent supports or opposes the name change~~

   iii. **Suggestions for New School Names (survey 1)**
   iv. **Preference for New School Name (survey 2)**
- **c.** Survey results must be submitted along with the other artifacts in the community engagement process

Engagement Requirements for Amended Name Changes

The following requirements and deliverables must be met as a result of the community engagement process for partial name changes.

1. **Provide letters of support from the Assistant Superintendent and Principal.**
   - **a. If the partial name change includes the addition of an area of focus, a letter of support from the corresponding School District of Philadelphia office must be submitted.**
2. **Hold, at minimum, two open community meetings. These meetings must include:**
   - **a. Meeting 1: Name change process overview; Proposed partial name change presented; Explanation of voting process**
   - **b. Meeting 2: Announcement of survey results**

   The following must be provided for all open community meetings:
   - **c. The date, time, and sign-in sheet for the meeting**
   - **d. Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting. (At a minimum, families and the community must be notified about the suggested name change and open community meeting by robocall, text alert, and email alert; school-based social media if available; school website; backpack mail; and palm cards and/or flyers.)**
   - **e. A copy of the notices posted**
   - **f. A copy of letters sent**
   - **g. A copy of the agenda and presentation slides used**
3. **Provide the following notices to school stakeholders:**
   - **a. Reasonable efforts to notify the following people/groups (if they exist) that a name change is being considered at the school: Area Electeds, Home and School Association ("HSA"), Friends of Group(s), Alumni Association, Registered Community Organizations ("RCO")**
     - **i. Copy of the notices posted (if applicable)**
     - **ii. Copy of letters sent**
4. **Conduct a school survey with the following requirements:**
   - **a. Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available**
   - **b. Questions on the survey must allow for the following responses:**
     - **i. Support for or against the amended name change**
     - **ii. Rationale for opinion**

Engagement Requirements for Portions of Properties

1. **Provide letters of support from the Assistant Superintendent and Principal.**
    a. **If the portion of property name change will require internal signage, environmental and capital projects must be consulted and provide approval.**
2. **Hold, at minimum, one open community meeting to allow stakeholders the opportunity to provide feedback on the proposed new name for the portion of property.**
3. **The following must be provided for the open community meeting:**
    a. **The date, time, and sign-in sheet for the meeting**
    b. **Description of how, when, and where students, teachers, parents, alumni, and/or community members were notified that the school name change would be discussed at the meeting.**
    c. **A copy of the agenda and presentation slides used**
4. **Conduct a school survey with the following requirements:**
    a. **Students, parents, and community members must be given at least three weeks to submit survey responses from the date they were first notified the survey was available**
    b. **Questions on the survey must allow for the following responses:**
        i. **Support for or against the portion of property name change**
        ii. **Rationale for opinion**

Meeting the Needs of Multilingual Families

The District strives to ensure equitable access to services and opportunities for multilingual families and their children. Communication related to the community engagement name changing process should reflect the languages spoken by the families of that school community. Upon request, translation and interpretation services must be provided at all community meetings related to the school name change process. For assistance in translations, interpretations, and other outreach services, please:

a. Visit the website at https://www.philasd.org/face/translations,
b. Contact via email at translation@philasd.org, or
c. Call 215-400-4180

Submission of Community Engagement Artifacts

Please submit all community engagement information and artifacts to the ~~Office of Schools~~**Division of Academic Services** by emailing ~~SGS@philasd.org~~**schoolnamechange@philasd.org**.

Questions and Support

Please contact ~~SGS@philasd.org~~**schoolnamechange@philasd.org** with any questions or clarifications on these procedures.

Maintenance Schedule

These procedures will be reviewed upon policy renewal, or as needed.

Related Information:

School Name Change Financial Considerations

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 717

Section: 700 PROPERTY

Title: **District-Issued** Mobile Communications Devices

Adopted: August 21, 2014

Revised: September 19, 2019

717 **DISTRICT-ISSUED** MOBILE COMMUNICATIONS DEVICES

Purpose

The purpose of this ~~p~~**P**olicy is to establish general guidelines for the issuance and utilization of mobile communications devices by officials, staff**,** and other authorized persons within the **School** District **of Philadelphia ("District")**.

Definitions

~~For the purposes of this policy, the following phrase shall have the following meaning:~~

Mobile communications device: –Any portable wireless telecommunications equipment that is provided by the District **to officials, staff, and other authorized persons** and utilized for the transmission and/or reception of voice, **photographs,** video, or computer data. Such devices include, but shall not be limited to, cellular or mobile telephones, ~~pagers, two-way radios,~~ wireless modems, and portable Internet appliances.

Authority

~~The School District of Philadelphia ("District") may, in its sole discretion, provide~~**The Pennsylvania Public School Code permits the Board of Education ("Board") to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the provision of** mobile communications devices to ~~certain employees~~**officials, staff, and other authorized personnel** for the express purpose of enhancing the safety, security, and operational efficiency of administrative and school-based operations.**[1]**

Delegation of Responsibility

The **Board directs the** Superintendent **or their designee, through the Office of Information Technology and Data Management, to develop Administrative Procedures that outline the District's** ~~shall designate a District official to administer the implementation of this policy. The appropriate Chief administrator, i.e., the Superintendent and those senior administrators reporting~~

~~directly to the Superintendent, in addition to the General Counsel and Chief of Staff of the Board of Education ("Board"), shall further designate an official to administer the issuance~~ **management and oversight** of **District-issued** mobile communications devices~~ within their respective divisions subject to the following guidelines, which shall be made known to all appropriate officers, directors, managers and other District personnel~~.

The ~~official designated by the Superintendent to administer the implementation of all mobile communications devices within the District~~**Office of Information Technology and Data Management** shall~~:~~

~~1) M~~**m**aintain direct oversight of the inventory of equipment, service contracts, rate plans, and internal controls for all mobile communications devices.

~~2) Ensure compliance with applicable regulatory policies and procedures.~~

~~The Superintendent and Chief Information Officer shall by mutual agreement, be permitted to except any provision contained within this policy provided that such exception is deemed a critical operational necessity~~.

~~**Guidelines:**~~

Mandatory Regulatory Procedures

Mobile communications devices shall be used for the sole and express purpose of conducting official business and maintaining operations of the District. Personal, **unauthorized**, excessive, or commercial use of a mobile communications device is strictly prohibited and will result in appropriate disciplinary action. **Individuals issued mobile communications devices are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of mobile communication devices**. **[1][2]**

~~An employee may be issued a mobile communications device for the performance of job-related duties and responsibilities only if the employee:~~

1. ~~Is in an active full-time position; however, secretarial or other office support staff are not eligible for issuance of a device; and~~
2. ~~Is required to perform the majority of their duties away from their primary work location; or~~
3. ~~Has a frequent and regular need for immediate communication for either emergency communication purposes or for productivity enhancement.~~

~~The Superintendent and Chief administrators are authorized to use the limited budgetary funds allocated to their respective divisions to provide mobile communications devices to employees who, in their judgment, require a mobile communications device and satisfy the guidelines contained herein.~~ ~~**[3]**~~

~~Requests for the consideration of the issuance of mobile communications devices must be submitted directly to the Office of Information Technology.~~

~~Persons not directly employed by the District including, but not limited to, students, volunteers, and consultants, or employees who are retired, on extended leave, or hired on a per diem basis shall not be eligible for the issuance or retention of a mobile communications device.~~

~~Mobile communications devices may not be used for routine and regular communication or when an equivalent, more cost-effective means of communication is available, unless necessary for safety or emergency purposes.~~

~~Use of mobile communications devices is subject to management review, monitoring and auditing by the District. Audits may be performed on the usage and internal controls of mobile communications devices subject to the Public School Code and Board policy.~~ **~~[2] [4]~~**

~~All employees issued a mobile communications device are required to surrender the device(s) upon termination of employment with the District, after a reassignment of job duties or immediately upon request at any time by an official of the District. Surrendered devices must be returned to the Office of Information Technology.~~

~~The use of a mobile communications device while operating a school bus or other motorized vehicle is strictly prohibited, unless necessary for safety or emergency purposes and in accordance with applicable laws.~~ **~~[5]~~**

All mobile communications devices shall be acquired in strict accordance with this ~~p~~**P**olicy. An administrative office or school shall not be permitted to purchase or contract directly for the acquisition of a mobile communications device or related service **without the express involvement and consent of the Office of Information Technology and Data Management**.

~~Failure to comply with any Board policies or administrative procedures regarding mobile communications devices issued by the District shall result in appropriate disciplinary action and/or reimbursement of associated costs.~~ **~~[1] [2]~~**

~~Financial Responsibilities~~

~~An employee issued a mobile communications device shall be financially responsible for lost, stolen, or damaged equipment, as well as any and all personal or unauthorized usage of services in conjunction with the device.~~ **~~[2]~~**

~~An employee shall not be reimbursed for use of a personal mobile communications device or telecommunications services unless specifically authorized in advance of such usage by the Superintendent, Chief Finance Officer or Chief of Staff of the Board.~~

To ~~ensure proper~~ track~~ing of~~ District expenditures, the use of a District Administrative Activity Fund for any mobile communications device or telecommunications charge is strictly prohibited.

Legal References:

1. **24 P.S. § 5-510**
2. Policy 317~~.~~ **- Employee** Conduct~~/Disciplinary Procedures~~ **and Reporting Requirements**
3. ~~Policy 815. Acceptable Use of Internet, Technology, and Network Resources~~
4. ~~Policy 624. Capital Assets Policy~~
5. ~~Policy 619. District Audits~~
6. ~~75 Pa. C.S.A. Sec. 3316. Prohibiting Text-based Communications~~
7. ~~Policy 617. Administrative Activity Funds~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for District-Issued Mobile Communications Devices

(Attachment for Policy No. 717)

Purpose

These Administrative Procedures are directed to officials, staff, and other authorized persons who are assigned a mobile communication device by the School District of Philadelphia ("District"). The goal is to provide clear expectations to all parties regarding the use and care of these devices. The District's responsibility is to assign a mobile communications device under Policy 717 - District-Issued Mobile Communications Devices. As such, the Office of Information Technology and Data Management (OITDM) is responsible for procurement/acquisition, distribution, tracking and inventory processes, and repair and replacement as deemed necessary.

Definitions

Mobile communications device: Any portable wireless telecommunications equipment that is provided by the District to officials, staff, and other authorized persons and utilized for the transmission and/or reception of voice, photographs, video, or computer data. Such devices include, but shall not be limited to, cellular or mobile telephones, wireless modems, and portable Internet appliances.[1]

Procedures

Procurement of Mobile Communications Devices

- OITDM purchases, pursuant to procurement policies, all cellular/mobile phones and portable wireless modems ("hotspots").
- Requests for the purchase of cellular/mobile phones must be submitted to OITDM for review and approval.

Mobile/Cellular Phone Eligibility

The following staff are eligible for District-issued mobile/cellular phones:

- Central Administration Staff
  - The current list of staff eligible for District cell phones can be found here.
- School-Based Staff
  - Principals
  - Assistant Principals
  - Building Engineers

[1] *Note:* This does not include pagers or two-way radios. Those devices can be purchased at the school-level and may be done in coordination with the Office of School Safety.

Mobile/Cellular Phone Request Process

- To request a District-issued cellular phone, eligible staff must open a service request using the "IT Help Desk" tile in the Employee Portal.
- A representative of the Telecommunications team will review the request and provide next steps.
- Cellular devices must be picked up from Suite 404 in the Education Center. Pick-up appointments will be scheduled with a representative of the Telecommunications team.

<u>OITDM Inventory Management of Cellular Phones</u>

- Cellular Phone Assignment
  - Cellular phones will be assigned directly to a staff member.
  - OITDM maintains an inventory of the cellular phone and phone number issued to a staff member.
- Usage Monitoring
  - The Telecommunications team regularly audits cellular phone usage data from our contracted provider.
  - Cellular phone devices will be deactivated **without notice** if there is no device usage for 180 days.

<u>Staff Responsibilities for District-Issued Cellular Phones</u>

- Staff are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of cellular phones.
- Staff cannot transfer their District-issued cellular phone to another individual, even in instances of direct staff transition (i.e., a principal cannot hand off their District-issued cellular phone to the next principal coming into the building).
- Upon separation, staff are required to surrender District-issued cellular phones. The device lock password should be removed from the cellular phone.
- District-issued cellular phone numbers **cannot be transferred to personal accounts** at time of employee separation or retirement.

Cellular Phone Theft

- In instances of theft where reasonable care has been taken, the staff member will not be held financially responsible.
- In instances of theft where reasonable care was not taken, the staff member will be held financially responsible.
- Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedures**:
  - <u>Theft on District property</u> requires a serious incident report to be submitted to the staff member's immediate supervisor. An official police report is required.

- Theft at any other location

requires an official police report documenting the theft. A copy must be submitted to their immediate supervisor.

- All instances of theft must be reported to the IT Help Desk immediately and include the relevant serious incident report number and/or police report number.

Cellular Phone Loss

- In instances where a staff member loses their District-issued cellular phone, the staff member will be held financially responsible.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedure**: All instances of lost District-issued cellular phones should be reported to the IT Help Desk.

Cellular Phone Damage

- Mobile communications devices purchased by OITDM include limited warranty coverage. Damage beyond this coverage may be the responsibility of the staff member or their employing department.
- If a cellular phone is damaged, the staff member should open a service request through the IT Help Desk to report the damage and receive support from the Telecommunications team.

Maintenance Schedule

These Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event

Related Information:

Acceptable Use Policy
Employee Code of Ethics

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 717.1

Section: Property

Title: **District-Issued** Computers and Portable Computing Devices

Adopted: August 21, 2014

Revised: September 19, 2019

717.1 **DISTRICT-ISSUED** COMPUTERS AND PORTABLE COMPUTING DEVICES

Purpose

The purpose of this ~~p~~**P**olicy is to establish general guidelines for the issuance and utilization of all **District-issued computers and portable computing** ~~such~~ devices by officials, staff, students**,** and other authorized persons within the **School District of Philadelphia (“**District**”)**.

Authority

The Pennsylvania Public School Code permits the Board of Education (“Board”) to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the provision and use of ~~The School District of Philadelphia (“District”) may, in its sole discretion, provide desktop computers and portable computers or other hand-held or similar~~ computing devices to ~~certain~~ employees**, officials,** ~~or~~ students**, or other authorized personnel** for the express purpose of enhancing the instructional program and operational efficiency of administrative and school-based activities. **[1]**

~~Definition~~

~~For the purposes of this policy the following phrase shall have the following meaning:~~

~~**Portable computer -** any laptop computer, computer tablet, hand-held device or any similar personal computing equipment that is specifically designed to be easily transportable and mobile.~~

~~**Desktop computer -** any computer or computing equipment that is specifically designed to be stationary, possibly requiring an external monitor and/or other peripherals for proper use.~~

~~**Computing device -** any portable computer, desktop computer or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.~~

Delegation of Responsibility

The **Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management, to create and maintain Administrative Procedures regarding the** ~~appropriate Chief administrator, i.e., the Superintendent and those senior administrators reporting directly to the Superintendent, in addition to the General Counsel and Chief of Staff of the Board of Education ("Board"), shall designate an official to administer the~~ **procurement, acquisition, administration,** implementation**,** and issuance of computing devices ~~within their respective divisions subject to the following guidelines, which shall be made known to all appropriate officers, directors, managers and all other District personnel~~.

~~The official designated by each appropriate Chief administrator to oversee the implementation of this policy and issuance of all such computing devices within each respective division shall:~~

1. ~~Maintain direct oversight of the inventory of equipment, service contracts, and internal controls for all computing devices; and~~
2. ~~Ensure compliance with and fully enforce this policy and other Board policies and administrative procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computing devices under their direct control and supervision.~~

~~The Superintendent and Chief Information Officer shall by mutual agreement, be permitted to except any provision contained within this policy provided that such exception is deemed a critical operational necessity.~~

~~**Guidelines:**~~
Mandatory Regulatory Procedures

All employee desktop computers and portable computers shall be used for the sole and express purpose of conducting official business and supporting the functions of the District. Use of all such devices is subject to ~~Board p~~**P**olicy **815 - Acceptable Use of Internet, Technology, and Network Resources**. ~~[1]~~**[2]**

~~An employee may be issued a desktop computer or portable computer for the performance of specific job-related duties and responsibilities only if the following apply:~~

1. ~~Employee is in a full-time position and has an active employment status; and~~
2. ~~Employee's job-related duties and responsibilities require regular and systematic use of a computing device.~~

~~An employee may be issued either a desktop computer or a portable computer for the performance of their duties, but not both. Exceptions to this restriction must be reviewed and approved by the Chief Information Officer or designee unless the employee has an employment contract that specifies otherwise.~~

~~Persons not directly employed by the District including, but not limited to, volunteers, retired employees, employees hired on a per diem basis, or employees on extended leave or with an employment status of inactive shall not be eligible for the issuance of any computing device.~~

~~A student of the District may be issued a portable computer for the specific purpose of fulfilling their instructional program provided that the student is actively enrolled in a District school or program, and that the school issuing the device has developed an approved comprehensive plan for parental approval, distribution, inventory tracking, maintenance, monitoring and responsible use of computing devices issued to students. Any plan for the issuance of computing devices to students must be approved by the Chief Information Officer or designee.~~

When issued to an individual employee, computing devices are considered the property of the ~~primary organizational unit to which the receiving employee belongs~~**District** and shall be returned upon termination of employment with the District, after reassignment of job duties or immediately upon request at any time by a District official. ~~Employee computing devices shall appear on the organizational unit's Personal Property Inventory List.~~ **~~[3]~~**

When issued to a District student, computing devices are considered the property of the ~~school to which the student is assigned~~**District** and shall be returned upon leaving active status from the District~~, after reassignment to a different school~~ or immediately upon request at any time by a school or District official. ~~Student computing devices shall appear on the school's Personal Property Inventory List. [3][4]~~

~~All computing devices owned and issued by the District to employees or students may include the District's software image and any such additional software installed for specific administrative tasks or specific District supported instructional programs. The installation of any other software images or applications on such devices is prohibited absent advanced authorization from the Chief Information Officer or designee. Installation of software not explicitly owned or approved by the District shall remain the legal and financial responsibility of the employee or student. [1]~~

~~Employees~~**Officials, staff, other authorized personnel,** and students are expected to **use reasonable care** ~~take all appropriate measures and precautions~~ to prevent the loss, theft, damage and/or unauthorized use of computing devices. ~~Such measures include, but are not limited to, storing computing devices in a locked and secured location when not in use, refraining from leaving computing device unattended in public areas or classrooms, and keeping all foods and beverages away from computing devices and equipment.~~

~~In the event of loss, theft, damage and/or unauthorized use of computing devices, the assigned employee/student will be held legally and financially responsible to the District for the replacement and/or repair of the computing device issued to the employee/student.~~

~~Should an employee's computing device be lost or stolen, the employee must:~~

1. ~~Immediately report the theft or loss to their immediate supervisor and Chief representative;~~

~~2. Obtain an official police report documenting the theft; and~~
~~3. Provide a copy of the police report to their immediate supervisor and Chief representative.~~

~~Should a student's computing device be lost or stolen, the student and/or student's parent or guardian must:~~
~~1. Immediately report the incident to the student's teacher and principal;~~
~~2. Obtain an official police report documenting the theft; and~~
~~3. Provide a copy of the police report to the student's teacher and principal.~~

The District may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the District. Other audits may be performed on the usage and internal controls of computing devices subject to the Public School Code and Board policy. [1][**3**]

Failure to comply with any Board policies or ~~a~~**A**dministrative ~~p~~**P**rocedures regarding the use and handling of computing devices issued by the District **may**~~shall~~ result in appropriate disciplinary action and/or reimbursement of any and all associated costs. **[4]**

Legal References:
1. **24 P.S. § 5-510**
2. Policy 815~~.~~ **-** Acceptable Use of Internet, Technology and Network Resources
3. ~~Policy 624. Capital Asset Policy~~
4. ~~Policy 706.1. Property Records~~
5. Policy 224~~.~~ **- Student** Care of School Property
6. Policy 317~~.~~ **- Employee** Conduct~~/Disciplinary Procedures~~ **and Reporting Requirements**

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for District-Issued Computers and Portable Computing Devices
(Attachment for Policy No. 717.1)

Purpose

These Administrative Procedures are directed to employees, contractors, and students who are assigned a portable computing device by the School District of Philadelphia ("District"). The goal is to provide clear expectations to all parties regarding the use and care of these devices. The District's responsibility is to assign a computing device under Policy 717.1 - District-Issued Computers and Computing Devices. As such, the Office of Information Technology and Data Management (OITDM) is responsible for procurement/acquisition, distribution, tracking, and inventory processes, and repair and replacement as deemed necessary (in line with our replenishment practices with regard to student chromebooks).

Definitions

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Procedures

Procurement and Acquisition of Computers/Computing Devices

- OITDM purchases, pursuant to procurement policies, all staff and student computing devices.
- OITDM approval is required for any other computing device purchases initiated by a District school or program office. Purchasing requests are evaluated by OITDM using the District's ERP System (Oracle).
- OITDM approval is required for any computing device donations and compliance with fundraising and donation policies is also required.
    - Donations that will not be accepted:
        - Used equipment
        - Student or staff computers donated from a third party
    - All other requests should be sent to the IT Help Desk for review.

Staff Computers

Office of Information Technology and Data Management Responsibilities

- **Assignment of Computer**
    - An employee may be issued only one portable computing device - a desktop computer or laptop computer - for the performance of their duties, but not both. Exceptions to this restriction must be reviewed and approved by the Chief

Information Officer (CIO) or their designee. If an employee has a legal accommodation that specifies otherwise, the CIO will review the same.

- Staff Laptop Eligibility
  - Central Administration: The majority of Central Administration staff will be assigned a laptop given that their job related duties require the regular and systematic use of a computer.
  - School-based Staff: Staff with the titles listed here will be assigned a laptop given that their job related duties require the regular and systematic use of a computer. Laptop distribution is incorporated into the onboarding process.
- Contractors meeting specific requirements may be issued a District laptop computer or desktop computer for the performance of their duties while contracting with the District.
  - To be issued a District computing device, the contractor must be properly reviewed and entered by Talent in the District's Human Resources system.
  - Device pick-up and return will be completed in the 440 Education Center. The program office or contractor's employer will be responsible for any shipping expenses if the contractor is unable to access the 440 Education Center.
- Laptops will be assigned directly to each staff member. If the staff member changes departments or schools, the laptop remains with the staff member.
  - In cases where updated job responsibilities require a particular computer type and/or configuration, a new computing device may be issued and the current device would be returned to OITDM.

- **Inventory Management of Staff Computers**
  - OITDM is responsible for managing all staff assignments in the District's Computer Inventory System. Therefore, these laptops will not be part of a school or department assigned inventory
  - When advanced notice of separation is provided to the School District, OITDM will notify individuals via email of the need to return the device per the agreement signed.
  - If an individual fails to return the device, the residual value will be deducted from their term pay.
  - Each program office or school should take actions in conformity with Policy 800 - Records Management, its Administrative Procedures and and protocols developed in conjunction therewith when an employee leaves the District.
- **Training and Supports**
  - Google Workspace Support
    - Trainings to support Google services, including email (Gmail), calendar, Google Classroom, and Google Drive, are open to all staff. Training sessions can be found in the Performance and PD Management System in the Employee Portal.

- Offices seeking team or department trainings are invited to contact the Educational Technology department by emailing edtech@philasd.org.
  - Gmail (Google Email) and Google Calendar steppers and videos can be found at philasd.org/google

Staff Responsibility of Assigned Computers

- At time of distribution, staff are required to sign a digital agreement that documents expectations for computing device management and care. Staff members can access their signed agreement through the Employee Portal.
- Staff are expected to use reasonable care to prevent the loss, theft, damage and/or unauthorized use of computers. Such measures include, but are not limited to, storing computers in a locked and secured location when not in use, refraining from leaving laptops unattended in public areas, vehicles, or classrooms, and keeping all foods and beverages away from computing devices and equipment.
- Staff who choose to take their District-issued computers home at night are responsible for bringing them to work each day. OITDM does not guarantee that a loaner will be available if the computer is forgotten at home.
  - School-based staff should inquire about a loaner device in their buildings.
  - Central Administration staff should open a HelpDesk ticket to determine if a loaner computer is available.
- Staff not assigned a computer who may temporarily require access to one for a training or other need should be lent a Chromebook from the existing pool used for student distribution.

- **Computer Theft**
  - In instances of theft where reasonable care has been taken, the staff member will not be held financially responsible.
  - In instances of theft where reasonable care was not taken, the staff member will be held financially responsible.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
  - **Reporting Procedures:**
    - Theft on District property requires a serious incident report to be submitted to the staff member's immediate supervisor. An official police report is required.
    - Theft at any other location requires an official police report documenting the theft. A copy must be submitted to their immediate supervisor.
    - All instances of theft must be reported to the IT Help Desk immediately and include the relevant serious incident report number and/or police report number.

- **Computer Loss**

- In instances where a staff member loses their staff laptop, the staff member will be held financially responsible.
- Staff will not receive a replacement laptop until arrangements to pay the depreciated value of the lost device have been made.
  - When needed to support job responsibilities, a loaner device may be provided.
    - School based staff can borrow a chromebook or other available device at the school
    - Central administration staff will be issued a loaner device from OITDM.
  - Once a replacement device is available, the staff member will be responsible for picking up it from the Education Center.
- **Reporting Procedure**: All instances of lost staff laptops should be reported to the IT Help Desk.

- **Computer Damage**
  - District computing devices purchased by OITDM include warranty and repair coverage. Damage beyond this coverage may be the responsibility of the staff member or their employing department, depending on the factual circumstances (i.e. number of time devices have been previously damaged).
  - Staff can refer to this website to get information regarding the staff laptop program including repair: philasd.org/stafflaptops

Shared Devices Utilized in Instructional and Other Settings

- Schools and Offices are responsible for the management of their shared device inventory in the District's computer inventory system.
- Schools and Offices must submit yearly computer inventory.
- In the event of theft, the school administrator or their designee must:
  - Immediately report the theft or loss to the Office of School Safety via a serious incident report;
  - Obtain an official police report documenting the theft; and
  - Provide the serious incident report documenting the theft and a copy of the police report to the IT Helpdesk in order to remove the stolen equipment from the school's inventory.

<u>Student Computers</u>

Office of Information Technology and Data Management Responsibilities

- OITDM will provide schools with a Chromebook for every student plus an additional 10% inventory based on school enrollment in the Student Information System (SIS) to provide enough replacements for lost, stolen, and damaged Chromebooks.

- OITDM will provide monthly services to pick up damaged devices and provide replacement devices. Replacement devices support keeping a school computer inventory that is 110% of the school's enrollment based on the data from each school-managed computer inventory and SIS enrollment.
    - Details about current Chromebook Exchange Program: SY22-23 Chromebook Exchange Program

School Responsibilities

- Assign every student a chromebook in the inventory system
- Update the computer inventory system to reflect changes made in student assignments due to damage, loss, or theft
- Submit yearly computer inventory report
- Provide adequate charging and storage solutions
- Use the District's Student Code of Conduct to address students who have chronic issues with Chromebook usage and care
- Communicate expectations, including how to exchange a damaged device or replace a lost device, to staff and families
- Please see the detailed guidance found here for more information

Student/Parent/Guardian Responsibilities

- If schools send the Chromebook home, students and families shall return the Chromebook to school each day
- Students and families are expected to use reasonable care in maintaining the Chromebook and charger.
- Sample family letter: Chromebook Letter for families

Maintenance Schedule

These Procedures shall be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

Policy 702 - Grants, Gifts, Donations, and Student Fundraising
Policy 702.2 - Fundraising and Crowdfunding
Example Chromebook Letter for Families
Acceptable Use Policy
Student Code of Conduct
Employee Code of Ethics
SY22-23 Chromebook Exchange Program

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 805.1

Section: **800**
OPERATIONS

Title: Relations with Law Enforcement Agencies

Adopted: January 19, 2017

Revised:

805.1 RELATIONS WITH LAW ENFORCEMENT AGENCIES

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** recognizes that cooperation with law enforcement agencies is ~~considered essential~~**a layer of support** for protecting students and staff, **and** maintaining ~~a~~ safe **and welcoming environments in School District of Philadelphia ("District") schools** ~~environment in schools, and safeguarding district property~~.

Authority

As required by the Pennsylvania Public School Code, the Board shall ~~It shall be the policy of the SRC to establish and~~ maintain a cooperative relationship between the ~~school d~~**D**istrict and local police departments in the reporting and resolution of incidents that occur on school property, at any school-sponsored activity, or on any conveyance providing transportation to or from a school or school-sponsored activity. [1][2]

~~The SRC directs the Superintendent to execute and update, on a biennial basis, a memorandum of understanding with each local police department that has jurisdiction over school property in accordance with state law and regulations.[1][3]~~

~~Definition~~

~~Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on school property; or conduct that constitutes an offense listed under the Safe Schools Act.[1][4][5]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of School Safety, to execute and maintain a memorandum of understanding with the City of

Philadelphia's Police Department (PPD) in accordance with state law and regulations.[1][3] The Office of School Safety shall also coordinate the reporting to the Philadelphia Police Department and Pennsylvania Department of Education as required by law.[1] School employees are required to report incidents to the Office of School Safety in conformity with School Safety Directives.

The Board also directs the Superintendent or their designee, through the Office of School Safety, to develop Administrative Procedures that outline how the Office of School Safety works with the PPD to maintain safe and welcoming environments in District schools.

~~**Guidelines**~~
Mandatory Regulatory Procedures

Memorandum of Understanding

~~In accordance with state law and regulations, the Superintendent shall execute and update, every two (2) years, a memorandum of understanding with each local police department that has jurisdiction over school property. The memorandum of understanding shall be signed by the Superintendent, Chief of Police of the police department with jurisdiction over the relevant school property, and principals of each school building of the school entity, and be filed with the Office of Safe Schools. [1][3]~~

~~In developing and updating the memorandum of understanding, the district shall consult and consider the State Board of Education model memorandum of understanding. If the district's memorandum of understanding with local law enforcement contains substantive differences from the State Board of Education model memorandum of understanding, the Superintendent shall provide a written statement which identifies the differences and the reasons for the differences as part of the biennial filing with the Office for Safe Schools.[1][3]~~

The memorandum of understanding **with the PPD** shall comply with state law and regulations and set forth procedures to be followed regarding incidents~~ that include, but are not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol and tobacco~~.**[4][5]**~~[8][9][10]~~**[6] In developing and updating the MOU, the District shall consult and consider the State Board of Education model memorandum of understanding.[3]**

The memorandum of understanding may specify other matters related to crime prevention ~~mutually agreed upon by the Superintendent and the local police department that has jurisdiction over the school property~~.[1]

~~Students with Disabilities~~

~~The district shall provide a copy of its administrative procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative procedures for behavior support are revised by the district.[11][12][13][14]~~

~~The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[11][12][15][13][14]~~

~~Referral to Law Enforcement~~

~~The Superintendent, Office of School Safety, or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and SRC policies.[16][1][4][17][18][19][20][14][6][7][8][9][10][21][22][23]~~

Safe Schools Report

Annually, by July 31, the Superintendent shall report on the designated form, to the Office for Safe Schools **at the Pennsylvania Department of Education**, all new incidents as required by state law.[1]

~~Prior to submitting the Safe Schools report, the Superintendent and each police department having jurisdiction over school property shall do all of the following:~~

1. ~~No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Superintendent shall submit the report to the police department that has jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.~~

2. ~~No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the Office for Safe Schools, the police department shall notify the Superintendent, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.~~

3. ~~Where a police department fails to take action as required above, the Superintendent shall submit the report to the Office for Safe Schools and indicate that the police department failed to take the required action.~~

Legal References:

1. 24 P.S. 1303-A

2. 22 PA Code 10.1
3. 22 PA Code 10.11
~~4. 22 PA Code 10.2~~
~~5. 35 P.S. 780-102~~
6. Pol~~.~~**icy** 218 **- Student Conduct and Discipline**
7. Pol~~.~~**icy** 218.1 **- Weapons**
~~8. Pol. 218.2~~
~~9. Pol. 222~~
~~10. Pol. 227~~
~~11. 22 PA Code 10.23~~
~~12. 22 PA Code 14.104~~
~~13. Pol. 113~~
~~14. Pol. 113.2~~
~~15. 22 PA Code 14.133~~
~~16. 24 P.S. 1302.1-A~~
~~17. 22 PA Code 10.21~~
~~18. 22 PA Code 10.22~~
~~19. Pol. 103.1~~
~~20. Pol. 113.1~~
~~21. Pol. 323~~
~~22. Pol. 351~~
~~23. Pol. 904~~

~~22 PA Code 10.24~~
~~Pol. 805~~
~~Pol. 909~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Relations with Law Enforcement Agencies
(Attachment for Policy No. 805.1)

Purpose

The Board of Education recognizes that cooperation with law enforcement agencies is a layer of support for protecting students and staff. The purpose of these Administrative Procedures is to effectuate Policy 805.1 - Relations with Law Enforcement Agencies and outline how the Office of School Safety works with the City of Philadelphia's Police Department to maintain safe and welcoming environments in School District of Philadelphia ("District") schools.

Definitions

Incident: An instance involving an act of violence; the possession of a weapon by any person; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco by any person on school property; or conduct that constitutes an offense listed under the Safe Schools Act.

Procedures

The District will comply with all legally appropriate orders from law enforcement agencies, to the extent required by law. District personnel shall follow the Board Protocols for Welcoming Sanctuary Schools when handling requests from Immigration and Customs Enforcement (ICE).

In addition, in conformity with state law and regulation, the Superintendent shall enter into a Memorandum of Understanding (MOU) clarifying the District's partnership with the local law enforcement agency, the City of Philadelphia's Police Department (PPD).

Memorandum of Understanding

In accordance with state law and regulations, the Superintendent shall execute and update, every two (2) years, a MOU with the PPD. The MOU shall be signed by the Superintendent and Chief of the PPD, and be filed with the Office of Safe Schools at the Pennsylvania Department of Education. In developing and updating the MOU, the District shall consult and consider the State Board of Education model memorandum of understanding.

The current version of the MOU can be found here: Current MOU between SDP and PPD

In addition to the MOU required under the School Code, the Office of School Safety shall support the local law enforcement agency implementing their policy related to diversionary programs. The District does not make decisions regarding whether to charge an individual with a crime. Nothing in these Administrative Procedures affects an individual's rights to pursue redress for alleged criminal acts.

Students with Disabilities

The District will share the Special Education Plan with the PPD.

Visits to Schools for Positive School Programming

The Office of School Safety shall coordinate with representatives of the PPD to participate in visits to schools related to PPD Community Relations programs and initiatives to foster positive engagement and relationships between students and law enforcement.

Training

The Office of School Safety shall invite representatives of the PPD to participate in District training on the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require intervention.

Referral to Law Enforcement

The Office of School Safety shall report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the PPD, in accordance with state law and regulations, under the procedures set forth in the MOU with local law enforcement and Board of Education policies.

Safe Schools Report

Prior to submitting the Safe Schools report to the Office for Safe Schools at the Pennsylvania Department of Education, the District and PPD are required to:

1. No later than thirty (30) days prior to the deadline for submitting the Safe Schools report to the Office for Safe Schools, the Superintendent shall submit the report to the police department that has jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects police incident data.

2. No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the Office for Safe Schools, the police department is required to notify the Superintendent, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police is required to sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department is required to indicate any discrepancies between the report and police incident data. [1]

3. Where a police department fails to take action as required above, the Superintendent shall submit the report to the Office for Safe Schools and indicate that the police department failed to take the required action.

Maintenance Schedule

These Procedures shall be reviewed upon the review of the Policy or upon the occurrence of a triggering event, such as the execution of a new MOU.

Legal References

1. 22 Pa. Code § 10.11

Related Information:

Philadelphia Police Department: School Diversion Program
Policy 113.1 - Discipline of Students with Disabilities
Policy 218 - Student Conduct and Discipline
Policy 218.1 - Weapons
Policy 805 - Emergency Preparedness

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 807

Section: 800 OPERATIONS

Title: Opening Exercises/Flag Displays

Adopted: April 27, 1981

Revised: December 14, 2017

807 OPENING EXERCISES/FLAG DISPLAYS

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** adopts this policy to ~~ensure that~~**require the School District of Philadelphia ("District") to provide guidance to** all ~~d~~**D**istrict schools **for following**~~comply with~~ state and federal laws concerning **United States flag (**"flag"**)** displays and opening exercises while respecting the rights of individuals.

Authority

As required by the Pennsylvania Public School Code and State and Federal laws and regulations, the Board shall provide a flag, flagstaff, and the necessary appliances therefore, and shall display said flag upon or near each public school building in clement weather, during school hours, and at such other times as the Board may determine. The Board shall also maintain rules and regulations as to the proper display of flags. [1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Division of Operations, to effectuate the display of a~~A~~ United States flag ~~shall be displayed~~ in classrooms and on or near each school building during school hours~~, in clement weather,~~ and at other times determined by the ~~SRC~~**designee**.[1] **The Deputy Superintendent of Academic Services or their designee, in coordination with the Division of Operations, shall also develop Administrative Procedures to guide District schools in displaying the flag in conformity with law.**

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem.[1] **Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise.[2]**

Mandatory Regulatory Procedures

Students **and staff** may decline to recite the Pledge of Allegiance or National Anthem and**/or decline** to salute the flag on the basis of personal belief or religious conviction. Students **and staff** ~~who choose to refrain from such participation~~ shall respect the rights and interests of **others,** ~~classmates who do~~ **regardless of whether they choose to** participate **or not**.[1]~~[2]~~**[3]**

~~Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise.[3]~~

Legal References:

1. 24 P.S. 771
2. **24 P.S. 1516.1**
3. 22 PA Code 12.10
4. ~~24 P.S. 1516.1~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Opening Exercises/Flag Displays
(Attachment for Policy No. 807)

Purpose

The purpose of these Administrative Procedures is to effectuate Policy 807 - Opening Exercises/Flag Displays, which mandates that District schools follow state and federal laws concerning United State flag displays and opening exercises while respecting the rights of individuals. Policy 807 directs District schools to provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Opening exercises may also include a brief period of silent prayer or meditation. Silent prayer or meditation shall not be conducted as a religious service or exercise. These Administrative Procedures are primarily directed to Principals and their Building Engineers assigned to the school building.

Definitions

Opening Exercises: Opening exercises include but are not limited to a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Opening exercises may also include a brief period of silent prayer or meditation. Opening exercises can be counted as instructional time.

Flag: United States flag.

Procedures

Flag Display

Guidelines: As a general rule, United States flags displayed in classrooms should be placed in locations that are visible to those inside the classroom. Guidance for appropriate display of the United States flag can be found within the United States Flag Code. For any questions about appropriate flag display, please contact the Office of General Counsel. Do not dispose of a United States flag without first contacting the Facilities Support Desk at (215)-400-5172.

Building Engineer's Responsibility: The Building Engineer is responsible for appropriately displaying the flag at or near the school building in accordance with the United States Flag Code.

Principal's Responsibility: The Principal or their designee is to provide every classroom with flags for display. The Principal is to indicate completion of this task in the annual New School Year Opening Checklist. If the school does not have a sufficient number of classroom flags, then the principal may contact their Building Engineer to replenish their supply. For exterior flags, the Building Engineer may contact the Facilities Support Desk at 215-400-5172.

Teacher's Responsibility: Classroom teachers are to request a flag to display from the Principal if they are not otherwise provided with one. Teachers shall place the flag in a location within their classroom that is visible to those inside the classroom.

Opening Exercises

Students and staff may decline to recite the Pledge of Allegiance or National Anthem and/or decline to salute the flag on the basis of personal belief or religious conviction. Students and staff shall respect the rights and interests of others, regardless of whether they choose to participate or not.[1][2]

Principal's Responsibility: The Principal is to identify and then schedule a time of day in which daily opening exercises occur for their individual school. The identified system and procedure is to be included in their individual school's Staff Handbook and Student Handbook and reviewed at the beginning of each year.

Teacher's Responsibility: The classroom teacher is responsible for informing students of the expectations related to opening exercises, as well as the rights of all students regarding their participation or lack thereof in opening exercises.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Legal References:

1. 24 P.S. 771
2. 22 PA Code 12.10

Related Information

24 P.S. 771
Pennsylvania Department of Education: Instructional Time and Act 80 Exceptions
United States Flag Code

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 808

Section: 800
OPERATIONS

Title: Food Services

Adopted: April 27, 1981

Revised: February 15, 2018

808 FOOD SERVICES

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** recognizes that students require ~~adequate,~~ nourishing ~~food and beverages~~**meals** in order to grow, learn**,** and maintain good health. **Therefore, the Board enacts this Policy to provide students with access to high-quality, nutrient-rich meals as a means of promoting student health and providing safe, welcoming, and healthy environments in School District of Philadelphia ("District") schools.** ~~The SRC directs that District food service programs shall be directed at meeting the needs of students in accordance with SRC policy.~~**[9][10][11][15][16][17]**

Authority

The Board shall offer food services to students in conformity with all applicable federal laws and regulations, including the guidelines established by the United States Department of Agriculture (USDA). [1][5][8][9][10][11][15][16][17][19][25][26]

~~The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).~~[1][2][3][4][5][6][7][8][9][10]

Delegation of Responsibility

The ~~SRC~~ **Superintendent or their designee, through the Division of Food Services,** shall provide food service for school breakfasts and school lunches, at no cost to the student, that meets the standards required by state and federal school breakfast and lunch programs.[1][2]~~[3]~~[5]**[6]**[7][9][10]**[17][18] Cafeterias shall be operated on a non-profit basis.[3][5][7][14][26][27]**

The **Division of Food Services** ~~District~~ may also **arrange for** participat**eion** in ~~an after school~~ feeding program**s that**~~, which~~ provide~~s~~ meals to students enrolled in the District's after school education programs.**[1][6]**[11][12]**[27]**

The Division of Food Services shall develop Administrative Procedures that list the prices for nonprogram food in conformity with applicable law.[3][13][14]

~~Food sold by the school may be purchased by District employees. The price for all food items sold in the schools, including non-program foods, shall be established annually by the Division of Food Services and shall comply with state and federal laws and regulations.[3][13][14]~~

~~The District shall ensure that in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex, or disability.[15][16]~~

~~Accommodating Students With Special Dietary Needs~~

The ~~District~~ **Division of Food Services** shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and ~~SRC~~**Board** policy.**[9][10][13][15][16]**[21][22][23][24]

~~**Delegation of Responsibility**~~

~~Operation and supervision of the food service program shall be the responsibility of the Senior Vice President of Food Service.~~

~~Cafeterias shall be operation on a non-profit basis.~~ **The Board directs the Superintendent or their designee, through the Chief Financial Officer, to** ~~A~~ review ~~of~~ the cafeteria accounts ~~shall be made by the Chief Financial Officer or designee~~ monthly.**[2][3][13][25][26]**

The Board directs the Superintendent or their designee, through the Office of Auditing Services, to review the cafeteria accounts annually.[2][3][8][13][25][26]

~~The Superintendent or designee shall comply with local, state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.[17][18][19][20]~~

The Superintendent or **their** designee**, through the Division of Food Services,** shall annually notify students, parents/guardians**,** and employees concerning the contents of this policy and applicable ~~a~~**A**dministrative ~~p~~**P**rocedures. Notification shall include information related to nondiscrimination.[15]

~~Professional Standards for Food Service Personnel~~

~~The District shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation~~

~~and administration of school meal programs. Such professional standards shall apply to both District-operated food service programs and contracted food service program.[5][7][20][25]~~

Mandatory Regulatory Procedures

In conformity with any applicable provisions of a collective bargaining agreement with the District, school employees may purchase food available at schools. The price for all food items sold in the schools, including non-program foods, shall be established annually by the Division of Food Services and shall comply with state and federal laws and regulations.[3][4][13][14]

The District shall not, in the operation of the food service program, discriminate against any student, staff member, or other individual on the basis of race, color, national origin, age, sex, or disability.[15][16]

The Superintendent or designee shall comply with local, state and federal requirements for conducting cafeteria health and safety inspections.[17][18][19][20][26][27]

Professional Standards for Food Service Personnel

The District shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs.[5][7][20][25]

~~*School Food Safety Inspections*~~

~~The District shall obtain two (2) safety inspections per year in accordance with state and federal laws and regulations.[17] [18][19][26]~~

~~The District shall post the most recent inspection report and release a copy of the report to members of the public, upon request.~~

~~The District shall conduct self-inspections in accordance with local ordinances.~~

School Food Safety Program

The District shall comply with federal requirements ~~in developing a food safety program that enables district schools to take systematic action~~ to prevent or minimize the risk of foodborne illness among students **and maintain proper health and sanitation standards**. [9][10]**[11]**[18]**[19][26][27]**

~~The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.[19][26][27]~~

~~A La Carte Items~~

~~The District will not sell a la carte items to students if they do not have the money to pay at time of purchase~~

School Meal Service and Accounts

The District shall not charge students for breakfast, lunch, and after-school meals. [1][6][7][9][10][11]

Legal References:

1. 24 P.S. 1335
2. 24 P.S. 1337
3. 24 P.S. 504
4. 24 P.S. 807.1
5. 42 U.S.C. 1751 et seq
6. 42 U.S.C. 1759a
7. 42 U.S.C. 1773
8. 2 CFR Part 200
9. 7 CFR Part 210
10. 7 CFR Part 220
11. 42 U.S.C. 1766a
12. 7 CFR Part 226
13. 42 U.S.C. 1760
14. 7 CFR 210.14
15. FNS Instruction 113-1 (USDA)
16. 7 CFR 210.23
17. 3 Pa. C.S.A. 5713
18. 42 U.S.C. 1758(h)
19. 7 CFR 210.13
20. 7 CFR 210.30
21. 7 CFR 15b.40
22. Pol. **icy** 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
23. Pol. **icy** - Special Education
24. Pol. **icy** - Food Allergy Management
25. 7 CFR 210.15
26. 7 CFR 220.7
27. 7 CFR 210.9

Related Information:

24 P.S. 696
P.L. 111-296 7 CFR Part 15
7 CFR Part 215
Pol. **icy 103** - Nondiscrimination in School and Classroom Practices

Philadelphia Code of Ordinances (Health Code) - Title 6, Sections 6-102, 6-301

Administrative Procedures for Food Services
(Attachment for Policy No. 808)

Purpose

The goal of the School District of Philadelphia ("District") is to provide nutrient-rich meal options that students of all ages and backgrounds will enjoy. The District believes that all students deserve access to great meals; accordingly, the District's menus offer high-quality meals that meet both the USDA standards for school meals and the District's own internal standards, including our prohibited ingredients list.

Daily consumption of school meals has been shown to improve dietary intake. Students who eat school meals on a daily basis consume more fruits, vegetables, fiber, and whole grains than those who do not. The District's School Meal Programs were developed to offset food insecurity and are grounded in a health equity approach. The District offers a consistent menu across neighborhoods and income statuses.

Assuring our students have access to meals is a priority for the District. We offer universal free school meals by participating in the Community Eligibility Provision (CEP) offered by the United States Department of Agriculture (USDA). This program allows the District to provide all students with breakfast and lunch at no cost, without collecting students' household income information or paper applications for free or reduced-price meals. The District's participation in CEP reduces the stigma that might be associated with receiving free and reduced-price school meals by ensuring all students have access to meals without regard to family income or resources.

Definitions

A la Carte: Any food or beverage sold by the Division of Food Service that is not part of a reimbursable meal.

Food Safety Standards: The set of standards that protect people served by the District's Food Service programs from foodborne illness by requiring that food preparation areas are clean and sanitary, foods are served and maintained at proper temperatures, and food service staff have standard operating procedures that guide hygiene, sanitation, and service temperatures.

Nutrition Standards: To qualify for meal reimbursement, all meals must meet federal nutrition standards. School meals must offer foods based upon the required components, which may include whole or enriched grains, fruits, vegetables, meats or meat alternatives, and fluid milk. Decisions about the specific foods to serve and the methods of preparation are made by the District.

Nonprogram Food: A food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. Nonprogram foods include but are not limited to adult meals and a-la-carte items.

School Food Authority (SFA): The governing body that has the legal authority to and is responsible for operating the School Meal Program or is otherwise approved by Food and Nutrition Service of the USDA to operate the School Meal Program.

School Meal Program: The National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruit and Vegetable Program (FFVP), and At-Risk After School (Supper) meal programs are federally assisted meal programs operating in all District brick and mortar buildings. Nonprofit private schools and charter schools that elect the District to provide meal service are also included in the School Meal Program. The program provides nutritionally balanced meals at no cost to enrolled students each school day.

Procedures

Professional Standards for Food Service Personnel

For purposes of this Policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both District-operated food service programs.

School Food Safety

Food Safety Program

The District shall comply with federal requirements in developing a food safety program that enables District schools to take systematic action to prevent or minimize the risk of foodborne illness among students.[9][10][18]

The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.[19][26][27]

For additional information and specifics regarding the Food Safety Program, please visit:
SDP HACCP

Inspections

The Superintendent or designee shall comply with federal, state, and local requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The District shall obtain two (2) safety inspections per year in accordance with federal, state, and local laws and regulations. The District shall conduct self-inspections in accordance with federal, state, and local laws and regulations.[17][18][19][26]

The District shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

For additional information and specifics regarding inspections, please visit:
Policy 808 Health Department Inspections

Community Eligibility Provision (CEP) Participation

CEP, a key provision of The Healthy, Hunger Free Kids Act of 2010, allows the District to serve all students free meals without the burden of collecting household applications. This alternative reimbursement model saves the District time and money by streamlining paperwork and administrative requirements. Because all students receive meals at no charge, students are no longer confronted with the stigma associated with free or reduced price status. Offering all students a nutritious breakfast and lunch at no cost, CEP helps boost participation, helping schools ensure more students come to class well-nourished and ready to learn.

For additional information regarding CEP, please visit: Community Eligibility Provision Resource Center

Charter School Participation in the School Meal Program

The Division of Food Services offers a turn-key program to other SFAs at their request, including charter schools, complete with equipment and trained staff to service the students enrolled in their school. The equipment provided to charter schools by the Division of Food Services is and will remain the property of the District and the Division of Food Services. Further, the Division of Food Services will only provide administrative support and staffing for the charter school while the charter school opts for the Division of Food Services to provide the School Meal Program.

A La Carte Items

The District will not sell a la carte items to students if they do not have the money to pay at time of purchase.

Nonprogram Food

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.

Guidance for Principals

Principals play an important role in ensuring that all students have an ideal school food environment that includes offering students breakfast before and after the bell, allowing students ample time to obtain and eat their meals, and assuring sales of non-compliant snacks and extra food are limited within the building.

- All food offered for sale as fundraisers or offered by an individual or group outside of the Division of Food Services (competitive foods) are limited by Federal Regulation and the District's Wellness Policy approved by the Board.
- Principals can devise their own system or use the temples on the Division of Food Services website. Each school Principal or designee is responsible for having information about the food fundraisers available for the PA Department of Education. Documentation must be kept for 3 years plus the current school year.
- For more information, please visit: https://www.philasd.org/foodservices/employee-information/policy-and-procedures/wellness-policy/

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

USDA Guidance for School Food Authorities
USDA Nutrition Standards for School Meals
USDA National School Lunch Program Meal Pattern Chart

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 008
SECTION: Board Procedures/Bylaws
TITLE: Goals and Guardrails
ADOPTED:
REVISED:

008 GOALS AND GUARDRAILS

Purpose

The Board of Education's ("Board") vision guides the work of ~~t~~The School District of Philadelphia's ("District") administration and staff and focuses priorities on student achievement, educational equity, and safe learning environments. The purpose of this policy is to define Goals and Guardrails as the Board's governance model for the District to institutionalize. This governance model shall be student outcomes focused, putting students first and aligning decision-making to support ~~ensure~~ current and future student achievement~~. The Board's role is to ensure student learning and success~~ and to hold the District accountable for achieving this.

Definitions

For purposes of this policy, terms are defined as follows:

~~**Equity: Cultivate prosperity and liberation for students and staff, starting with historically marginalized populations, by removing barriers, increasing access and inclusion, building trusting relationships, and creating a shared culture of social responsibility and organizational accountability.**~~

Goals and Guardrails: A strategic governance framework that is focused on student outcomes through a strategic vision to be reviewed at least every five (5) years.

Goals: The targets used to monitor student learning and measure the District's progress towards accomplishing discrete benchmarks of academic achievement and college and career readiness.

Guardrails: The nonnegotiable conditions that must exist in schools to support achieving the Goals.

Authority

The Public School Code and Philadelphia Home Rule Charter ~~authorize~~ permit the Board to adopt and enforce reasonable ~~policies~~ rules and ~~procedures~~ regulations as it may deem

necessary and proper for its governance as well as the management of the affairs of ~~T~~the ~~School~~ District ~~of Philadelphia ("District")~~ and its operations. ~~and to manage, establish, equip, furnish, operate and maintain the public schools of the District.~~ [1][2][3]

It is the Board's responsibility to set the vision and direction for the District. To do this, the Board is committed to governing with a clear focus on student outcomes; establishing clear and specific goals for the District; dedicating significant time to monitoring progress toward the achievement of goals ~~to ensure progress is being made~~; and, to review its five-year Goals and Guardrails targets at least every five (5) years to improve academic achievement for all students.

This is a collective responsibility shared by members of the Board and through the engagement of District employees, parents/guardians and caregivers, members of the Philadelphia community, and all those in a position to affect this work.

Goals and Guardrails reflect the Board's commitment to educational equity in safe and nurturing school communities; setting high academic standards; and holding itself and the District accountable for improvements in student achievement.

Mandatory Regulatory Procedures

~~Board Commitments:~~

To effectuate its governance model, the Board shall commit itself and the District to: ~~the following activities:~~

- **Foster a culture that is centered around the Goals and Guardrails**
- **Align strategic planning to the Goals and Guardrails**
- **Regularly monitor progress toward achievement of the Goals and Guardrails**
- **Audit the effectiveness of monitoring and governance structures**
- **Perform management reviews to annually evaluate the Superintendent, self-evaluate the Board's own adherence to this governance framework, and assess strategic plan implementation**

At least every five (5) years, the Board shall adopt through resolution specific interim targets for achieving each of the below Goals and Guardrails and expects the District to meet those targets:

- **Goals**
  - **All students read on grade level**
  - **All students are proficient in math**
  - **All students graduate college and career ready**
- **Guardrails**
  - **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.

- **Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.**
- **Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.**
- **Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.**

Board Members shall assess action items, budgets, and District initiatives through the lens of how each supports the above Goals and Guardrails.

To modify the above Goals and Guardrails, the Board shall follow its existing policy setting process in addition to a public engagement process with students, parents and family members, staff, and community members. This public engagement process shall inform any changes that are made to the Goals and Guardrails. [4]

~~Foster a culture~~	~~To foster a Board culture that ensures a shared commitment to governing with a focus on student outcomes, Board members shall sign a commitment letter at the beginning of their term stating their acknowledgement of this governance framework, the activities outlined in this policy, and its Board Operating Guidelines.~~ ~~Board members shall make their best effort to participate in professional development opportunities when organized by the Board to facilitate effective governance.~~
~~Develop a strategic planning framework~~	~~At least every five (5) years, the Board shall adopt through resolution specific interim targets for achieving each of the below Goals and Guardrails and expects the District to meet those targets:~~ ~~● Goals~~ ~~○ All students read on grade level~~ ~~○ All students are proficient in math~~ ~~○ All students graduate college and career ready~~ ~~● Guardrails~~ ~~○ 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.~~

	~~○ Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.~~ ~~○ Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.~~ ~~○ Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.~~ ~~Board Members shall assess action items, budgets, and District initiatives through the lens of how each supports the above Goals and Guardrails.~~ ~~Additionally, the Board shall develop and implement short- and long-term communications and coalition building strategies to foster support from key stakeholder groups. Key audiences that should be engaged through these strategies include but are not limited to: students, parents and family members, staff, and community members. [4]~~ ~~To modify the above Goals and Guardrails, the Board shall follow its existing policy setting process in addition to a public engagement process with students, parents and family members, staff, and community members. This public engagement process shall inform any changes that are made to the Goals and Guardrails. [5]~~
~~Monitor achievement of the Goals and Guardrails~~	~~To adequately monitor progress toward achieving the Goals and Guardrails, the Board shall dedicate time each month during public meetings to monitor progress and identify corrective steps that might need to be taken.~~
~~Audit Goals and Guardrails structures~~	~~Annually, the Board shall complete a self-evaluation to ensure it is adequately focusing on student outcomes.~~
~~Perform management reviews~~	~~The Board shall conduct annual management reviews of its own governance practices and shall annually conduct an evaluation of the Superintendent.~~

~~*Board Expectations:*~~

~~The Board establishes the following expectations of the District, through the Superintendent or their designee, to achieve the Board's Goals and Guardrails:~~

~~Foster a culture~~	~~The Superintendent shall build a culture of focusing on student outcomes by incorporating Goals and Guardrails into District-wide initiatives.~~
~~Develop a strategic planning process~~	~~The Superintendent shall develop and maintain a strategic plan that implements structures and systems to achieve the Board's Goals and Guardrails.~~
~~Monitor achievement of the Goals and Guardrails~~	~~The Superintendent, shall provide, at least monthly, reports and presentations showing District progress toward achieving the Goals and Guardrails.~~
~~Audit Goals and Guardrails structures~~	~~At least annually, the Superintendent shall assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.~~
~~Perform management reviews~~	~~The Superintendent shall upon request by the Board assess the District's organizational structure and capacity through a management review and provide recommendations to the Board regarding any changes necessary to support achieving the Goals and Guardrails. [6]~~

Legal References:

1. 24 P.S. - Sec. 5-505
2. 24 P.S. - Sec. 5-510
3. Philadelphia Home Rule Charter - Sec. 12-209

   ~~Policy 006 - Public Engagement~~

4. Policy 002.1 - Policy Manual

   ~~Philadelphia Home Rule Charter - Sec. 12-401~~

Related Information:

1. 008 Goals and Guardrails Board Operating Guidelines

~~Adopted:~~ Effective:
~~Last~~ Revised:

Board Operating Guidelines for Board of Education Goals and Guardrails

(Attachment for Policy No. 008)

Purpose

The purpose of these Board Operating Guidelines is to effectuate Policy 008: Goals and Guardrails, which reflect the Board of Education's ("Board") student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and, accountability for improvements in student achievement.

Board Procedures

Foster a Culture

To foster a Board culture that establishes a shared commitment to governing with a focus on student outcomes, each Board ~~m~~Member's onboarding will ~~be~~ include an overview of the Goals and Guardrails governance model. After receiving adequate background and orientation to this framework of governance, Board ~~m~~Members will sign a commitment letter stating their acknowledgement of the activities required for it to be successful. ~~A copy of this commitment letter will be linked here.~~

Board ~~m~~Members also have access to professional development through ~~t~~The School District of Philadelphia ("District"), Pennsylvania School Board Association (PSBA), Council of Great City Schools, area universities, and other organizations.

Strategic Planning Framework

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items during monthly meetings should include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

1. **Translating all Goals and Guardrails documents, including but not limited to, the below into plain English language and major SDP languages:**
    a. **Monitoring calendar**
    b. **Board self-evaluation**
    c. **Superintendent evaluation**
    d. **Goals and Guardrails presentation materials**
    e. **Monitoring reports**
2. **Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:**
    a. **Social media content**
    b. **Website information**
    c. **One pagers**
    d. **Frequently asked questions (FAQs)**
3. **Framing budget conversations and budget asks in the context of the Goals and Guardrails**
4. **Implementing regular communications from the Board**
    a. **Quarterly Board newsletter**
    b. **Structured social media strategy**
    c. **Goals and Guardrails-aligned branding**
    d. **Regular press and opinion pieces**
5. **Aligning the work of the Office of the Board of Education to the Goals and Guardrails**

The key audiences that should be engaged in the above activities include, but are not limited to:

- **Internal**
    - **Students (including disengaged and at-risk youth)**
    - **Parents and family members**
    - **Staff (school- and central office-based)**
    - **Board's Parent and Community Advisory Council (PCAC)**
- **External**
    - **Community members**
    - **Education advocates**
    - **Community organizers and parent-led organizations**
    - **Elected officials**
    - **Editorial boards and radio hosts**
    - **Charter schools**

To modify these Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This public engagement process will include, but not be limited to:

- **A Listening tour**
- **Town halls**
- **A digital and paper survey**

Progress Monitoring

The Board will receive and review a financial Quarterly City Manager~~s~~ Report providing updates on the District's finances. As requested, the District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At a monthly public meeting, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each month will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prep with the Office of Research and Evaluation before each month's regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. **Announce the Goal or Guardrail to be monitored**
2. **Introduce the District staff who will walk through the prepared presentation**
3. **Facilitate questions and answers from Board ~~m~~Members on the presentation**
4. **Summarize what was discussed and any necessary follow up or next steps for the District**

The indicators currently used to regularly measure progress include:

<table>
<tr><th colspan="3">Goals</th></tr>
<tr><td>Goal</td><td>Interim Target</td><td>Interim Indicator/s</td></tr>
<tr><td rowspan="2">Goal #1
(All students read on grade level)</td><td rowspan="2">The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.</td><td>The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</td></tr>
<tr><td>Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</td></tr>
</table>

Goal #2 ***(All students read on grade level)***	**The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.**	**The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.**
		Closing the Gap: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
Goal #3 ***(All students are proficient in math)***	**The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.**	**The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.**
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
Goal #4 ***(All students graduate ready for college or career)***	**The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.**	**The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.**
		The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
		Closing the Gap: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th

		grade year.
Goal #5 ***(All students graduate ready for college or career)***	**The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.**	**The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).**
		The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).
Guardrails		
Guardrail	***Interim Target***	***Interim Indicator/s***
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.**	**The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.**
		The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
		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 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.
Guardrail #2	**Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.**	**The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.**
		The percentage of high school students participating in

		co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
Guardrail #3	**Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.**	**The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.**
		The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.
Guardrail #4	**Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.**	**Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.**
		The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

Auditing

~~**Annually and as a whole, the Board will use an evaluation tool to ensure it is adequately focusing on student outcomes through its governance structures.**~~

The Pennsylvania School Board Association (PSBA) has developed best practices related to the "Principles of Governance and Leadership". These principles will be reviewed by Board Members on an annual basis to check in on each member's adherence to these established best practices.

This self-evaluation ~~will~~ allows time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- ~~**Vision and Goals**~~
- ~~**Values and Guardrails**~~
- ~~**Monitoring and Accountability**~~
- ~~**Communication and Collaboration**~~
- ~~**Unity and Trust**~~
- ~~**Continuous Improvement**~~
- **Earnest Advocacy**
- **Responsible Leadership**
- **Effective Governance**
- **Thoughtful Planning**
- **Continuous Evaluation**
- **Clear Communication**
- **Ethical Action**
- **Focus on Student Outcomes**

<u>Management Review</u>

A small work group of Board ~~m~~Members will meet annually in the Fall prior to the Superintendent's evaluation and the December organization meeting to ensure the Board's governance practices are implemented with fidelity to continuously improve effective governing structures. This includes a review of the Board's:

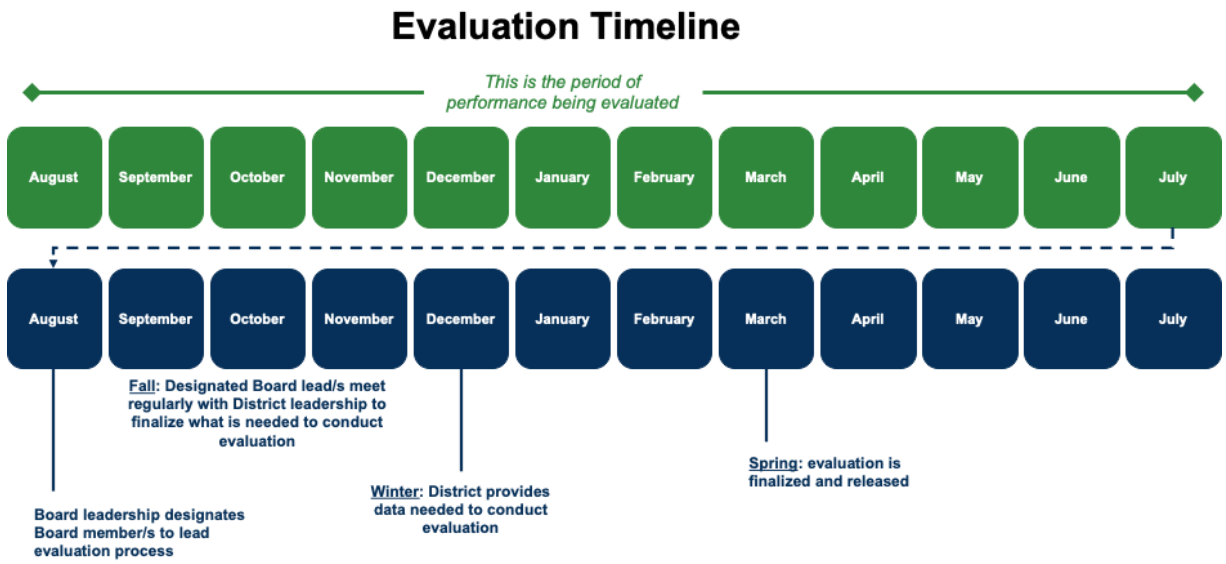
- **Goals and Guardrails monitoring**
- **Financial oversight strategies**
- **Board governance policies (series 000)**
- **Audit patterns**
- **Board's committee structure**
- **Office of the Board of Education structure and operations**
- **Communications and customer service strategies**

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board ~~m~~Member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, these Board ~~m~~Members will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its adopted Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic below:



District Procedures

Foster a Culture

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes but is not limited to:

- **School Progress Report on Education and Equity (SPREE)**
- **Philly School Experience Survey (formerly the District-wide Survey)**
- **Office of Family and Community Engagement (FACE)**

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

Strategic Plan

The Superintendent will develop and maintain a 5-year strategic plan for the District that ensures District achievement of the Goals and Guardrails. This strategic plan will be approved by the Board every 5 years and reviewed on an annual basis to make improvements and updates as necessary.

Progress Monitoring

The Superintendent will provide, at least monthly, reports and presentations showing District progress toward achieving the Goals and Guardrails.

Leading up to each month's public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public including:

1. **Brief overview of the Goal or Guardrail**
2. **Any necessary technical background or context on the associated indicator/s**
3. **Overview of past District trends in relation to the indicator/s**
4. **Overview of the District's current state and progress toward achieving the indicator/s**
    a. **Including how we know our investments are/are not working**
5. **An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail**
    a. **Including present and future budget implications and anticipated action items**

Auditing

While monitoring occurs on a monthly basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

Management Review

~~**Upon the Board's request, the Superintendent will prepare a report for the Board of their management structure and how it supports achievement of the Goals and Guardrails. This report should include, but not be limited to:**~~

1. ~~**Structure of the central offices**~~
2. ~~**Evaluation of the effectiveness of central offices**~~
3. ~~**Current areas of needed improvement of the central offices**~~
4. ~~**Supports needed from the Board to address #1-3**~~

Annually, the Superintendent will provide a briefing to the Board on the implementation and effectiveness of the District's strategic plan. This will include how the District's current organizational structure and initiatives support the achievement of the Goals and Guardrails. It also will provide an opportunity to identify high risk challenges that could potentially impede progress toward implementation of the Goals and Guardrails.

This briefing will occur between the end of each school year and prior to the start of the following school year.

The Superintendent will also provide an update to the public on the District's implementation of its strategic plan at least annually.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 237

Section: 200 PUPILS

Title: **Student Use of** Electronic Devices

Adopted: August 21, 2014

Revised: October 19, 2017

237 **STUDENT USE OF** ELECTRONIC DEVICES

Purpose

The ~~School Reform Commission (SRC)~~**Board of Education ("Board")** adopts this policy to contribute toward the maintenance of an educational environment that is safe**, welcoming,** and secure for **School ~~d~~D**istrict **of Philadelphia ("District")** students and employees. Further, the ~~SRC~~**Board** recognizes that certain electronic devices can be used for educational purposes.

Definitions

Electronic devices: ~~- include a~~**A**ll devices that can take photographs; record, play**,** or edit audio or video data; store, transmit**,** or receive calls, messages, data**,** or images; perform online applications; or provide a wireless, unfiltered connection to the Internet.

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook, tablet/iPad, or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Wearable device: Any technology that is designed to be used while worn on a person's body. This includes but is not limited to smartwatches, fitness trackers, Bluetooth headphones, and VR headsets.

Authority

As required by the Pennsylvania Public School Code, the Board shall adopt and post on its public website a policy regarding use of electronic devices. [1]

~~The SRC requires this policy to be posted on the district's publicly accessible website.~~

~~The district shall not be liable for the loss, damage or misuse of any electronic device. The district shall provide no technical support, troubleshooting, or repair for personal electronic devices.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Student Support Services and other collaborating offices, to develop Administrative Procedures that outline acceptable use of electronic devices that are consistent with the Student Code of Conduct, the Acceptable Use Policy, or as designated in an individualized education program (IEP) or 504 Plan. [2][3][4][5]

The Superintendent or their designee, through the Office of Information Technology, shall provide filtered Internet access for educational purposes for student use in accordance with the Children's Internet Protection Act and the Acceptable Use Policy. [5]

Mandatory Regulatory Procedures

As a general rule, District students ~~should~~may not use personal computing devices, including for educational purposes, while inside District buildings and should instead use their District-issued computing device. A personal computing device includes any computing device that was not purchased or issued by the School District of Philadelphia.

~~Electronic~~**Cell phones and wearable** devices may be used **only in accordance with school-specific protocols.** ~~in the classroom, in education-related activities, and in approved locations under the supervision of professional staff for educational purposes only. All use shall be in compliance with the Student Code of Conduct, the Acceptable Use Policy or as designated in an individualized education program (IEP).[2][3][4][5]~~

~~The district shall provide filtered Internet access for educational purposes for student use in accordance with the Children's Internet Protection Act and the Acceptable Use Policy. The district is not capable of filtering content for students using non-district network access, such as cellular smart phone networks. Parent/Guardians assume all responsibility for unfiltered access to the Internet via non-district Internet connections.[5]~~

~~Use of electronic devices for photography and/or recording may only occur when authorized by the building principal, district administration, or designated professional staff members for the purposes of participation in educational activities.~~

~~The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:[6]~~

~~1. Student is a member of a volunteer fire company, ambulance or rescue squad.~~

~~2. Student has a need due to the medical condition of an immediate family member.~~

~~3. Other reasons determined appropriate by the building principal.~~

Unauthorized Use of Electronic Devices

The ~~SRC~~**Board** prohibits use of all electronic devices by students in locker rooms, bathrooms**,** and other changing areas.

The ~~SRC~~**Board** prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Audio and videotaping shall be consistent with state and federal laws. Recording anyone without their knowledge and permission is prohibited and may be punishable under federal, state**,** and local laws.

Off-Campus Activities

This ~~p~~**P**olicy shall also apply to student conduct that occurs off school property and would otherwise violate the **Student** Code of ~~Student~~ Conduct if any of the following circumstances exist:[4]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via ~~school d~~**D**istrict furnished transportation.

2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[7][8]

3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct ~~nexus~~**connection** to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the **Student** Code of ~~Student~~ Conduct if conducted in school.

5. The conduct involves the theft or vandalism of school property.

6. There is otherwise a ~~nexus~~**connection** between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Violations of this policy by a student may result in disciplinary action and may result in confiscation of the electronic device.[4][9][10]

Violations of this policy may constitute a crime under state and/or federal law and the District may report such conduct to state and/or federal law enforcement agencies.

~~**Delegation of Responsibility**~~

~~The Superintendent or designee shall annually notify students, parents/guardians, and employees about this policy and its availability on the district's website.[1]~~

~~The Superintendent or designee shall develop administrative procedures to implement this policy.~~

~~Guidelines~~

~~Violations of this policy by a student may result in disciplinary action and may result in confiscation of the electronic device.[4][9][10]~~

~~Violations of this policy may constitute a crime under state and/or federal law and the District may report such conduct to state and/or federal law enforcement agencies.~~

Legal References:

1. 24 P.S. 510.2
2. 24 P.S. 510
3. Pol~~.~~**icy** 113 - Special Education
4. Pol~~.~~**icy** 218 - Student Conduct and Discipline
5. Pol~~.~~**icy** 815 - Acceptable Use of Internet, Technology and Network Resources
6. ~~24 P.S. 1317.1~~
7. Pol~~.~~**icy** 122 - Extracurricular Activities
8. Pol~~.~~**icy** 123 - Interscholastic Athletics
9. Pol~~.~~**icy** 226 - Searches
10. Pol~~.~~**icy** 233 - Suspension and Expulsion

~~Related Information:~~
~~Philadelphia Home Rule Charter - 12-300~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Student Use of Electronic Devices
(Attachment for Policy No. 237)

Purpose

The purpose of these Administrative Procedures is to guide students, staff, and families regarding appropriate uses of electronic devices by students, consistent with the Student Code of Conduct, the Acceptable Use Policy, or as designated in an individualized education program (IEP) or 504 Plan. These Administrative Procedures also provide guidance to school leaders for creating school-specific protocols for student use of cell phones and wearable devices.

Definitions

Electronic devices: All devices that can take photographs; record, play, or edit audio or video data; store, transmit, or receive calls, messages, data, or images; perform online applications; or provide a wireless, unfiltered connection to the Internet.

Computing device: Includes but is not limited to any laptop computer, desktop computer, Chromebook, tablet/iPad, or similar technology equipment that is designed for end-user personal computing, information processing or information consumption.

Wearable device: Any technology that is designed to be used while worn on a person's body. This includes but is not limited to smartwatches, fitness trackers, Bluetooth headphones, and VR headsets.

Procedures

As a general rule, District students ~~**should**~~**may not use personal computing devices, including** for educational purposes**,** while inside District buildings and should instead use their District-issued computing device. A personal computing device includes any computing device that was not purchased or issued by the School District of Philadelphia.

All use of District-issued devices and networks shall be in conformity with Policy 815 - Acceptable Use of Internet, Technology, and Network Resources. Any District staff member can submit a request to unblock an internet resource (website, application, browser extension) via the Internet Filtering Exception Request application found in the Employee Portal. Most requests must be evaluated by a school or department administrator before being reviewed by the Office of Information Technology. Staff members are encouraged to discuss requests with their administrator(s) prior to submission.

When using any computing device, cell phone, or wearable device, students are expected to adhere to the Student Code of Conduct, if applicable. If any individual desires to make a complaint, please refer to Policy 219 - Student Complaints and Policy 906 - Addressing Student and Constituent Concerns.

School-Specific Protocols for Student Use of Cell Phones and Wearable Devices

As a general rule, District students should not use cell phones or wearable devices in classrooms unless permitted by a school staff member ~~for educational purposes~~, or permitted by this Policy expressly. Each school shall create their own protocols that set rules for student use of cell phones and wearable devices. Schools may create protocols that designate areas within the school and times of day where student use of cell phones or wearable devices is permitted, among other rules for student use of cell phones or wearable devices during school hours. Notwithstanding any such designation, any school community may suspend such an allowance.

Guidance for creating school-level protocols for cell phones and wearable devices includes, but is not limited to, the following:

- Decisions related to school protocols should be made in collaboration with the broader school community which includes, but is not limited to, students, school staff, parents/guardians, School Advisory Councils, and community partners.
    - Input gathered from the school community does not have to be unanimous; however, school leaders should engage in discussion with various school and community stakeholders to establish protocols that are responsive to their communities and informed by diverse perspectives.
- Protocols should take into consideration the safety concerns associated with use of cell phones and wearable devices or lack thereof (e.g., emergencies, student travel to/from school).
    - *Note:* Using phones in the event of certain emergency situations within the school building can be detrimental to student and staff safety.
- Protocols should take into consideration how student use of cell phones and wearable devices may interrupt or interfere with educational programming.
- Protocols should take into consideration the social and emotional benefits of students having access to cell phones and wearable devices (e.g., connection to friends and family, break time/relaxation, autonomy and responsibility of students).
- Protocols should take into consideration other individual student needs (e.g., services designated by a student's Individualized Educational Plan, translation needs, other requests for accommodation).
- Protocols should include information about communicating safe and responsible use of computing devices, cell phones, and wearable devices to staff, students, and parents/guardians.
    - Please see this resource from the Office of Educational Technology for consideration.
- Prior to finalizing school-level protocols, school leaders should consider the resources needed to implement decided-upon protocols (e.g., staffing, finances, time).
- Once protocols are finalized, school leaders should communicate to students, parents/guardians, staff, and the broader school community about the reasoning for the decided upon rules and their associated consequences.

At the beginning of each academic year, summer programming, and at points throughout the year, schools shall review with students, staff, and families the school's protocols, the District's Acceptable Use Policy, and practices regarding safe and responsible use of electronic devices, the internet, and social media platforms. It is encouraged that schools provide new students with information about the District's Acceptable Use Policy upon enrollment.

Exceptions and Accommodations

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:

1. Student is a member of a volunteer fire company, ambulance, or rescue squad.

2. Student has a need due to the medical condition of an immediate family member.

3. Other reasons determined appropriate by the building principal.

If a student requires access to a cell phone or wearable device as a part of their educational program, please make a request for accommodation from the Office of Diverse Learners. Use of a cell phone or wearable device by students during educational programming may and should be addressed as part of an Individualized Education Plan (IEP) and/or 504 Plan.

Disclaimer

The District shall not be liable for the loss, damage, or misuse of any cell phone or wearable device unless it is lost or damaged while it is in the custody of the District (i.e. if it has been confiscated). The District shall provide no technical support, troubleshooting, or repair for personal electronic devices.

Please use the following link to submit a claim for a lost or damaged device while in the custody of the District:
https://www.philasd.org/generalcounsel/programsservices/tortcivil-rights-litigationclaims/

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the Policy, or upon the occurrence triggering event. Schools, students, and families will be notified when this Policy and Administrative Procedures are revised.

Related Information:

Student Code of Conduct

Action Item - 7.

Title: The Juneteenth Education Resolution

Board of Education Meeting Date: 6/29/2023

A RESOLUTION of the Board of Education of The School District of Philadelphia to declare the recognition and teaching of Juneteenth in all content areas in K-12 classrooms, emphasizing its significance as a recognized holiday locally and nationally.

WHEREAS, the City of Philadelphia ("City") upholds the importance of providing students with a well-rounded education that encompasses civic engagement and historical understanding;

WHEREAS, The School District of Philadelphia ("District") acknowledges its role as an educational institution in promoting civic education and fostering an inclusive learning environment;

WHEREAS, the Board of Education ("Board") is committed to ensuring that every student has access to comprehensive academic knowledge, which includes an understanding of significant historical events such as Juneteenth;

WHEREAS, Juneteenth holds immense historical significance as it commemorates the emancipation of enslaved African Americans and symbolizes the ongoing struggle for freedom, equality, and justice;

WHEREAS, the Board recognizes the importance of teaching Juneteenth in all content areas to provide students with a holistic understanding of American history and the contributions of African Americans to our society;

WHEREAS, the Board supports the development of curriculum materials, a resource guide, and instructional strategies that enable educators to effectively teach the significance of Juneteenth;

WHEREAS, the Board acknowledges the need for collaboration with educators, administrators, and community partners to develop and implement age-appropriate instructional materials and activities related to Juneteenth;

WHEREAS, the Board encourages educators to engage students in meaningful discussions and activities that foster critical thinking, cultural awareness, and empathy towards diverse experiences;

WHEREAS, the Board recognizes the importance of engaging parents, families, and the community in supporting the teaching of Juneteenth and fostering an inclusive educational environment;

NOW, THEREFORE, BE IT RESOLVED, that the District shall ensure that Juneteenth is taught in all content areas in K-12 classrooms, incorporating its historical significance, the struggles endured by African Americans, and the ongoing pursuit of equality and justice;

BE IT FURTHER RESOLVED, that the District shall collaborate with educators, administrators, and community partners to develop and provide instructional resources, materials, and professional development opportunities that support the teaching of Juneteenth;

BE IT FURTHER RESOLVED, that the District shall encourage and support educators in integrating Juneteenth into their curriculum, fostering critical thinking, cultural competence, and a deeper understanding of the African American experience;

BE IT FURTHER RESOLVED, that the District shall actively engage parents, families, and the community by providing resources, hosting events, and promoting dialogue to enhance understanding and appreciation of Juneteenth;

BE IT FURTHER RESOLVED, that the District shall allocate resources and establish mechanisms for monitoring and evaluating the implementation and impact of Juneteenth teaching initiatives;

BE IT FURTHER RESOLVED, that the District shall collaborate with local and national organizations to enhance educational partnerships, develop best practices, and share resources related to teaching Juneteenth;

BE IT FURTHER RESOLVED, that District-led Juneteenth education initiatives and efforts shall be aimed at promoting historical understanding, cultural appreciation, and empathy among all students.

Office Originating Request: Board of Education

Action Item - 8.

Title: Limited Contract Process Authority FY 2023-2024

Board of Education Meeting Date: 6/29/2023

RESOLVED, that the Board of Education authorizes The School District of Philadelphia, through the Limited Contract Review Committee ("Review Committee"), to execute, deliver and perform Limited Contracts. Limited Contracts are contracts for professional services, site licenses, or both, not to exceed $20,000 each, for an aggregate amount not to exceed $3,000,000.00, for periods up to but no longer than one year, and for terms commencing between July 1, 2023 and June 30, 2024, provided that: (a) the subject of each contract is professional services, after-school/summer program, in-school student program, compensatory education payment, technology, or facility/equipment rental or site licensing; (b) the value of each contract and the compensation paid to any one person or entity does not exceed $20,000 for a contract by a single School District school or office and does not exceed $100,000 for any single contractor in a series of limited contracts approved by the Review Committee between July 1, 2023 and June 30, 2024; (c) each Limited Contract and the contracted services shall comply with all applicable laws, policies and procedures; (d) each limited contract is reviewed and approved by the Review Committee to ensure compliance with the School District's academic, business, policy, organizational goals; and the Board's Goals and Guardrails; (e) the Board of Education receives a list of all contracts the Review Committee has approved; and (f) this Action Item does not authorize the ratification of any contract; and be it

FURTHER RESOLVED, that the Board of Education authorizes the Superintendent, the Chief Operating Officer, the Chief Financial Officer, the Chief Academic Support Officer, Chief of Schools, and the General Counsel to serve or designate one or more staff to serve as members of the Review Committee, along with a staff member from the Office of the Board of Education, from July 1, 2023 through June 30, 2024.

Description:

This action item seeks to continue the successful limited contract process the School District has used since 1996. Limited Contracts are for professional services, site licenses, and other types of authorized subjects that do not exceed $20,000 each. This system has allowed schools, learning networks and central office management to procure small engagements in an efficient process. If this action item is adopted, the Review Committee will continue to require contracts $20,000 and under to meet the requirements set forth in this action item establishing the limited contract process.

- All expenditures must be allowed by the budget of the contract preparer, and the Board of Education must have previously approved the budget allowing the expenditure;
- Review Committee members designated by the Board of Education, Superintendent, Chief Operating Officer, Chief Financial Officer, Chief Academic Support Officer, Chief of Schools, and General Counsel have the right to review and, if appropriate, to approve each

Limited Contract;

- The Finance Office and the Office of Grants Compliance must certify that funds are available and allowable for each Limited Contract;
- Risk Management reviews and approves (a) insurance requirements for Limited Contracts, and (b) certificates documenting compliance with insurance requirements;

- The Review Committee reviews and approves Limited Contracts using a standard protocol, communicated to contract preparers; and
- Standard Terms and Conditions (current edition July 2020) developed by the Office of General Counsel ("OGC") must be attached to the contract, unless otherwise approved by OGC. Any modifications to the Standard Terms and Conditions or additional vendor Terms and Conditions must be approved by OGC.
- Current Background Checks/Clearances (Pennsylvania Child Abuse, Pennsylvania Criminal History, and FBI Fingerprint) in accordance with District Standard Terms and Conditions must be provided for Committee Review when there is direct contact with children.

- Limited Contracts may also be forwarded by the Committee to Instructional Technology, Curriculum and Instruction, Facilities or other relevant District offices for additional review.

For the 2023-2024 Fiscal Year of the School District, staff will continue the successful practice of the altered term limitation implemented during 2014-2015 which permitted contracts with a period of performance of no more than one year provided that this term commences between July 1, 2023 and June 30, 2024. Previously, Limited Contracts had to have terms of performance ending on or before the June 30 fiscal year end. This change assisted offices in contracting for services in the spring of each fiscal year for services in the following summer and fall. In the final quarter of each fiscal year the Review Committee receives numerous contracts for the following fiscal year. This change permits better planning for contracted operations in the new fiscal year.

While this action item grants contracting approval authority to the Review Committee, this granting of authority does not increase any School District or school budget, and schools and other offices must charge Limited Contracts and associated expenditures to existing available operating or grant budgets.

The Review Committee will provide the Board of Education with a Limited Contracts report at the end of the fiscal year.

Office Originating Request: Board of Education

Action Item - 9.

Title: Authorization of Payment to Council of the Great City Schools-Membership Dues ($69,002)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

To: Council of the Great City Schools

Purpose: To pay membership dues for the fiscal year commencing July 1, 2023

Start Date: 7/1/2023

End Date: 6/30/2024

Payment not to exceed: $69,002

Location(s): Administrative Offices

Description:
The School District of Philadelphia has been a member of Council of the Great City Schools (CGCS) for many years and believes that the benefits gained far exceed the annual membership dues. CGCS is a coalition of the nation's largest urban public school systems. Founded in 1956 and incorporated in 1961, CGCS is located in Washington, DC, where it works to promote urban education through legislation, research, media relations, instruction, management, technology and other special projects designed to improve the quality of urban education. CGCS serves as the national voice for urban public school systems, providing ways to share promising practices and address common concerns. CGCS keeps the nation's lawmakers, the media, and the public informed about the progress and problems in big-city schools. The organization does this through legislation, communications, research, and technical assistance. Staff with responsibilities for curricula, research and testing, finance, legal, operations, personnel, technology, legislation, communication, and other areas confer regularly under the auspices of CGCS to share concerns and solutions and discuss what works in boosting achievement and managing operations.

In addition to the general benefits of membership described above, the District has received Philadelphia-specific services and support from CGCS. On a periodic basis, the District solicits the assistance of CGCS staff and other CGCS members for guidance regarding improvement on the District's educational and administrative operations and to remain current regarding industry best practices. When requested, CGCS has provided technical assistance or deployed study teams at no material cost to the District given its membership status.

Therefore, the District would like to continue its membership in CGCS and is seeking authorization to pay membership dues for the upcoming 2023-2024 fiscal year.

Funding Source(s): FY 23-24 Operating

Office Originating Request: Superintendent

Action Item - 10.

Title: Approval of Personnel Hires (Updated 6.24.2023)

Board of Education Meeting Date: 6/29/2023

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 May 31, 2023 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	Type
Action Item 10	Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **May 31, 2023** 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

ABDELLATIF, RANIA	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	03/13/23	$34,079.00 ANNUAL SALARY
AKTHER, HAMIDA	SPECIAL EDUCATION ASSISTANT	FARRELL, LOUIS H. SCHOOL	05/01/23	$22,790.00 ANNUAL SALARY
APARICIO, MARTHA E	SECRETARY I	OLNEY HIGH SCHOOL	05/08/23	$25,584.00 ANNUAL SALARY
AVILES, LAURYN	STRATEGY ANALYST I	STUDENT PLACEMENT	05/11/23	$60,595.00 ANNUAL SALARY
AYALA, SHEILA	COUNSELING ASST,BILINGUAL	MC CLURE, ALEXANDER K. SCHOOL	05/15/23	$24,940.00 ANNUAL SALARY
BAYLOR, MARQUIA	SPECIAL EDUCATION ASSISTANT	MARSHALL, THURGOOD SCHOOL	05/01/23	$22,790.00 ANNUAL SALARY
BEYERLE, MATTHEW RICHARD	TEACHER,FULL TIME	FRANK, ANNE SCHOOL	05/05/23	$71,876.00 ANNUAL SALARY
BOLES, NORA	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	05/01/23	$50,066.00 ANNUAL SALARY
BROWN, SHAWANA	TEACHER,FULL TIME	COOKE, JAY ELEMENTARY SCHOOL	05/10/23	$84,394.00 ANNUAL SALARY
BUSCIO, ALEXANDRA	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	05/01/23	$22,790.00 ANNUAL SALARY
CARTER, MARLENA S	SPECIAL EDUCATION ASSISTANT	GIDEON, EDWARD SCHOOL	05/08/23	$22,790.00 ANNUAL SALARY
CHIM, MUI	SUPPORTIVE SERVICES ASST, 4 HR	NORTHEAST COMMUNITY PROPEL ACD	05/08/23	$13,507.00 ANNUAL SALARY
COPPEDGE, KRISHA	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	05/05/23	$73,809.00 ANNUAL SALARY
CORREA, SABRINA LEE	SUPPORTIVE SERVICES ASST, 4 HR	SHEPPARD, ISAAC A. SCHOOL	05/08/23	$13,507.00 ANNUAL SALARY
CUTTINO, PHIL	SPECIAL EDUCATION ASSISTANT	CASTOR GARDENS MIDDLE SCHOOL	05/23/23	$22,790.00 ANNUAL SALARY
DICKERSON, TIFFANY NECOLE	SCHOOL SAFETY OFFICER	OFFICE OF SCHOOL SAFETY	05/14/23	$32,863.00 ANNUAL SALARY

DIETRICH, MARISA A.	PROJECT MANAGER	PREVENTION & INTERVENTION	05/24/23	$73,500.00	ANNUAL SALARY
DUMAN, AYSE	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF PROCUREMENT SERVICES	05/22/23	$15.00	HOURLY RATE
FLOYD, CHANEL Y	STEP BILLING REPRESENTATIVE I	PREVENTION & INTERVENTION	05/08/23	$63,753.00	ANNUAL SALARY
GAYNOR, KHALICE	DIGITAL CONTENT PRODUC SR MGR	OFFICE OF COMMUNICATIONS	05/22/23	$90,000.00	ANNUAL SALARY
GLEATON, JUSTIN C	STUDENT CLIMATE STAFF,6 HOURS	LINGELBACH, ANNA L. SCHOOL	05/01/23	$19,080.00	ANNUAL SALARY
HENRY, TANAYAH RENEE	TEACHER,FULL TIME	PRINCE HALL SCHOOL	05/01/23	$62,396.00	ANNUAL SALARY
HERAH HUTCHINSON, ULENDIA JACQULINE	TEACHER ASST,PKHS	PATTERSON HEAD START	05/01/23	$22,790.00	ANNUAL SALARY
HERNANDEZ, YALITZA	COUNSELING ASST,BILINGUAL	DEBURGOS, J. ELEMENTARY	05/08/23	$24,940.00	ANNUAL SALARY
HORTON, KEEIRA MONIQUE	SPECIAL EDUCATION ASSISTANT	EMLEN, ELEANOR C. SCHOOL	05/08/23	$22,790.00	ANNUAL SALARY
JACKMON, SHINAYA	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	05/25/23	$22,790.00	ANNUAL SALARY
KELLER, DANIEL LEE	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	05/08/23	$73,357.00	ANNUAL SALARY
KING, JESSICA MARIE	INVESTIGTR II, OFC OF INSP GEN	OFFICE OF INSPECTOR GENERAL	05/08/23	$75,500.00	ANNUAL SALARY
LARSON, ANTOINETTE	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	05/08/23	$50,066.00	ANNUAL SALARY
LEE, FATIMA	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
MAHONEY, STEPHEN	PROGRAM COORDINATOR	TRANSPORTATION SERVICES	04/24/23	$57,888.00	ANNUAL SALARY
MATHEW, BITTY	STUDENT CLIMATE STAFF,4 HOURS	DECATUR, STEPHEN SCHOOL	05/01/23	$12,720.00	ANNUAL SALARY
MCCARTNEY, DANIEL	SUPPORTIVE SERVICES ASST, 3 HR	MEREDITH, WILLIAM M. SCHOOL	05/01/23	$10,130.00	ANNUAL SALARY
MING, MARKIA	SECRETARY I	BRYANT, WILLIAM C. SCHOOL	05/08/23	$25,584.00	ANNUAL SALARY
MONG, PHANY VAN	SUPPORTIVE SERVICES ASST, 4 HR	NORTHEAST COMMUNITY PROPEL ACD	05/08/23	$13,507.00	ANNUAL SALARY
MORSE, SAMANTHA ANTOINETTE	OCCUP THERAPIST	OFFICE OF SPECIALIZED SERVICES	05/01/23	$62,953.00	ANNUAL SALARY
OTUNBA, KAYODE MODUPE	SPECIAL EDUCATION ASSISTANT	RHAWNHURST SCHOOL	05/01/23	$22,790.00	ANNUAL SALARY
ROTHENBERG, EMILY	COUNSELING ASST,BILINGUAL	FINLETTER, THOMAS K. SCHOOL	05/30/23	$24,940.00	ANNUAL SALARY
SANDERS, SHERRIE A	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	05/01/23	$22,790.00	ANNUAL SALARY
SCOTT, EVAN	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	05/03/23	$84,394.00	ANNUAL SALARY

SIMPSON, CIDNI	PROJECT ASSISTANT	FAMILY & COMMUNITY ENGAGEMENT	05/09/23	$46,648.00	ANNUAL SALARY
SLAFFEY, BRITTANEE	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
SMIRNOVA, SVITLANA	PROGRAM COORDINATOR	BALDI MIDDLE SCHOOL	05/01/23	$40,868.00	ANNUAL SALARY
SOBLE, ERIC	SENIOR PROJECT MANAGER	CHARTER, PARTNER & NEW SCHOOLS	05/15/23	$90,000.00	ANNUAL SALARY
STEPHENS, CERETA	SPECIAL EDUCATION ASSISTANT	PEIRCE, THOMAS M. SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
SZYCHULSKI, RACHEL A	CASE MGR, SP ED, SVCS & COMPL	OFFICE OF SPECIALIZED SERVICES	05/08/23	$106,942.00	ANNUAL SALARY
TAYLOR, BRIA	SPECIAL EDUCATION ASSISTANT	BROWN, HENRY A. SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
TOLLIVER, CHYNA	SPECIAL EDUCATION ASSISTANT	HAMILTON, ANDREW SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
VAZQUEZ, YAIRA	SPECIAL EDUCATION ASSISTANT	BROWN, HENRY A. SCHOOL	05/15/23	$22,790.00	ANNUAL SALARY
WARFIELD-FUCHS, WENDY	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	05/23/23	$92,034.00	ANNUAL SALARY
WELLS-REID, CARRIE NICOLE	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	05/01/23	$22,790.00	ANNUAL SALARY
WILLIAMS, STEPHENIE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	05/15/23	$50,066.00	ANNUAL SALARY

Action Item - 11.

Title: Approval of Personnel Terminations - Updated 6.29.2023

Board of Education Meeting Date: 6/29/2023

Action under consideration

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 June 29, 2023:

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

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 11 - FINAL	Supporting Document
Action Item 11 - FINAL	Supporting Document

Item No. 11

June 29, 2023

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 June 29, 2023

Daquan Burroughs	Special Education Assistant
Maya Clarke	Student Climate Staff
Imani McLeod	General Cleaner
Terrica Outlaw	General Cleaner
Parimal Talukder	TPE Teacher
Alba Luna Miranda	TPE Teacher
Karen Meier	TPE Teacher
Jocelyn Pritchard	General Cleaner
Jabali Walker	Custodial Assistant
Tichelle Spencer	Student Climate Staff
Lisa Davis	Student Climate Staff
John DeMarco	Special Education Assistant
Sara Bernal	TPE Teacher
Calvin Bruton	General Cleaner

Olaniyan Adefumi TPE Teacher

Item No. 11

June 29, 2023

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 June 29, 2023

Daquan Burroughs	Special Education Assistant
Maya Clarke	Student Climate Staff
Imani McLeod	General Cleaner
Terrica Outlaw	General Cleaner
Parimal Talukder	TPE Teacher
Alba Luna Miranda	TPE Teacher
Karen Meier	TPE Teacher
Jocelyn Pritchard	General Cleaner
Jabali Walker	Custodial Assistant
Tichelle Spencer	Student Climate Staff
Lisa Davis	Student Climate Staff
John DeMarco	Special Education Assistant
Sara Bernal	TPE Teacher
Calvin Bruton	General Cleaner

Olaniyan Adefumi TPE Teacher

RESOLVED, that Brileem Watts be dismissed from his 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 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 - 12.

Title: Administration's Recommendation for Termination of Professional Employees - Updated 6.29.2023

Board of Education Meeting Date: 6/29/2023

Action under consideration

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 professional employees:

1. Z.W.

and be it

FURTHER RESOLVED, that the Board of Education Secretary and President are directed to advise these professional employees of this Action item and of their right to a hearing.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type

Action Item - 13.

Title: Approval of Resignations and Retirements - Updated 6.29.2023

Board of Education Meeting Date: 6/29/2023

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective June 29, 2023.

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on June 29, 2023.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 13	Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective June 22,2023

Adams-Mccullough, Orionna	Parkway C.C. Middle College	Building Engineer-Group Iii	06/07/2023	Resignation
Allen, Katora	Meehan, Austin Middle School	General Cleaner, 8 Hours	05/23/2023	Resignation
Allen, Rosa	Taylor School Annex	General Cleaner, 8 Hours	09/22/2023	Retirement
Ansley, Mabel	Roxborough High School	Food Svcs Assistant	06/15/2023	Retirement
Archer, Lesli	Strawberry Mansion High School	Teacher,Spec Education	07/28/2023	Retirement
Archey, Megan	Wagner, Gen. Louis Middle Sch.	Teacher,Full Time	06/15/2023	Resignation
Baker, Johnnie	Office Of School Safety	School Safety Officer	09/01/2023	Retirement
Baker, Vicki	Girls, Phila High School For	Teacher,Full Time	06/15/2023	Resignation
Barnard, Melanee	Bregy, F. Amedee School	Teacher,Spec Education	07/28/2023	Resignation
Bergey, Nate	South Philadelphia High School	Teacher,Full Time	06/15/2023	Resignation
Biddle, Michael	Kearny, Gen. Philip School	Teacher,Full Time	01/29/2024	Retirement
Black, Omar	Lincoln, Abraham High School	Student Climate Staff,6 Hours	05/23/2023	Resignation

Blackmon, Arthur	Shallcross Garage	Bus Chauffeur Pt (4-5Hrs/Day)	06/15/2023	Retirement
Bolden, Imani	Mcdaniel, Delaplaine School	Student Climate Staff,4 Hours	06/08/2023	Resignation
Bononcini, Jacob	Employee Health Support	Manager,Leave Adminstr	06/09/2023	Resignation
Braine, Marina	Fels, Samuel High School	Teacher,Full Time	06/15/2023	Resignation
Bristol, Kyia	Cassidy,Lewis C Academics Plus	Teacher,Full Time	06/02/2023	Resignation
Brown, Miriam	Olney High School	Student Climate Staff,6 Hours	06/12/2023	Resignation
Brown, David	Facilities Mgmt. & Services	Building Engineer Trainee	03/16/2023	Resignation
Bruno, Lori	Heston, Edward School	Teacher,Full Time	06/15/2023	Resignation
Burton, Christian	Pennypacker, Samuel School	Building Engineer-Group Ii	06/16/2023	Resignation
Cafaro, Samantha	Jenks Academy Arts & Sciences	Teacher,Full Time	06/15/2023	Resignation
Cani, Ardian	Music, Instrumental	Teacher,Full Time	06/15/2023	Retirement
Carlson, Liz	Mcdaniel, Delaplaine School	Teacher,Spec Education	06/15/2023	Resignation
Carrington-Lyons, Marian	Waring, Laura W. School	Special Education Assistant	06/15/2023	Resignation
Casiano, Karla	Stearne, Allen M. School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Churchwell, Derrick	Broad Street Garage	Bus Chau Trainee,Part-Time	02/13/2023	Resignation
Clark-Dufford, Amber	Penrose School	Teacher,Spec Education	06/15/2023	Resignation
Clinton, Brooke	Mayfair School	Teacher,Full Time	06/15/2023	Resignation

Cole, Spencer	Adaire, Alexander School	Teacher,Full Time	07/28/2023	Resignation
Coleman, Robert	Lea, Henry C.	Special Education Assistant	06/09/2023	Resignation
Colgan, Patrick	West Philadelphia High School	Teacher,Full Time	06/15/2023	Resignation
Colon, Jennilee	Bryant, William C. School	Teacher,Full Time	06/15/2023	Resignation
Convery, Sukhont	Northeast High School	Food Svcs Assistant	10/20/2023	Retirement
Corley, Treva	Kelly, John B. School	Food Svcs Assistant	09/29/2023	Retirement
Coulter, Sabrina	South Philadelphia High School	Food Svcs Assistant	06/02/2023	Resignation
Coursey, Morgan	Dobbins, Murrell High School	Teacher,Spec Education	07/28/2023	Resignation
Creighton, Kairi	Kelley, William D. School	Teacher,Full Time	06/15/2023	Resignation
Cuevas, Ivan	Deburgos, J. Elementary	Building Engineer-Group Iv	06/16/2023	Retirement
Dancy, Kevin	Saul, Walter B. High School	School Safety Officer	09/01/2023	Retirement
Dantzler, Theresa	Kensington Health Sciences	Food Svcs Worker Iii	06/15/2023	Retirement
Davis, Antoinette	Arts Academy At Benjamin Rush	Teacher,Full Time	06/15/2023	Resignation
Dessus, Carrie	Jenks, Abram School	Student Climate Staff,4 Hours	06/15/2023	Retirement
Dix-Wilson, Berthaine	Parkway-Northwest High School	School Safety Officer	06/15/2023	Retirement
Dixon, Sharon	Holme, Thomas School	Teacher,Full Time	06/15/2023	Resignation
Donovan, Meghan	Dick, William School	Special Education Assistant	05/14/2023	Resignation

Dos Santos, Michelle		Teacher,Full Time	05/22/2023	Resignation
Dotson, Dwayne	Today'S Child Head Start	Custodial Assistant	05/30/2023	Retirement
Dunn, Katherine	Kelly, John B. School	Teacher,Spec Education	06/15/2023	Resignation
Easley, Yolanda	Moffet, John School	Teacher,Spec Education	05/26/2023	Retirement
Ebersole, Theresa	Allen, Dr. Ethel School	Teacher,Full Time	06/15/2023	Resignation
Edwards, Nicoleta	Taggart, John H. School	Supportive Services Asst, 4 Hr	09/04/2023	Retirement
Elourdi, Khadija	Gloria Casarez Elementary	School Nurse	07/28/2023	Resignation
Emmanuel, Marilena	Spruance, Gilbert School	Food Svcs Worker Senior	06/15/2023	Retirement
Felker-Quinn, Benjamin	Dobbins, Murrell High School	Teacher,Full Time	06/15/2023	Resignation
Fisher, Julie	Hunter, William H. School	Teacher,Full Time	06/15/2023	Resignation
Foote, Meredith	Overbrook Educational Center	Principal	07/07/2023	Resignation
Francis, Alena	Carnell, Laura H. School	Counseling Asst,Bilingual	06/15/2023	Resignation
Frazier, Destiny	Northeast Community Propel Academy	Teacher,Spec Education	06/15/2023	Resignation
Freeman, Linia	Bryant, William C. School	Teacher,Full Time	05/18/2023	Resignation
Garcia, Jasmin	Deburgos, J. Elementary	Special Education Assistant	6/2/2023	Resignation
Gardner, Tracie N	Employee Relations	Labor Relations Officer	06/02/2023	Resignation

Garner, Sandra	Marshall, Thurgood School	Teacher,Full Time	06/15/2023	Retirement
Geiger, Anita	Waring, Laura W. School	Bus Attendant	05/18/2023	Resignation
Gill, Quincy	Farrell, Louis H. School	Food Svcs Utility Worker	06/07/2023	Resignation
Gordon, Judiene	Marshall, Thurgood School	Step Clinical Coordinator	06/09/2023	Resignation
Grant, Kimberly	Stearne, Allen M. School	Teacher,Full Time	06/15/2023	Resignation
Hamilton, Willie	Plumbing Services	Plumber A 5Dy	08/18/2023	Retirement
Harrison-Bethea, Lakesha	Building 21	Step Case Manager	06/16/2023	Resignation
Hearn, Timothy	Kensington Capa	Teacher,Full Time	06/15/2023	Resignation
Helms, Jeneen	Washington, Martha School	Food Svcs Worker Senior	06/02/2023	Resignation
Hidalgo Salazar, Hectania	Mckinley, William School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Hill, Shakirah	Edmonds, Franklin S. School	Special Education Assistant	07/28/2023	Resignation
Hill, Amber	Prince Hall School	Asst Principal	06/23/2023	Resignation
Holmes, Adrienne	Emlen, Eleanor C. School	Food Svcs Worker Senior	05/31/2023	Retirement
Houston, Lisa	Office Of The Chief Of Schools	Executive Assistant	08/01/2023	Retirement
Illari, Mary	Building 21	School Nurse	06/15/2023	Resignation
Ireland-Hall, Kia	Phila Learning Academy-South	Teacher,Full Time	06/15/2023	Retirement
Jarosiewicz, Kimberly	Baldi Middle School	Teacher,Full Time	06/15/2023	Resignation

Johnson, Jashauna	Locke, Alain School	Special Education Assistant	06/15/2023	Resignation
Jones, Chandler	Education For Children And Youth Experiencing Homelessness	Program Coordinator	06/09/2023	Resignation
Jones, Jennifer	Pennell, Joseph Elementary	School Improv Support Liaison	05/14/2023	Resignation
Jordan, Hannah	Music, Instrumental	Teacher,Full Time	06/15/2023	Resignation
Kaliher, Haley	Duckrey, Tanner School	Teacher,Spec Education	06/15/2023	Resignation
Kerneckel, Virginia	Webster, John H. School	Special Education Assistant	06/15/2023	Retirement
Key, Isis	Franklin Learning Center	Student Climate Staff,6 Hours	06/15/2023	Resignation
Keyser, Haley	Rhoads, James School	Teacher,Spec Education	06/15/2023	Resignation
King, Matthew	Division Of College Readiness	Prog Coord,Career/College Awar	07/07/2023	Resignation
Laganelli, Laura	Overbrook Elementary School	School Counselor, 10 Months	06/15/2023	Resignation
Lassiter, Patricia	Tilden Middle School	Food Svcs Assistant	06/15/2023	Retirement
Lawrence, Aneisha	Barry, John Elementary School	Teacher,Spec Education	07/28/2023	Resignation
Lewin, Janee	Shallcross Garage	Bus Chauffeur	05/18/2023	Resignation
Lewis, Khari	Bethune, Mary Mcleod School	General Cleaner, 8 Hours	05/15/2023	Resignation
Lindquist, Claire	Roxborough High School	Step Clinical Coordinator	07/31/2023	Resignation
Logan, Alexandra	Lincoln, Abraham High School	Secretary I	6/9/2023	Resignation

Lotkowski, John	Office Of School Safety	School Safety Officer	09/08/2023	Retirement
Louden, Gabrielle	Willard, Frances E. School	School Psychologist	06/15/2023	Resignation
Lumb, Alicia	Hackett, Horatio B. School	Food Svcs Assistant	06/15/2023	Resignation
Lynah, Jerron	Gideon, Edward School	Teacher,Full Time	07/28/2023	Resignation
Maddox, Daisha	Kenderton Elementary	General Cleaner, 8 Hours	06/09/2023	Resignation
Martin, Quadarah	Penn Treaty High School	General Cleaner, 8 Hours	05/26/2023	Resignation
Mathis, Tenia	Recruitment & Staffing	Talent Specialist	06/22/2023	Resignation
Mccabe, Melissa	Science Leadership Academy Ms	Teacher,Full Time	06/15/2023	Resignation
Mcfarland, Valerie	Central High School	Teacher,Full Time	07/28/2023	Retirement
Mcfarland, Marvin	Lincoln, Abraham High School	Food Svcs Manager Iii	06/15/2023	Retirement
Mcgrath, Allison	Dobbins, Murrell High School	Interp, Deaf/Hard Of Hearing	06/15/2023	Resignation
Messer, Diane	Teaching And Learning	Professional Lrning Specialist	07/07/2023	Retirement
Mickey, Arnold	Howe, Julia Ward School	Custodial Assistant	08/31/2023	Retirement
Middlebrooks, Chelsea	Lincoln, Abraham High School	Teacher,Full Time	06/15/2023	Resignation
Miller, Gregory	Office Of School Safety	Serious Incident Stat Analyst	06/01/2023	Resignation
Miller, Brittany	Hartranft, John F. School	Teacher,Spec Education	06/15/2023	Resignation
Miller, Grant	Fels, Samuel High School	Teacher,Full Time	06/15/2023	Resignation

Mokhova, Evgeniia	Edison, Thomas A. High School	Teacher,Spec Education	06/15/2023	Resignation
Molina, Roberto	Munoz-Marin, Hon Luis School	Teacher,Spec Education	06/15/2023	Resignation
Moore, Vaughnesha	Locke, Alain School	Teacher,Full Time	06/15/2023	Resignation
Moy, Melanie	Hill-Freedman World Academy	Teacher,Full Time	06/15/2023	Resignation
Nation, Kenya	Mifflin, Thomas School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Nixon, Darren	Feltonville Intermediate	General Cleaner, 8 Hours	08/25/2023	Resignation
Null, Erin	Loesche, William H. School	Teacher,Spec Education	06/15/2023	Resignation
Nunez, Julio	Sheridan, Philip H. School	Asst Principal	06/23/2023	Resignation
Nussbaum, Karen	Hackett, Horatio B. School	Physical Therapist	07/28/2023	Resignation
O'Hara, Kathryn	Munoz-Marin, Hon Luis School	Teacher,Full Time	06/15/2023	Resignation
Oberheu, Niki	Fels, Samuel High School	Teacher,Full Time	06/15/2023	Resignation
Odoms, Kelley	Finletter, Thomas K. School	Teacher,Full Time	06/15/2023	Resignation
Pacheco, Tylene	High School Of The Future	Special Education Assistant	05/03/2023	Resignation
Palmer, Ronald	Dobbins, Murrell	Ext Actvts,Non-Contract Emp-Dl	05/04/2023	Resignation
Parham, Sade	Mc Clure, Alexander K. School	Teacher,Full Time	06/15/2023	Resignation
Parker-List, Beckett	Meade, Gen. George G. School	Student Climate Staff, 5 Hours	05/05/2023	Resignation
Pascal, David	Frankford High School	Teacher,Full Time	06/15/2023	Resignation

Peckman, Joshua	Ludlow, James R. School	Teacher,Spec Education	07/28/2023	Resignation
Pena, Justine	Franklin, Benjamin Elem School	Teacher,Full Time	07/28/2023	Retirement
Perez, Nathalie	Sheridan, Philip H. School	Special Education Assistant	06/15/2023	Resignation
Perry, Kenneth	Talent Administration	Evaluation Lrning Specialist	06/28/2023	Resignation
Petrovia, Stacey	Bridesburg School	Student Climate Staff,5 Hours	06/09/2023	Resignation
Pipitone, Michael	Hr Employee Entry	Certification Specialist	06/09/2023	Resignation
Pipkin, Mya	Harrington, Avery D. School	Teacher,Full Time	06/15/2023	Resignation
Pliskin, Michaela	Elkin, Lewis School	Teacher,Full Time	06/15/2023	Resignation
Priest, Kevin	Office Of Specialized Services	Behavior Analyst	06/15/2023	Resignation
Reinhardt, Simon	King, Martin Luther High Sch.	Teacher,Full Time	06/15/2023	Resignation
Ricci Marandola, Elizabeth	Rhoads, James School	Teacher,Full Time	01/05/2024	Retirement
Richardson, Jessica	Disston, Hamilton School	Teacher,Full Time	06/15/2023	Resignation
Romansky, Jenna	Fell, D. Newlin School	Teacher,Spec Education	06/15/2023	Resignation
Roseberry-Allen, Benjamin	Bache-Martin School	Student Climate Staff,6 Hours	06/02/2023	Resignation
Salamone, Lindsey	Comly, Watson School	Teacher,Full Time	06/15/2023	Resignation

Samuels, Trisanna	Cook, Jay Elementary School	Teacher,Full Time	06/15/2023	Resignation
Scallon, Ryan	Innovation Network	Assistant Superintendent	06/30/2023	Resignation
Scargill, Alexandra	Catharine, Joseph W. School	Teacher,Spec Education	06/15/2023	Resignation
Seltzer, Patricia	Holme, Thomas School	Supportive Services Asst, 4 Hr	06/15/2023	Retirement
Service, Leontine	Kelley, William D. School	Teacher,Full Time	06/15/2023	Resignation
Shabazz, Bahia	Gloria Casarez Elementary	Special Education Assistant	05/22/2023	Resignation
Shea, Melodie	Hancock Demonstration School	Interp, Deaf/Hard Of Hearing	12/22/2023	Retirement
Shome, Indrayudh	Dobbins, Murrell High School	Teacher,Full Time	06/15/2023	Resignation
Silva, Evelyn	Hartranft, John F. School	Teacher,Full Time	06/15/2023	Resignation
Smith, Kim	Girard Academic Music Program	Food Svcs Worker Iii	06/15/2023	Retirement
Sparrow, David	Building 21	Step Clinical Coordinator	06/16/2023	Resignation
Stoltzfus, Michael	Edmonds, Franklin S. School	Teacher,Full Time	06/15/2023	Resignation
Taglianetti, Elizabeth	Hancock Demonstration School	Food Svcs Worker Ii	06/15/2023	Retirement
Taylor, Donna	Robeson, Paul High School	Food Svcs Worker Ii	12/01/2023	Retirement
Thomas, Afi	Harding, Warren G. Middle Sch	Student Climate Staff,6 Hours	02/10/2023	Resignation
Trost, Mary	Comly, Watson School	Teacher,Full Time	06/15/2023	Resignation

Tsai, Kathleen	Science Ldshp Academy @ Beeber	Teacher,Full Time	6/15/2023	Resignation
Tustin, Kevin	Disston, Hamilton School	Teacher,Full Time	06/15/2023	Resignation
Unger, Arick	Family & Community Engagement	Prg Cd, Multiple Offices	06/27/2023	Resignation
Walker, Julius	Northeast High School	Climate Support Specialist	11/17/2022	Resignation
Walker, Candace	Ziegler, William H. School	Teacher,Full Time	06/15/2023	Resignation
Walker, Mozell	Ludlow, James R. School	Special Education Assistant	06/15/2023	Resignation
Wallace, Tequita	Kensington High School	Teacher,Spec Education	06/15/2023	Resignation
Walsh, Juliann	Comly, Watson School	Teacher,Spec Education	06/15/2023	Resignation
Webster, Melinda	Cassidy,Lewis C Academics Plus	Special Education Assistant	09/08/2023	Retirement
Wells, Sandra	Passyunk Garage	Bus Chauffeur 5.25-7.75 Hrs,Pt	06/15/2023	Retirement
Wieczerzak, Elise	Mcdaniel, Delaplaine School	Teacher,Full Time	04/14/2023	Resignation
Wiggins, Tiffany	Kelley, William D. School	Teacher,Spec Education	06/15/2023	Resignation
Williams, Sharon	Childs, George W. School	Special Education Assistant	06/15/2023	Retirement
Williams, Cynthia	Kirkbride Head Start	Teacher Asst,Pkhs	06/15/2023	Resignation
Williams, Jessica	Bryant, William C. School	Teacher,Full Time	06/15/2023	Resignation
Wood, Theodore	Phila Learning Academy-South	Teacher,Full Time	06/15/2023	Resignation
Wright, Jermain	Welsh, John School	Clinical Coordinator	06/02/2023	Resignation

Action Item - 14.

Title: Ratification and Authorization of Contracts with Pre-Approved Law Firms ($480,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With: Any outside counsel law firm which the Board of Education has separately approved as qualified for retention by the Office of General Counsel

Purpose: To create a pool of qualified investigators to investigate Title IX complaints as well as harassment and/or discrimination complaints and in certain cases to also make determinations

Start Date: July 1, 2022

End Date: June 30, 2025

Compensation not to exceed: $480,000
Renewal Option(s) & Term(s):

Number of options: 2
Duration of each option: 1 year
Maximum Compensation authorized per option period: $160,000

Location(s):
Administrative Offices

Description:
Why is this contract needed? In August 2020, new Title IX federal regulations were released. Although the Office of Employee and Labor Relations leverages in-house resources first and foremost, outside entities were needed to assist with investigations and hearings. Investigators from this pre-approved pool will also be assigned to investigate other egregious or complicated complaints of discrimination and harassment as needed.
This support is critical to the District remaining in compliance with Title IX federal guidelines and addressing relevant personnel cases within a reasonable timeline.
We are requesting this ratification to cover current and projected services and expenses of up to $160,000 for FY23. The contract would continue through FY25 and two one-year renewal options. This authorization amount is sought based on forecasting around current

cases, case trends, recent and anticipated changes in law, and internal vacancies at the District's administrative offices.

How is this work connected to the District's plan to achieve Goals & Guardrails? This work aligns with the District's Guardrail #1 Safe and Welcoming Schools. Provided services will support administrators, principals and managers in mediating personnel issues, implementing district policies with fidelity, and ensuring students, staff and the community have access to a safe, positive working and learning environment.

How will the success of this contract be measured? The success of this contract will be measured by the timeliness and quality of services. Firms are evaluated and selected for individual matters based on relevant experience, expertise, rates, past results, diversity commitments, and technical, personnel, and systems capacity.

Related resolution(s)/approval(s):
March 23, 2023; No. 8
April 21, 2022; No. 31
March 24, 2022; No. 13

Funding Source(s):
110-1100-2023-9400-2340155-533003

Office Originating Request: Talent

Action Item - 15.

Title: Contract with Lyra Health ($6,940,000)

Board of Education Meeting Date: 6/29/2023

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:
Lyra Health

Purpose:
Provide employees improved access to behavioral health services, employee assistance program, and provide onsite trauma and grief counseling for school and District staff

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: 6,940,000

Location:
All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: 110% of prior year

Description:
Why is this contract needed?
This contract is needed to meet the increasing demand for mental health and support for employees and their families. This vendor provides a model of care that ensures timely access to quality behavioral health care in a supportive and non-stigmatized manner, employee assistance programs and critical incident support for all District locations.

The availability of mental health providers through traditional insurance companies has not

been sufficient to meet the needs of our employees and we have contracted with this provider since November 2022 on a one year basis. This includes not only timely access to coaches and psychologists, but access to culturally appropriate providers. Additionally, the vendor will be able to continue to support deployment of trauma credentialed counselors to multiple schools, if needed.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Providing staff access to competent counseling as well as providing quality support for on-site traumatic situations will ensure that our school staff have the necessary emotional and mental health support they need to support our students and community at large.

How will the success of this contract be measured?
A tangible success is measured in how many employees have registered and connected with Lyra and providers. As May 21, 2023 Lyra has provided support for 77 critical incidents and employees and dependents have booked over 4,000 sessions with qualified Lyra providers. These numbers continue to increase and we are committed to investing in employees.

Related resolution(s)/approval(s):
September 22, 2022; A-5

Funding Source(s):
FY24 Health Fund
FY25 Health Fund
FY 26 Health Fund

Office Originating Request: Talent

Action Item - 16.

Title: Memorandum of Understanding for Student Teacher Placements

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Teacher Preparation Programs approved by the Office of Talent, including but not limited to: Arcadia University, Bryn Mawr College, Cabrini University, Cairn University, Chestnut Hill College, Cheyney University, Drexel University, Eastern University, Grand Canyon University, Gwynedd Mercy University, Haverford College, Holy Family University, La Salle University, Lincoln University, Moore College of Art & Design, Neumann University, Pennsylvania State University, Abington & University Park Campuses, Princeton University, Relay Graduate School of Education, Rosemont College, Saint Francis University, Saint Joseph's University, Swarthmore College, Temple University, University of Pennsylvania, University of Phoenix, University of the Arts, West Chester University, Western Governors University, West Virginia University

Purpose:
Placement of student teachers in District schools for field experiences for teachers in training from accredited teacher preparation programs

Start date: 7/1/2023

End date: 6/30/2026

Value of Services not to exceed:$

Location:
All Schools

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 2 Months:

Description:
Why is this contract needed?
The Office of Talent is seeking authorization from the Board to continue centrally managing

student teacher placements to allow for efficient processing, outreach and sharing of resources, and continues engagement and tracking of their transition to full-time teaching roles.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Through centralized management and partnership with institutes of higher education (IHEs), more schools across the District have access to student teachers and the Office of Talent is better positioned to leverage relationships to improve the number of student teachers who train in District schools to be hired for positions upon graduation.

How will the success of this contract be measured?
Data will be collected and analyzed to track information on student teachers, including 1) total numbers of student teacher placements and representation in 60% or more of District schools, 2) total numbers of graduating student teachers who are hired with a goal of having 35% of student teachers site select for the following school year and 3) anecdotal feedback from student teachers, partner IHEs and hosting District schools

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?
Since 2019, the Office of Talent has entered in student teacher placement agreements with 31 teacher preparation programs, supporting a total of 1,233 Stage IV and 874 Stage III approved student teacher placements with 143 of students transitioning into or effectively maintaining full-time teaching roles in the 2022-23 school year.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach?
In January 2023, the District shared information with partners IHEs on the number of student teachers who were hired for school year 2022-2023, along with their certification area and schools. As more data is available through centrally managing student teacher placements, the District will be able to further track the long-term results of hiring teachers who trained as student teachers in our schools, including effectiveness.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
Strategic engagement of stakeholders involved in the student teaching placement process is conducted via 1) student teacher interest surveys, 2) engagement of principals and other key school leaders in creating and refining resources for IHEs, student teachers, host schools and mentor teachers, 3) outreach to the prospective mentor teacher pool and 4) an annual convening of all stakeholders to share data, resources and allow for IHEs and District school leaders to connect. This engagement has allowed for opportunities to strengthen the District's relationships with IHEs, recruit teachers in training and providing opportunities for growth and personal and professional development of existing staff members.

Related resolution(s)/approval(s):
December 12, 2019; #8
April 19, 2006; A20

Office Originating Request: Talent

Action Item - 17.

Title: Amendment to Contracts for Paraprofessional Pathway ($632,698)

Board of Education Meeting Date: 6/29/2023

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:
Cheyney University
College Unbound
LaSalle University Education Department

Purpose:
Updating and adding compensation for Paraprofessional Pathway contracts to align with program enrollment

Original Start Date: 3/1/2022

Current End Date: 6/30/2024

Currently Authorized Compensation: $1,681,550

Additional Compensation:
Additional compensation of $632,698 is requested. While we had prescribed specific amounts to each vendor in the first action item, we are now seeking authorization to pay all entities out of an aggregate amount of $2,314,248.

Total New Compensation: $2,314,248

Location:
All Schools and Administrative Offices

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: All entities will be paid out of an aggregate amount of $800,000 in each option year.

Description:

Why is this contract needed?

The District, in collaboration with the Philadelphia Federation of Teachers, has launched the Paraprofessional Pathway Program to strengthen the teacher pipeline for the District and create pathways for paraprofessionals to become teachers or other professionals in the District.

The District is partnering with the below listed partners to provide opportunities for currently appointed Paraprofessional staff to transition into teachers of record and other professional roles. This amendment will update the contract funding authority to allow for flexibility in spending to align with shifting program enrollment.

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

This work is connected to all District goals and guardrails in that this will support the District's ability to hire, promote, and retain more individuals from the Philadelphia community.

How will the success of this contract be measured?

Success will be measured by the number of participants that enroll in the program, completion rates, and retention in the District for a minimum of two 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?

College Unbound and LaSalle University have been working with the District and participants since March 2021. Participant data demonstrates the success of the programs with both partners.

College Unbound added 16 new participants in January 2023, bringing their total enrollment to 36 students who have an average GPA of 3.9. These participants are working to complete their Bachelor's degrees in Organizational Leadership and Change by June 2024 and to transition into teacher or other professional roles in the District.

LaSalle added 10 new participants in Spring 2023, bringing their total enrollment to 25 students who have an average GPA of 3.7 and three students who were inducted into the Pi Lambda Theta Honor Society for their academic achievement. These participants are working to achieve their Elementary PK-4 teacher certification by June 2024 so they can go on to become teachers in the District.

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

The District employs well over 2,000 paraprofessional staff, mostly as Special Education Assistants. The District, in collaboration with the Philadelphia Federation of Teachers, has a

keen interest in strengthening the teacher pipeline for the District by creating pathways for paraprofessionals to become teachers or other professionals in the District. Paraprofessionals have a demonstrated interest in the students of the District and our communities but may lack the education and training that is required to become a teacher or other professional in the District. With the well-documented teacher shortage and less students enrolling in teacher certification programs, this approach to building the pipeline for teachers and other professionals invests in the professional development of paraprofessionals who are dedicated to the District, bring experience and expertise from working as a paraprofessional, and will increase the number of and diversity of District teachers and professional staff.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
This is a true collaborative effort with the PFT, including monthly meetings between District and PFT staff on the progress of the programs, weekly partner check-ins to ensure that the programs are on track and to resolve any issues that occur, weekly office hours available to participants to share their concerns, and support on a one-to-one basis, as needed, through the District's Para Pathway Program Manager.

Related resolution(s)/approval(s):
February 24, 2022; #7

Funding Source(s):
American Rescue Plan Act (ARPA)

Office Originating Request: Talent

Action Item - 18.

Title: Amendment of Contract with MetaSource for Document Imaging and Indexing ($87,800)

Board of Education Meeting Date: 6/29/2023

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:
Metasource LLC

Purpose:
Document scanning, imaging and indexing services and licenses

Original Start Date: 7/1/2022

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $141,800

Additional Compensation:
$87,800

Total New Compensation: $229,600

Location:
Administrative Offices

Renewal Options: No

Description:
Why is this contract needed?
MetaSource provides the District with a centralized, indexed, on-line repository of information for key documents including document scanning, imaging and indexing services and licenses for providing and maintaining the imaging software and scanning hardware for on-line access through application extender for Accounts Payable, Accounting, Grants Compliance and

Fiscal Services, Employee Services, Benefits, and Office of Technology. The application eliminates paper, manual processes, and document storage in file cabinets. It also increases the efficiency of offices and their ability to answer questions, research issues, and respond to audit and other requests for documents in a timely manner.

The requested extension of services will allow for adequate time to issue an RFP, determine whether Metasource remains the preferred vendor, and prepare for appropriate implementation.

How is this work connected to the District's plan to achieve Goals & Guardrails? Metasource allows select District offices to more effectively manage, organize, and access documents that impact key staffing and progamming across the District. In that sense, the service is tied to multiple goals and guardrails, especially guardrail #1: Safe and Welcoming Schools.

How will the success of this contract be measured?
The application's success will be measured by its ability to quickly retrieve documents, improve analysis, and contribute to better customer service and information management across the referenced administrative offices.

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?
The District has been using MetaSource since 2019 and finds their services to effectively meet its needs to date.

Related resolution(s)/approval(s):
May 30, 2019; No. 24
April 30, 2020; No. 20
August 19, 2021; No. 14
May, 26, 2022; No.14

Funding Source(s):
FY24: Operating - $87,800

Office Originating Request: Talent

Action Item - 19.

Title: Terminate COVID-19 Vaccine Mandate for School District of Philadelphia Employees

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education terminate the COVID-19 Vaccine Mandate for Employees of The School District of Philadelphia which the Board had previously mandated by Resolution dated August 24, 2021.

Purpose: To end the authorization of and remove the requirement for a mandatory COVID-19 vaccination for all School District employees

Effective Date: June 30, 2023

Location(s):
All Schools, Administrative Office(s)

Description:

On August 24, 2021 the Board of Education authorized and mandated a COVID-19 vaccine mandate for all employees of the School District of Philadelphia. A process was initiated that required current employees to provide proof of vaccination. Job applicants were also required to provide proof of vaccination as a prerequisite to being hired. Applicants were given the opportunity to apply for an exemption due to medical or religious reasons.

As of May 29, 2023, in the School District of Philadelphia, 19,463 (91%) employees are vaccinated. The remaining 9% are either existing employees who were grandfathered in and are not required to be vaccinated, or are new employees hired after October 2021 who have been granted medical or religious exemptions.

Ending the vaccination mandate will reduce barriers to hiring, reduce the time to hire, open the number of candidates in the labor pool, create a more user-friendly onboarding process, and eliminate administrative costs.
The District along with many other employers are facing serious labor market challenges. The vaccination mandate is one of the factors that is negatively impacting the attraction of candidates.

In some instances, candidates are not applying for positions because of the vaccination requirement. The increasing number of employers who do not require COVID-19 vaccination places the District at a competitive disadvantage. The vaccination requirement also causes applicants to withdraw their applications or is another step that may lengthen the

processing time, as candidates must provide proof of vaccination or request an exemption for religious or health reasons.

The City of Philadelphia as of May 22, 2023 is no longer requiring COVID-19 vaccinations of employees except for those who are working in health care and have direct patient contact, such as physicians and nurses. The Council of Great City Schools compiled a survey of member school districts requiring COVID-19 vaccinations. Of the members only the District continues to require newly hired staff to be vaccinated. The COVID-19 National Emergency and the Public Health Emergency ended on May 11, 2023 prompting a reconsideration of the mandate.

The Board's termination of this vaccination mandate would not impact any employees who are required to be vaccinated by city, state, or federal mandate. For instance, the District would monitor and require vaccines for employees who provide services in programs that receive federal Head Start funds or other programs that continue to mandate vaccination until the program's mandate is lifted. The District would also continue to encourage employees to not come into work if they have symptoms of illness as was the case prior to the pandemic. Finally, we would continue to encourage employees to become vaccinated and provide education on the benefits of vaccination.

Related resolution(s)/approval(s):
Aug 24, 2021, No 1

Office Originating Request: Talent

Action Item - 20.

Title: Amendment of Contract with Scenario Learning-Safe Schools ($77, 500)

Board of Education Meeting Date: 6/29/2023

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:
Scenario Learning, LLC

Purpose:
Expanding training offerings for the online system that provides mandatory online compliance training for employees and volunteers

Original Start Date: 7/1/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $329,660

Additional Compensation:
$77,500

Total New Compensation: $407,160

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
Why is this contract needed?

The District seeks to continue to use the vendor's platform to provide locally, state and federally mandated compliance trainings about a variety of safety, health, security emergency management and other topics. The vendor offers a comprehensive library of ready-to-use online trainings that

have been specifically designed for school and district use, including departments such as Office of Specialized Services and Transportation.

Additionally, Scenario Learning (also knows as Vector Solutions) is the sole supplier that offers all the approved Act 126 mandated reporter training courses and materials in one accessible bundle in their library.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The contract provides our District employees and volunteers with easy access to mandated compliance training aimed at creating and maintaining safe environments in our school communities. This work aligns directly with Goal #1: Safe and Welcoming Schools.

How will the success of this contract be measured?
Success will be measured by employees being able to access and complete coursework required by various agencies and laws.

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?
In previous years, we have reviewed Scenario Learning's course offerings to confirm that the courses offered enable District employees to remain in compliance with mandated training requirements.

Related resolution(s)/approval(s):
June 21, 2018; A-2
May 30, 2019; No. 19
March 26, 2020; No. 10
January 28, 2021; No. 10
June 24, 2021; No. 16
April 21, 2022; No. 7
June 23, 2022; No.20

Funding Source(s):
FY24 Operating

Office Originating Request: Talent

Action Item - 21.

Title: Ratification of Acceptance of Funds from Philadelphia Works ($244,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

From: Philadelphia Works

Purpose: To accept reimbursement funds from Philadelphia Works for Incumbent Worker Training for the District's Teacher Residency Program in FY23.

Start Date: 7/1/2022

End Date: 6/30/2023

Reimbursement amount: $244,000

Location(s):
All Schools; Administrative Office(s);

Description:
Philadelphia Works awarded the District $244,000.00 in Incumbent Worker Training (IWT) funding to reimburse for tuition assistance provided through the District's Teacher Residency Program.IWT is a cost-reimbursement based program under the Workforce Innovation and Opportunity Act (WIOA), that provides funding for training workers, including future teachers, with the skills necessary to retain employment and advance within their organization. The School District of Philadelphia has sixty-one current Teacher residents in its Teacher Residency Program who will transition into Teachers of Record for school year 2023-2024. This award from Philadelphia Works would reimburse $4000 towards the $7500 or more education and training costs for each of these residents.

The District's Teacher Residency Program is an alternative pathway to teacher certification rooted in deep clinical training, mentorship and closely linked coursework from a partnering graduate school program that leads to a teacher certification (and often a Master's degree) at the end of the residency year through Drexel University, Relay Graduate School of Education, Temple University, or Urban Teachers. At the end of the residency year, Residents:
1) Apply for Instructional I certification through the Pennsylvania Department of Education in Elementary PreK-4, English Language Arts, Math, Science, Spanish or Special Education.
2) Obtain a Teacher of Record role and Increase their salary from $38,611 to $50,000+

This funding will allow us to continue and expand teacher pipeline opportunities through the Office of Talent which connects back to the District's Goals and Guardrails.

Accepting these funds requires verification of our participant's training attendance, record of employment and training needed for wage progression.

Related resolution(s)/approval(s):
December 2020; No. 14
February 27, 2020; No. 16
May 30, 2019; No. 18
April 26, 2018; A-2
March 16, 2017; A-2

Office Originating Request: Talent

Action Item - 22.

Title: Ratification Amendment of Authorized Contracts for Contracted Special Education Teachers ($4,402,620)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Community Rehab Associates, Inc.
EBS Healthcare Services, Inc.
EDU Healthcare, LLC
Humanus Corporation
Maxim Healthcare Staffing Services, Inc.
Progressus Therapy

Purpose: Additional compensation for additional contracted special education teachers in school year 2022-2023 and for each option period

Original Start Date: 7/1/2020

Current End Date including the Option Periods: 6/30/2025

Currently Authorized Compensation including the Option Periods: $32,900,000

Additional Compensation: All vendors will be paid out of the additional aggregate amount of $4,402,620 (ratification of $1,467,540 for the exercised option period FY23 and authorization of $1,467,540 for each currently authorized option year FY24 and FY25)

Total New Compensation: All vendors will be paid out of the new maximum aggregate amount of $37,302,620 over the lifetime of the contract

Location(s): All Schools

Why is this contract needed? The School District of Philadelphia's Office of Talent conducts exhaustive and comprehensive recruitment efforts to attract and hire qualified special education teachers to ensure that each position is filled prior to the start of school. The work of these teachers is critical to delivering high-quality instruction and appropriate support to the District's students with disabilities. Special education teachers are typically difficult to staff fully in districts across the country and specifically in the School District of

Philadelphia. Our primary goal is to fully staff our special education positions with full-time District teachers. However, understanding that this position is difficult to fill and to ensure minimal disruption to students with disabilities, the Office of Talent seeks to amend the contracts with external vendors (approved under RFQ - 224) that supplement its efforts to draw special education teachers and qualified assistants to the District as a last resort.

Continuing with a practice we started in 2022, vendors will also supply candidates for priority special education teacher positions for Extended School Year (ESY) that are not filled by District teachers.

The original action item authorized spending of $6,580,000 on April 30, 2020 (#17) for each school year through school year 2024-2025 (total $32,900,000). In order to pay for the additional services incurred in FY23, we are requesting that the Board ratify the spending of an additional $1,467,540 in operating funds for FY23, and also authorize the additional spending in FY24, and FY25, for a total of $4,402,620 in newly authorized funds through FY25. The funding comes directly from the budgeted positions that contracted teachers filled in District schools.

How is this work connected to the District's plan to achieve Goals & Guardrails? The work of these teachers is critical to delivering high-quality instruction and appropriate support to the District's students with disabilities. After recruiting and retaining District teachers for positions, and/or offering vacant positions to current District employees through the voluntary transfer process and seniority movement, contracted teachers ensure that instructional services are offered to more students with disabilities.

How will the success of this contract be measured? School leader feedback is an important indicator of the success of this work. All contracted special education teachers are interviewed by school leaders to secure placements, vendors conduct mid-year evaluations for each contracted teacher that are shared with school leaders for their feedback on the strengths and areas for improvement, and school leaders complete end-of-year surveys to indicate how satisfied they were with the services of contracted teachers. This data, as well as attendance and other contract expectations, is reviewed with vendors in an end-of-year step back meeting to debrief how the vendors are meeting expectations or need to plan to improve services to the District to continue the partnership in the following year.

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? Placement numbers indicate the success of these contracts, as there were 33 active contracted teachers in May 2022, and there are 95 in May 2023. While every teacher makes a difference, we also have 45 more contracted teachers serving in Autistic Support and Emotional Support and in our high schools in school year 2022-2023, which typically are harder to fill.

When applicable, is this an evidence based strategy? If so, what evidence exists to

support this approach? In school year 2022-2023, vendors were able to recruit more than double the number of teachers in previous years, thus enabling the District to fill more open special education teacher positions with contracted teachers in school year 2022-2023. There are currently 95 contracted teachers covering special education positions that would have otherwise been vacant, increasing the services that were provided to students in school year 2022-2023.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? Vendors were selected through a competitive RFQ process in 2020, with responses being reviewed by members of the Offices of Talent and Specialized Services. The District maintains a robust feedback loop between school leaders, current vendors and contracted teachers that consists of interviews, mid-year evaluations, and end of year surveys.

Related Action Items: 4/23/2020, 17

Office Originating Request: Talent

Action Item - 23.

Title: Amendment of Contract with Technology Resource Associates, Inc - Student Activity Fund Software ($400,000)

Board of Education Meeting Date: 6/29/2023

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:
Technology Resource Associates Inc. ("TRA")

Purpose:
Continuation of web-based integrated Student Activity Fund software system, including the completion of the roll-out of an added-on module that will facilitate accepting Visa and Mastercard products primarily online, but also in person, for student activity related projects

Original Start Date: 7/1/2014

Current End Date: 6/30/2023

Amended End Date: 6/30/2025

Currently Authorized Compensation: $1,068,550

Additional Compensation:
$400,000

Total New Compensation: $1,468,550

Location:
All Schools;

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: Option at fixed amount of $200,000

Description:
This action item is to extend and increase the District's present contract for the web-based integrated Student Activity Fund software system that was successfully implemented at all District schools as of June 30, 2015 and has been used since. Student Activity Fund reporting is a regulatory requirement which is part of the annual financial reporting of the District. During FY23, we also added a module to facilitate accepting Visa and Mastercard products primarily online for student activity related projects through the Schools Cash Online module offered by TRA. We expect to increase the usage of this in the coming years to minimize cash in the schools.

Related resolution(s)/approval(s):
February 20, 2014; A-17
June 25, 2020; No. 21
May 27, 2021; No. 29
June 23, 2022; No. 24

Funding Source(s):
FY24 - FY23-24 Operating Budget
FY25 - FY24-25 OPerating Budget

Office Originating Request: Finance

Action Item - 24.

Title: Authorization to Levy and Assess Taxes - Real Estate Tax, Use & Occupancy Tax, School Income Tax, and Liquor by the Drink Tax (Updated 6.26.23)

Board of Education Meeting Date: 6/29/2023

Action under consideration

WHEREAS, Article XII, Section 305 of the Philadelphia Home Rule Charter requires the Board of Education to levy taxes annually within the authority prescribed by the General Assembly of the Commonwealth or the Council of the City in amounts sufficient to fund current operations, interest and all other charges on debt and incidental services and to certify said tax levy to the City of Philadelphia; and

WHEREAS, the Council of the City of Philadelphia by ordinances enacted on June 9, 2017 (Bill No. 170199 and Bill No. 170200), and by ordinance enacted on June 22, 2023 (Bill No. 230147) (the "Ordinances") has authorized the levy of taxes for school purposes as described in Sections 1, 2 and 3 of this Action Item, said rates as applicable having been established based upon the assessment of real estate by the City of Philadelphia, as returned by the Office of Property Assessment; and

WHEREAS, the Board of Education was authorized to impose certain annual taxes for school purposes within the City of Philadelphia for the year 2024; and

WHEREAS, by this Action Item, the Board of Education desires to levy and impose annual taxes for school purposes within the limits prescribed by the Council of the City of Philadelphia.

Now be it

RESOLVED,

(A) That the Board of Education of The School District of Philadelphia, Pennsylvania, hereby levies and assesses the following taxes:

1. For the tax year 2024, a tax rate (the "Tax Rate") of 0.7681% or seven thousand six hundred eighty-one ten-thousandths cents ($0.7681) per one hundred dollars ($100.00). The tax shall be calculated, by multiplying the Tax Rate by the Net Taxable Value of the property. Net Taxable Value shall be calculated by subtracting the amount of Homestead Exclusion, if any, provided and defined in Section 19-1301 of the Philadelphia Code, from the assessed value of the property returned by the Office of Property Assessment in the year immediately preceding the tax year, but in no event may Net Taxable Value be less than zero.

2. For the tax year beginning July 1, 2023 a tax on the use or occupancy of real estate within the School District for the purpose of carrying on any business, trade, occupation, profession, vocation, or any other commercial or industrial activity at a tax rate (the "U&O Tax Rate) of one and twenty-one hundredths percent (1.21%). The tax shall be computed pursuant to the formula set forth in Section 19-1806 (4) of Ordinance (Bill No. 170200) utilizing the U&O Tax Rate and the definitions of Assessed Value and Exemption Amount set forth therein.

3. For Fiscal Year 2024 a tax on net income from the ownership, lease, sale or other disposition of real property and tangible and intangible personal property of residents of the School District of Philadelphia received or credited from January 1, 2023 to December 31, 2023, at the rate of three and seventy-five hundredths percent (3.75%) or approximately three dollars and seventy-five hundredths of a cent ($3.75) on each one hundred dollars

($100.00) of net income in accord with the Act of August 9, 1963, P.L. 640, 53 P.S. §16101 et seq., as amended, and Philadelphia Code § 19-1804, and in the event the rate of any tax imposed hereunder is determined to exceed any limitation imposed by statute, it is the intent of this resolution to impose such tax at the maximum permissible rate (mirroring Resident City Wage Tax).

4. For the year beginning July 1, 2023, a tax on the sales at retail of liquor and malt and brewed beverages at the rate of ten percent (10%) of the sale price in accord with Philadelphia Code §19-1805 (1994), App. No. 228.

(B) That the Board of Education shall forthwith certify this levy of school taxes, under the seal of the School District attested by the President of the Board of Education and the Secretary, to the Office of Property Assessment, the Board of Revision of Taxes or other proper authority of the City of Philadelphia authorized to prepare tax duplicates, to be entered thereon, and by such authority to be certified to the City's Department of Revenue, such taxes to be collected as provided by law, at the same time, in the same manner and with like authority as other taxes collected in the City, and

(C) That the officials collecting municipal taxes in the City of Philadelphia are directed to collect said taxes and do all acts necessary in connection therewith.

(D) In the event that subsequent to the adoption of this Action Item, any of the Ordinances are amended or modified, whether by action of City Council or otherwise, with respect to the basis upon which taxable real property is assessed for the year 2023, this Action Item shall, without further action of the Board of Education, be amended to reflect such amendment or modification

Office Originating Request: Finance

Action Item - 25.

Title: Amendment of Contract with CardConnect, LLC and Wells Fargo, N.A. for Payment

Board of Education Meeting Date: 6/29/2023

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:
CardConnect,LLC
Wells Fargo, N.A.

Purpose:
To facilitate the processing of Visa and Mastercard payments in connection with Student Activity Funds transactions

Original Start Date: 7/1/2022

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $25,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $25,000

Total New Compensation: $50,000

Location:
All Schools;

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: All entities will be paid out of the aggregate amount not to exceed $25,000 per option period

Description:

Why is this contract needed?

The Office of Finance has identified a need to accept payments for student activity funds costs by participating in the Visa and Mastercard payment systems.

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

This is connected to Guardrail 3: Partnering with Parents/Family Members as this provides another method of payment of financial obligations at each school that uses technology such as credit cards, debit cards and prepaid cards.

How will the success of this contract be measured?

The objective is to make student activity fund payments faster, easier, contactless and more convenient for parents and guardians than cash and check payments, while relying on the well established secure payment systems provided by Visa and Mastercard. This will be measured by the level of parent/guardian registration into the payment portal at each school.

Related resolution(s)/approval(s):

August 19, 2021; No.15
May 27, 2021; No. 20
June 23, 2022; No.24
June 23, 2022; No. 26

Office Originating Request: Finance

Action Item - 26.

Title: Approval of Act 80 Exception - Instructional Time Board of Education

Board of Education Meeting Date: 6/29/2023

Action under consideration

Action under consideration:
The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to submit to the Pennsylvania Department of Education a Request for Approval of Act 80 Exceptions based upon Section 1504 of the Public School Code (Act 80), permitting certain scheduled activities to count as pupil instructional time so that the District meets the requirement of at least 180 days of instruction or the required daily school hours, for the 2022-2023 school year.

Justification:

The Pennsylvania School Code requires that elementary and secondary programs consist of 180 days of instruction. The Request for Section 1504 (Act 80) Exception Days provides the District with the flexibility to meet the 180 day instructional day requirement, avoiding basic education subsidy penalties, as long as a minimum of 900 elementary and 990 secondary instructional hours are provided. Should any schools fall below the required instructional hour minimum an adjustment in bell schedules or calendar may be necessary to avoid penalties. The District still must comply with the minimum hours prescribed by state law. Failure to authorize Act 80 days would jeopardize basic education subsidies if the number of instructional days fell below 180 due to unscheduled and/or unforeseen emergencies or inclement weather.

Office Originating Request: Finance

Action Item - 27.

Title: Amendments to 2022-2023 Academic Calendar: Various Locations

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education ratify and authorize amendments to the 2022-2023 Academic Calendar by The School District of Philadelphia, through the Superintendent or his designee, as follows:

Purpose:
To establish the appropriate amount of instructional days during the 2022-2023 school year for students at C.W. Henry Elementary School, S.W. Mitchell Elementary School, Building 21 High School, and Frankford High School.

Description:

This action item is to acknowledge the individual school waivers submitted to the Pennsylvania Department of Education to request a waiver of instructional days for schools that experienced closure due to facilities related issues. State law requires that students receive 180 days of instruction. A waiver must be requested from the State when less than 180 days are provided. The waivers reflect adjustments to each school's academic calendar due to school closure in order to contain and abate asbestos or water damage, conduct cleaning, and conduct testing in the school buildings to ensure buildings were safe for re-occupancy.

Attached is a copy of the waiver requests that were or will be submitted to the Pennsylvania Department of Education.

Office Originating Request: Finance

ATTACHMENTS:

Description	Type
C.W. Henry Waiver Request	Supporting Document
S.W. Mitchell Waiver Request	Supporting Document
Building 21 Waiver Request	Supporting Document
Frankford HS Waiver Request	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF THE SUPERINTENDENT
440 North Broad Street, Suite 301
Philadelphia, PA 19130

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

June 27, 2023

Ms. April Queeley
Pennsylvania Department of Education
School Services Office
333 Market Street
Harrisburg, PA 17126

Dear Ms. Queeley:

I write today to formally request a waiver of one (1) instructional day for Charles W. Henry Elementary School in The School District of Philadelphia. This letter provides the background as to why this specific school requires such a waiver and the District's proposed approach to ensure our students receive a level of instruction we feel is essential to their success.

Summary of Instructional Days Missed

As background, Charles W. Henry Elementary School was closed April 24, 2023 due to a damaged asbestos plaster ceiling observed on the first floor hallway. Damaged asbestos plaster ceilings were also observed in adjacent stairwells. The building was closed to contain and abate the asbestos on the first floor hallway, and also within two adjacent stairwells. Following abatement activities, a thorough cleaning of the abated areas was conducted and air samples were collected to demonstrate the space is safe for re-occupancy in accordance with AHERA and the Philadelphia ACR. The building was reopened on May 8, 2023 for in person learning with the exception of two spaces within the basement including an art room and dance studio that remained closed to address lead based paint conditions. Those two spaces within the basement returned to instructional use on May 22, 2023.

Request for Waiver

My District maintains a keen focus on ensuring we provide access for all students in our District to the amount of quality instruction they need to be successful. Charles W. Henry Elementary School's schedule originally included 1,137 hours of instruction over 180 days. Charles W. Henry Elementary School students missed a total of 6.6 hours of instruction, resulting in a total of 1,310.4 hours of instruction for the year. Therefore, Charles W. Henry Elementary School still exceeds the state requirement of at least 900 instructional hours.

To this end, I request the state approve a waiver of one (1) instructional day for Charles W. Henry Elementary School.

Thank you in advance for your consideration of this request.

Sincerely,

Tony B. Watlington, Sr.

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

TBW/dpw

THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF THE SUPERINTENDENT
440 North Broad Street, Suite 301
Philadelphia, PA 19130

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

June 27, 2023

Ms. April Queeley
Pennsylvania Department of Education
School Services Office
333 Market Street
Harrisburg, PA 17126

Dear Ms. Queeley:

I write today to formally request a waiver of one (1) instructional day for S. Weir Mitchell Elementary School in The School District of Philadelphia. This letter provides the background as to why this specific school requires such a waiver and the District's proposed approach to ensure our students receive a level of instruction we feel is essential to their success.

Summary of Instructional Days Missed

As background, S. Weir Mitchell Elementary School was closed on April 10, 2023 due to damaged asbestos plaster above the ceiling tiles, observed throughout the school structure. The building remains closed while abatement activities of the plaster materials continues. The school population was moved to virtual instruction April 11, 2023 and then shifted to in person learning when the school population was moved to available swing space in McMichael Elementary on May 1, 2023.

Request for Waiver

My District maintains a keen focus on ensuring we provide access for all students in our District to the amount of quality instruction they need to be successful. S. Weir Mitchell Elementary School's schedule originally included 1,137.90 hours of instruction over 180 days. S. Weir Mitchell Elementary School students missed a total of 6.64 hours of instruction, resulting in a total of 1,131.26 hours of instruction for the year. Therefore, S. Weir Mitchell Elementary School still exceeds the state requirement of at least 900 instructional hours.

To this end, I request the state approve a waiver of one (1) instructional day for S. Weir Mitchell Elementary School.

Thank you in advance for your consideration of this request.

Sincerely,

Tony B. Watlington, Sr.

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

TBW/dpw

THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF THE SUPERINTENDENT
440 North Broad Street, Suite 301
Philadelphia, PA 19130

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

June 27, 2023

Ms. April Queeley
Pennsylvania Department of Education
School Services Office
333 Market Street
Harrisburg, PA 17126

Dear Ms. Queeley:

I write today to formally request a waiver of one (1) instructional day for Building 21 High School in The School District of Philadelphia. This letter provides the background as to why this specific school requires such a waiver and the District's proposed approach to ensure our students receive a level of instruction we feel is essential to their success.

Summary of Instructional Days Missed

As background, Building 21 High School was closed beginning March 2, 2023 largely due to damaged asbestos plaster within the auditorium as well as other student teacher occupied areas within the school. The building was closed to contain and abate the asbestos, conduct a thorough cleaning of the building, and conduct a thorough set of tests in the building to ensure it is compliant for re-occupancy. During the closure of Building 21, lead based paint was also assessed and stabilized in locations where needed. Students shifted to virtual instruction beginning on March 2, 2023, and a mix of virtual and in-person instruction beginning on March 4, 2023. No instructional days were missed due to this closure.

However, the building was closed again on May 2, 2023 due to excessive rainfall that resulted in water intrusion within main stairwells, that in turn resulted in damaged plaster materials, and presented a safety concern for egress within the building while repairs were required. No instruction was provided on May 2, 2023 but then students were shifted to a mix of virtual and in-person instruction on May 3, 2023. Building 21 returned to in person instruction on May 9, 2023 following the necessary repairs.

Request for Waiver

My District maintains a keen focus on ensuring we provide access for all students in our District to the amount of quality instruction they need to be successful. Building 21 High School's schedule originally included 1,201.7 hours of instruction over 180 days. Building 21 High School students missed a total of 7.05 hours of instruction, resulting in a total of 1,194.6 hours of instruction for the year. Therefore, Building 21 High School still exceeds the state requirement of at least 990 instructional hours.

To this end, I request the state approve a waiver of one (1) instructional day for Building 21 High School.

Thank you in advance for your consideration of this request.

Sincerely,

Tony B. Watlington, Sr.

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

TBW/dpw

THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF THE SUPERINTENDENT
440 North Broad Street, Suite 301
Philadelphia, PA 19130

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

June 27, 2023

Ms. April Queeley
Pennsylvania Department of Education
School Services Office
333 Market Street
Harrisburg, PA 17126

Dear Ms. Queeley:

I write today to formally request a waiver of one (1) instructional day for Frankford High School in The School District of Philadelphia. This letter provides the background as to why this specific school requires such a waiver and the District's proposed approach to ensure our students receive a level of instruction we feel is essential to their success.

Summary of Instructional Days Missed

As background, Frankford School was closed on April 10, 2023 due to damaged asbestos observed in association with plaster materials on the third and fourth floor, as well as pipe insulation materials observed on the ground floor. The building remains closed to address the damaged asbestos observed, and students currently are participating in virtual instruction with the exception of special education populations that were relocated to Olney High School and Widener.

Request for Waiver

My District maintains a keen focus on ensuring we provide access for all students in our District to the amount of quality instruction they need to be successful. Frankford High School's schedule originally included 1,213 hours of instruction over 180 days. Frankford High School students missed a total of 7.1 hours of instruction, resulting in a total of 1,205.9 hours of instruction for the year. Therefore, Frankford High School still exceeds the state requirement of at least 990 instructional hours.

To this end, I request the state approve a waiver of one (1) instructional day for Frankford High School.

Thank you in advance for your consideration of this request.

Sincerely,

Tony B. Watlington, Sr.

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

TBW/dpw

Action Item - 29.

Title: Amendment of Contract with NCS Pearson for Schoolnet Instructional Management System ($26,269,041) - UPDATED 6.15.2023

Board of Education Meeting Date: 6/29/2023

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:
NCS Pearson Inc.

Purpose:
To continue the use of the existing Instructional Management System (Schoolnet).

Original Start Date: 2/18/2018

Current End Date: 6/20/2023

Amended End Date: 6/30/2026

Currently Authorized Compensation: $19,773,253

Additional Compensation:
Total $6,495,788
$2,142,500 July 1, 2023 - June 30, 2024
$2,166,275 July 1, 2024 - June 30, 2025
$2,187,013 July 1, 2025 - June 30, 2026

Total New Compensation: $26,269,041

Location:
All Schools;

Renewal Options: No

Description:
Why is this contract needed?
In 2018, the School Reform Commission authorized The School District Of Philadelphia (District) to execute, deliver, and perform a contract with NCS Pearson, Inc., for the Instructional Management System SchoolNet, for an amount not to exceed $9,549,665 for the period commencing July 1, 2018 through June 20, 2023. Over the life of the system, Schoolnet has been what is referred to as a foundational system, in line with the order of magnitude of the SIS, Data Warehouse and ERP. This has been the District's Instructional Management System, which provided access to the adopted digital textbook, the District's Curricular Scope and Sequence document aligned to as well as links to instructional resources and activities all aligned to instructional standards that teachers could use to plan instruction.

While the Curriculum office's large investment in new hard copy and digital resources is a new opportunity to rethink how to offer these resources to students, teachers and administrators, this system is still the primary tool for the delivery of low stakes assessments and the move back to benchmarks.

The Strategic Plan includes the need for standardized benchmark assessments. A strong benefit to using Schoolnet as the assessment platform is the familiarity for students and teachers. Over the years, using Schoolnet has allowed the District to purchase whatever was considered the best assessments to match the District's needs and "plug" them into Schoolnet. For teachers and students the experience of administering the assessments and accessing the data stayed the same.

District schools are familiar with administering benchmark assessment through the Schoolnet platform. Schoolnet also provides a suite of reporting tools for teachers and administrators to analyze data from benchmark assessments that will help them plan, monitor, and evaluate instructional and/or program effectiveness.

Schoolnet further provides administrators, parents and students access to a student's full academic profile inclusive of report card grades, high stakes assessments, (i.e.PSSA) and formative (i.e. STAR) test scores, attendance and program participation in one location providing a holistic view of student progress and areas of needed improvement.

In addition, Schoolnet is used in conjunction with the SIS to support the school-based MTSS resources and interventions and provide a platform to access a student's full academic experiences.

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

Data from the benchmark assessments will allow stakeholders to monitor students' academic progress. Students and family access to their own data improves transparency and supports strong customer service.

How will the success of this contract be measured?

- Assessment team will be able to successfully launch benchmarks
- Assessment team will be able to increase other assessments
- 12 years of student data will be accessible in Schoolnet at all times.
- Students and families will continue to be able to access multi-year student profiles, especially those years before the Infinite Campus (SIS) was made available in 2017.

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?

The Schoolnet platform has been used in the past to administer benchmark assessments for the SDP and report on student and school achievement with great success. While no longer in use, this system has been used for a variety of purposes throughout the past that have been retired such as an online Gradebook, Response to Intervention portal, and Professional Development and teacher evaluation tracking. The vendor retired these modules over the years, but they successfully met our needs while in use.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach? Evidence-based reports have been added to the system, such as the Grades monitor tool, which was a collaborative effort with the University of Chicago, DPO, IT, Academics and school principals.

Related resolution(s)/approval(s):
February 15, 2018; A-7
April 18, 2013; A-7
May 21, 2008; B-6
May 21, 2003; E-17

Funding Source(s):
FY24 Operating
FY25 Operating
FY26 Operating

Office Originating Request: Information Technology

Action Item - 30.

Title: Ratification of Outside Counsel Contract and Authorization to Engage Additional Firms

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education ratify and authorize the retention and engagement of outside counsel by The School District of Philadelphia, through the General Counsel or her designee, on an as-needed basis, to supplement the list of approved outside counsel, with the following additional law firms to represent the Board of Education, The School District of Philadelphia, its present and former employees, and present and former members of the Board of Education and School Reform Commission, and to pay counsel fees and related costs and expenses, subject to funding, as follows:

Fiscal Year 2023

Retention of and payment to the following additional firm:
Post & Schell P.C.

Start date: 2/1/2023

End date: 6/30/2023

Original compensation for FY23 not to exceed: $6,200,000

Additional compensation for FY23: $0

Total new FY23 compensation not to exceed: Unchanged. All approved outside counsel firms, including the additional firm, will be paid out of the total aggregate amount of $6,200,000.

Fiscal Years 2024-2026

Retention of and payment to the following additional firms:
Beveridge & Diamond P.C.
Feldman, Shepard, Wohgelernter, Tanner, Weinstock, Doig LLP
Goldberg, Miller, Rubin, P.C.
Post & Schell P.C.
Troutman Pepper Hamilton Sanders LLP
Welsh & Recker PC

Start Date: 7/1/2023

End Date: 6/30/2026

Currently Authorized Compensation: $18,000,000

Additional Compensation: $0

Total new compensation not to exceed: Unchanged. All approved outside counsel firms, including the additional firms, will be paid out of the total aggregate amount of $18,000,000.

Renewal options: Yes

Number of options to renew: 1

Duration of each option period: 2 years

Compensation per option period: All approved outside counsel firms, including these additional firms, will be paid out of a total not to exceed aggregate amount of $12,000,000 during the two-year option period.

Location(s):
Administrative Offices

Description:
The Office of General Counsel (OGC) attempts to handle as many matters in-house as possible and to reduce reliance and expenditures on outside counsel. OGC accordingly retains outside counsel on an as-needed basis to represent the Board of Education and the School District, their current and former members and employees, and current and former members of the School Reform Commission. Periodically, additional firms are needed for purposes of new matters, expertise, conflict counsel, and other supplemental needs; and other firms may express interest in representing the School District. While this authorization will provide a larger pool of available support, no additional compensation is requested, and all firms will be paid out of the aggregate spending amount the Board previously authorized. This action item seeks ratification of the engagement of one firm during FY23, and authorization to add to the pool of outside counsel firms approved by the Board for FY23-26. The firm for which ratification is sought was previously approved through the limited contract authorization (LCA) process. The extent of services for that representation within the fiscal year ultimately led to the firm incurring fees exceeding the $20,000 LCA authorization. The services were necessary and could not be suspended before additional Board authorization could be obtained, which is why ratification is sought. Supplementing the pool of qualified firms increases the District's access to counsel with various areas of expertise, resource, and technology capacity, and new and developing areas of law. No firm or lawyer is entitled to receive any District legal work, and OGC selects outside counsel on a case-by-case, as-needed basis.

Related Action Items:
March 23, 2023; No. 8

Funding Source: Operating

Office Originating Request: General Counsel

Action Item - 31.

Title: Mary McLeod Bethune- Schoolyard Improvement Project-The Trust for Public Land (TPL) ($300,000)

Board of Education Meeting Date: 6/29/2023

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, deliver, and perform a License Agreement and a Purchase of Assets Agreement, subject to funding, as follows:

With:

The Trust for Public Land

Purpose: To construct playground improvements in the schoolyard of Mary McLeod School

Start Date: 6/30/2023

End Date: 12/31/2024

Payment not to exceed: $300,000

Location: Bethune, Mary M. School;

Description:

Over two-thirds of The School District of Philadelphia's (District) elementary schools do not have vibrant outdoor spaces with greening and age-appropriate equipment and safety surfacing. By partnering with The Trust for Public Land (TPL), the District will be able to install new playground improvements that include the installation of new playground equipment, green infrastructure practice, installation of artificial turf field surfacing, installation of poured-in-place safety surfacing, landscaping, and tree planting, fencing, basketball standard installation, high-quality site furniture, and repair and replacement of pavement. The District expects that through the implementation of this project, students will have increased opportunities for playful learning, cognitive respite and access to an outdoor learning space within the schoolyard. The total value of the schoolyard improvement project is $1,759,825, of which the District approved in the adopted Capital Improvement Plan (CIP) $300,000 towards the schoolyard improvements.

TPL works throughout the city in neighborhoods with barriers to opportunity, engaging low-income (average 80% low-income), and communities of color (average 90% non-white) in the design and development of high-quality green schoolyards. Schoolyards are selected based on their ability to meet a variety of needs including the 10-minute walk metric, stormwater management capacity, and the commitment and capacity of school leadership and staff to be

good stewards of the schoolyard park. TPL has prioritized work in communities most adversely impacted by generations of inequality.

The design of Mary McLeod Bethune schoolyard improvements was a participatory design process. Design charette meetings were held with school teachers, staff, and students. These meetings were led by Olin, the landscaping firm retained by TPL. TPL facilitated a three-month participatory design engagement that included the students, teachers, and the Mary McLeod Bethune community. During the engagement process, students learned about stormwater management features, did a site analysis of the existing conditions, and discussed how the schoolyard was used. Design sessions were helpful for students to work together to create a conceptual design. TPL held a design presentation and students presented for the entire school community.

The District intends to enter into a License Agreement with TPL so that TPL can make certain playground improvements to Mary McLeod Bethune School. TPL will work with Rockport Construction Company to perform this work. Once the playground improvements have been completed, the District will purchase the playground improvements from TPL under the terms of a Purchase Assets Agreement.

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

Charge Account: 310-9043-7510-400165-545001-900471-00000

Office Originating Request: Operations - Capital Programs

Action Item - 32.

Title: Amendment of Contract For Energy Performance Contract with Johnson Controls, Inc. for GESA 1 Phase 2 at Carnell, Juniata Park, Willard and Feltonville Arts & Sciences Schools – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Johnson Controls, Inc.

Purpose:
To provide a time for professional design and construction services

Original Start Date: 10/23/2020

Current End Date: 10/31/2023

Amended End Date: 6/30/2027

Currently Authorized Compensation: $22,449,633

Additional Compensation:
$0

Total New Compensation: $22,449,633

Location:
Carnell, Laura H. School; Park, Juniata Academy; School, Feltonville of Arts and Sciences; Willard, Frances E. School;

Renewal Options: No

Description:
The Office of Capital Programs (OCP) requests a contract extension for the Design/Build Contractor, to ensure the measure and verification (M&V) of the improved mechanical and electrical systems comply with the previously established energy savings goal requirements. The M&V process ensures that the energy and cost savings benchmarked for this project are realized. If the stated goals are not reached, the Contractor must take corrective action to ensure the guaranteed energy savings requirements have been met. The M&V process duration is one year after the project is complete. The M & V period was a part of the original agreement with the Contractor, but this time period was not included in the original board action item. The revised completion date is June 30, 2027.

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

Related resolution(s)/approval(s):
October 22, 2020; No. 12
December 9, 2021; No. 21

Funding Source(s):
FY 21 Capital Budget
FY 22 Capital Budget
FY 23 Capital Budget
FY 24 Capital Budget
FY 25 Capital Budget
FY 26 Capital Budget
FY 27 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 33.

Title: Amendment of Energy Performance Contract with Johnson Controls, Inc. for GESA 1 Phase 3 – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Johnson Controls, Inc.

Purpose:
To provide a time adjustment to Johnson Controls, Inc. (JCI) for professional design and construction services provided at James Lowell School.

Original Start Date: 12/10/2021

Current End Date: 12/31/2023

Amended End Date: 6/30/2027

Currently Authorized Compensation: $19,444,744

Additional Compensation:
$0

Total New Compensation: $19,444,744

Location:
Lowell, James R. School

Renewal Options: No

Description:
The Office of Capital Programs (OCP) requests a contract extension for the Design/Build Contractor, to ensure the measure and verification (M&V) of the improved mechanical and electrical systems comply with the previously established energy savings goal requirements.

The M&V process ensures that the energy and cost savings benchmarked for this project are realized. If the stated goals are not reached, the Contractor must take corrective action to ensure the guaranteed energy savings requirements have been met. The M&V process duration is one year after the project is complete. The M&V period was a part of the original agreement with the Contractor, but this time period was not included in the original board action item. The revised completion date is June 30, 2027.

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

Related resolution(s)/approval(s):
March 28, 2019; No. 17
September 12, 2019; No. 16
October 22, 2020; No. 12

Office Originating Request: Operations - Capital Programs

Action Item - 35.

Title: Amendment of the Contract with Various Vendors for the Provision of Professional Mechanical, Electrical and Plumbing (MEP) Design Services ($10,000,000)

Board of Education Meeting Date: 6/29/2023

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:
Gannett Fleming, Inc.
FXB, Inc.
The Rock Brook Consulting Group
Schiller and Hersh Associates, Inc.
Evolution Engineering, LLC (MBE)
McHugh Engineering Associates, Inc.
STV Incorporated
Stantec Architecture and Engineering, LLC
Barry Isett Associates, Inc.
Global Engineering Solutions, Inc. (M/WBE)

Purpose:
To adjust the fee for the continued provision of professional MEP design services by any of the aforementioned vendors

Original Start Date: 3/25/2021

Current End Date: 3/26/2026

Currently Authorized Compensation: $15,000,000

Additional Compensation:
$10,000,000

Total New Compensation: $25,000,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 2 Months:

Maximum compensation authorized per option period: All entities will be paid out an additional aggregate compensation of $15,000,000

Description:

The Office of Capital Programs (OCP) has identified a need for increased funding for this contract. This increase was necessitated by the need to continue the provision of design work for a projected fiscal year 2024 construction value of $184,000,000 and fiscal year 2025 with a construction value of $138,000,000 and fiscal year 2026 with a construction value of $79,000,000. The services include but are not limited to designs for mechanical systems, HVAC equipment, distribution piping, terminal units, boilers, chillers, air handlers, exhaust fans, and the system controls, electrical systems, switchgear, transformers, lighting, wiring, conduit, and panels, and plumbing work, piping, drains and fixtures. The work will also include renovation types at the facility locations noted below. The success of the contract will be measured by meeting the completion criteria.

Automatic Temperature Control Replacements
Lankenau HS
Morrison, Andrew J. (w/ Univents)
Roxborough

Mechanical Plant Replacement
Leeds (Hill-Freedman World Academy)
Edison, Thomas A.
Heston, Edward
Kensington HS
Rivera Parent & Family Resource Center

Chiller and Boiler Replacements
Marshall, Thurgood
Washington, George HS
Cleveland (Mastery Charter)
Rowen, William

Electrical Distribution Replacements
Jenks, Abram S.
Blaine, James G.

Broad St. Garage (Transformer)
Emlen, Eleanor C.
Ferguson U School
Howe, Julia
Jenks Academy Arts & Sciences
McMichael, Morton
Mitchell, S. Weir
Shallcross Garage Campus
Strawberry Mansion
Stoddart Fleisher (Parkway Center City)

Emergency Generator Replacements
CEP (Alternative Education Regional Center)
Cook-Wissahickon
King, Martin Luther
Lankenau HS
Pennypacker, Samuel
Sheppard, Issac A.
Stearne, Allen M.

Fire Alarm
Stearne, Allen M.
Northeast HS
Robeson, Paul
Saul, Walter Biddle
Sharswood, George W.
Swenson Arts And Technology (including Generator)
Gompers, Samuel
Howe, Julia
Jenks, Abram S.
Southwark
Spruance, Gilbert

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

Related resolution(s)/approval(s):
March 25, 2021; No. 21
September 22, 2022; No. 10

Funding Source(s):
FY24/25 Capital Budget
FY25/26 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 36.

Title: Amendment of Contract with Mobilease Modular Space, Inc. for the Cassidy Elementary School ($75,000)

Board of Education Meeting Date: 6/29/2023

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:
Mobilease Modular Space, Inc.

Purpose:
To provide a time and cost adjustment to the contract for the relocation of the Cassidy Elementary School students to the Robert E. Lamberton Elementary School site

Original Start Date: 5/28/2021

Current End Date: 6/30/2023

Amended End Date: 3/31/2025

Currently Authorized Compensation: $300,000

Additional Compensation:
Mobilease Modular Space, Inc.- $75,000

Total New Compensation: $375,000

Location:
Lamberton, Robert E. School;

Renewal Options: No

Description:
The Office of Capital Programs has identified a need to increase the period of time and the cost for this contractor to continue to enable the students who were attending the Cassidy Elementary School to use the modular facilities at the Robert E. Lamberton Elementary School site and to upgrade the modular facilities by:

Furnishing and installing (3) wall mounted racks, one within each modular unit.

- Each of the modular units cabling will be terminated onto a Cat-6 48-port surge protected patch panel.
- Furnishing and installing new data cabling from the surge protected patch panel to the outlet locations.
- Furnishing and installing (1) 12-strand Single Mode armored fiber optic cable from the schools IDF to the modular cabinet. All fiber will be terminated using an LC type connector and tested.
- Furnishing and installing (4) Cat-6A tie cables as directed by the PSD IT Department.

These cables will be terminated onto a single surge protection unit mounted on a wall and then installed via Cat-6A wiring to a keystone patch panel within the schools IDF and the modular unit cabinet.

- Furnishing and installing (1) network switch within the modular cabinet.
- All data cabling will be tested and labeled at both ends and tested with all test reports given the customer at the conclusion of the project.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

Related resolution(s)/approval(s):
June 25, 2020; No.32

Funding Source(s):
FY23 - FY24 Capital Budget
FY24 - FY25 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 37.

Title: Amended Contract with National Reprographics and Print-O-Stat, Inc. for Professional Reproduction Services with Additional Compensation ($200,000)

Board of Education Meeting Date: 6/29/2023

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:
National Reprographics, Inc.
Print-O-Stat, Inc.

Purpose:
Amend the original contract to add additional time and compensation for reproduction and material required for Design and Construction documents and plans

Original Start Date: 6/26/2020

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $150,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $200,000

Total New Compensation: $350,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:

The Office of Capital Programs (OCP) has identified a need for increased funding and time to complete necessary reproduction services.

The success of the services provided to date and the continuation of the success will be reflected through:

- ease of use of their website ordering process
- quality of prepared work
- their offices being local and making delivery to 440 loading dock easier
- confirmation of requests, including, details, by phone, before printing
- quick provision of documents after requests are submitted
- suggestions being made on products for better quality of documents

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

Related resolution(s)/approval(s):
June 25, 2020; No.31

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Participation Summary	Supporting Document
Participation Details	Supporting Document

Project Information			MBE/DSBE				WBE				Overall			Bid
Location	Project	Contractor	Sub-contractor	Goal	Percentage	Amount	Sub-contractor	Goal	Percentage	Amount	Goal	Participation	Total	Amount
Vairous	Reproduction Services	Printostat		overall	0.00%		WZG	overall	1.0%	$750	15-20%	1.0%	$750	$75,000
Vairous	Reproduction Services	Bluedge		overall	0.00%		Bluedge	overall	100.0%	$75,000	15-20%	100.0%	$75,000	$75,000

	Participation	Participation Total	Bid Amount
Overall	51%	$75,750	$150,000

ATTACHMENT D
SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES

MINORITY/WOMAN-OWNED BUSINESS ENTERPRISE (MWBE) PARTICIPATION PLAN FORM

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name: National Reprographics Inc DBA BLUEDGE **Contact Person:** Frank Plum

Address: 1015 Chestnut Street **Phone:** 215-627-4493

City: Philadelphia **State:** PA **Zip:** 19107

Fax: _____ **E-mail:** CSR.Philly@BLUEDGE.com

Owner: ___African-American, ___Hispanic, ___Asian, ___Native American, (Woman), ___Non-Profit, ___Caucasian, ___Other

Federal Tax ID 13-5582590 **Certifying Agency:** Commerce Department **Certification No.:** 77101116C

Bid Number or Subject of Resolution: Provide Reproduction Services for Office of Capital Programs

II. Information in this section refers to MWBE firms to be used in the performance of this contract.

Company Name: _____ **Owner:** _____

Address: _____ **Phone:** _____

City: _____ **State:** _____ **Zip:** _____

Fax: _____ **E-mail:** _____

Owner: ___African-American, ___Hispanic, ___Asian, ___Native American, ___Woman, ___Non-Profit, ___Caucasian, ___Other

Federal Tax ID _____ **Certifying Agency:** _____ **Certification No.:** _____

Description of Work: _____

Dollar Value $ _____ **Percentage of Total Contract** _____

Vendor Signature _____

If no commitment, give reasons and supporting documentation (e.g., evidence of contacting MWBEs).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I certify that the information provided is true and correct _____ **Date:** 2/26/2020
Authorized Representative

Rev. 01/12

CITY OF PHILADELPHIA

COMMERCE DEPARTMENT
1515 Arch Street, 12th Floor
Philadelphia, PA 19102
P 215-683-2000
F 215-683-2005

ANGELA DOWD-BURTON
Executive Director
Office of Economic Opportunity

November 18, 2013

National Reprographics, Inc
1015 Chestnut Street
Philadelphia, PA 19105

CERTIFICATION DATE: November 13, 2013
CERTIFICATION STATUS: Women Business Enterprise (WBE)
REGISTRATION NUMBER: 7710111GC

Dear Mr Ryan Yockus

This letter is to inform you that National Reprographics, Inc has been placed in the City of Philadelphia Office of Economic Opportunity (OEO) Registry. The OEO Registry was established in accordance with Mayor Michael Nutter's "Inclusion Works" Economic Strategy. National Reprographics, Inc will remain on the City's Registry as long as you remain certified by one of the approved agencies listed on our website at https://phila.mwdsbe.com/

Your placement in the OEO Registry offers you the following competitive advantages:

1. Your firm's participation on City of Philadelphia contracts can be counted towards MBE and/or WBE participation ranges
2. The OEO Registry is viewed by contractors and professionals seeking vibrant MBE and/or WBE as joint venture partners and sub-contractors
3. Your company will automatically be contacted by the City's Procurement Department with an application to be placed on the Bidder's List (limited to competitive bids for service, equipment & supplies, and public works contracts)
4. City operating departments will use the OEO Registry as a sourcing tool for special projects
5. The City of Philadelphia Commerce Department may contact your company to offer additional technical services to insure your success

Please inform us if there are any material changes to your certification. These changes may include but are not limited to:

- Your company name
- Contact information
- Commodities/services that you are certified to provide
- Loss of certification

Your company will be located in our OEO Registry under the following Commodity Codes:

NAICS-323111: POSTERS GRAVURE PRINTING WITHOUT PUBLISHING

For more information about what the Office of Economic Opportunity and the Commerce Department Office of Business Services can do for you, please visit our website at https://phila.mwdsbe.com/. If you have any questions, please feel free to give me a call at 215-683-2052.

THE PORT AUTHORITY OF NY & NJ

June 29, 2018

Mr. Douglas Magid
President
National Reprographics, Inc.
d/b/a Bluedge
44 West 18th Street
New York, NY 10011

Re: Women-owned Business Enterprise (WBE) Certification
Type: Consumer Services

Dear Mr. Magid,

We are pleased to inform you that The Port Authority of NY & NJ has re-evaluated your business and determined that it continues to be eligible to participate in the agency's Women-owned Business Enterprise (WBE) Program. **National Reprographics, Inc. d/b/a Bluedge** remains in the Port Authority's on-line directory of certified MWBEs, which can be accessed at https://panynj.diversitysoftware.com/FrontEnd/SearchCertifiedDirectory.

Please be advised that we periodically review all certifications and reserve the right to decertify any firm that no longer meets our guidelines. You must notify the Office of Business Diversity and Civil Rights in writing within 30 days of any significant changes to your business. These include, but are not limited to, a change of officers, directors, location and business name. Failure to advise us of these changes can result in decertification of your business.

This certification will remain in effect for five years or until June 29, 2023 after which you must submit a recertification application with supporting documentation. The application can be accessed from our Web site: www.panynjSD.com.

If you have any questions regarding your certification, you may contact me at (201) 395-3940 or via email at ppenaflor@panynj.gov.

Sincerely,

Peter Penaflor
Certification Analyst
Office of Business Diversity and Civil Rights

NYC Small Business Services

careers
businesses
neighborhoods

WBE Certificate

lational Reprographics, Inc. DBA: Bluedge

This certificate acknowledges that this company has met the criteria as established by the M/WBE Program at the NYC Department of Small Business Services and is therefore certified as a Women-Owned Business Enterprise (WBE).

Certificate Number	Expires on
MWCERT2016-663	**6/30/2022**

Bill de Blasio, Mayor

Gregg Bishop, Commissioner

ATTACHMENT D
SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES

MINORITY/WOMAN-OWNED BUSINESS ENTERPRISE (MWBE) PARTICIPATION PLAN FORM

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name PRINTOSTAT, INC Contact Person: JUAN RAMOS

Address: 489 SHOEMAKER RD STE 109 Phone: 717 324 7773

City: KING OF PRUSSIA State: PA Zip: 19406

Fax: _____ E-mail: JRAMOS@PRINTOSTAT.COM

Owner: ___African-American, ___Hispanic, ___Asian, ___Native American, ___Woman, ___Non-Profit, X Caucasian, ___Other

Federal Tax ID 23-1440076 Certifying Agency: _____ Certification No.: _____

Bid Number or Subject of Resolution: RFP-020720

II. Information in this section refers to MWBE firms to be used in the performance of this contract.

Company Name: WZG Structural Consulting Engineers, Inc Owner: Natalie Bird

Address: 180 W. Ridge Pike Phone: 610-831-0555

City: Limerick State: PA Zip: 19468

Fax: 610-831-1801 E-mail: _____

Owner: ___African-American, ___Hispanic, ___Asian, ___Native American, X Woman, ___Non-Profit, ___Caucasian, ___Other

Federal Tax ID 26-4164669 Certifying Agency: WBENC Certification No.: 2005116996

Description of Work: Consultant in AEC industry, converting drawing files to printable files (i.e. CAD to PDF)

Dollar Value $ $1500 Percentage of Total Contract 1%

Vendor Signature Natalie Bird

If no commitment, give reasons and supporting documentation (e.g., evidence of contacting MWBEs).

I certify that the information provided is true and correct Russell E Stern III Date: 3/3/2020
Authorized Representative

Rev. 01/12

WBENC
WOMEN'S BUSINESS ENTERPRISE NATIONAL COUNCIL
JOIN FORCES. SUCCEED TOGETHER.

hereby grants

National Women's Business Enterprise Certification

to

WZG STRUCTURAL CONSULTING ENGINEERS, INC

who has successfully met WBENC's standards as a Women's Business Enterprise (WBE).
This certification affirms the business is woman-owned, operated and controlled; and is valid through the date herein.

WBENC National WBE Certification was processed and validated by Women's Business Enterprise Center - East, a WBENC Regional Partner Organization.

Certification Granted: November 11, 2010
Expiration Date: November 11, 2020
WBENC National Certification Number: 2005116996

Elizabeth M Walsh

Authorized by Elizabeth M. Walsh, President
Women's Business Enterprise Center - East

WBECEAST
WOMEN'S BUSINESS ENTERPRISE CENTER
JOIN FORCES. SUCCEED TOGETHER.

NAICS: 541330
UNSPSC: 81100000, 81101505, 81101508

Action Item - 38.

Title: Amendment of the Mechanical and Electrical Contracts for the High School for the Creative and Performing Arts (CAPA) Building Automation System Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Edward J. Meloney, Inc.- Mechanical Contractor
Hyde Electric Corporation - Electrical Contractor

Purpose:
To provide a time adjustment for the provision of general services at the High School for the Creative and Performing Arts School (CAPA).

Original Start Date: 3/3/2021

Current End Date: 7/22/2023

Amended End Date: 12/31/2023

Currently Authorized Compensation: $1,036,498

Additional Compensation:
$0

Total New Compensation: $1,036,498

Location:
Creative and Performing Arts (CAPA) High School;

Renewal Options: No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
January 28, 2021; No. 11

Funding Source(s):
FY23/24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 39.

Title: Amendment of the General Contract for the Louis H. Farrell School, Schoolyard Improvements Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
TE Construction Services, LLC - General Contractor

Purpose:
To provide a time adjustment for the provision of general services at the Louis H. Farrell Elementary School

Original Start Date: 5/10/2022

Current End Date: 6/30/2023

Amended End Date: 12/31/2023

Currently Authorized Compensation: $972,000

Additional Compensation:
$0

Total New Compensation: $972,000

Location:
Farrell, Louis H. School

Renewal Options: No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for

this project due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

This goal will be met by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s):
March 28, 2019; No. 20
April 21, 2022; No. 12

Funding Source(s):
FY23/24 Capital Budget
Great Learning Grant

Office Originating Request: Operations - Capital Programs

Action Item - 40.

Title: Amendment of the General, Mechanical, Plumbing and Electrical Contracts for the Science Leadership Academy at Beeber, ADA Bathroom Upgrades Project– No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Smith Construction Inc. - General Contractor
Devine Brothers, Inc.- Mechanical Contractor
Dolan Mechanical, Inc. - Plumbing Contractor
Madden Electrical Associates, Inc. - Electrical Contractor

Purpose:
To provide a time adjustment for the provision of general services at the Science Leadership Academy at Beeber

Original Start Date: 2/22/2021

Current End Date: 7/22/2023

Amended End Date: 12/31/2023

Currently Authorized Compensation: $3,705,809

Additional Compensation:
$0

Total New Compensation: $3,705,809

Location:
Science Leadership Academy (SLA) at Beeber

Renewal Options: No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
January 28, 2021; No. 11

Funding Source(s):
FY23/24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 41.

Title: Amendment of the Mechanical and Electrical Contracts for the Thomas G. Morton HVAC Major Renovations– No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Allstates Mechanical, Ltd. - Mechanical Contractor
Lex Electric Company, Inc. - Electrical Contractor

Purpose:
To provide a time adjustment for the provision of general services at the Thomas G. Morton Elementary School

Original Start Date: 1/20/2021

Current End Date: 6/3/2023

Amended End Date: 12/31/2023

Currently Authorized Compensation: $3,211,110

Additional Compensation:
Allstates Mechanical, Ltd. - Mechanical Contractor
Original Compensation: $2,197,000.00
Prior Authorized Change Order Compensation: $312,361.00
Total Authorized Compensation: $2,509,361.00
Additional Compensation: $0.00
Total Compensation through Extension: $2,509,361.00

Lex Electric Company, Inc. - Electrical Contractor
Original Compensation: $499,816.00
Prior Authorized Change Order Compensation: $201,933.00
Total Authorized Compensation: $701,749.00
Additional Compensation: $0.00

Total Compensation through Extension: $701,749.00

Total New Compensation: $3,211,110

Location:
Morton, Thomas G. School

Renewal Options: No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Provide a safe learning environment for children by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s):
December 10, 2020; No. 19

Funding Source(s):
FY23/24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 42.

Title: Capital Award at Waring, Laura Wheeler School - Electrical Upgrades ($2,951,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Lex Electrical Company - Electrical Contractor

Purpose:
To upgrade the electrical system

Start date: 6/30/2023

End date: 6/30/2026

Compensation not to exceed: $2,951,000

Separate Compensation by Vendor:
Lex Electrical Company - Electrical Contractor - Electrical Upgrade - Waring, Laura W. School ($2,951,000)

Location:
Waring, Laura W. School;

Renewal Options: No

Description:
The Laura Wheeler Waring School was constructed circa 1956. The school building has approximately 46,000 square feet of area. It is a three story building with a basement floor. The Office of Capital Programs identified the need to modernize the building's power, lighting, telecommunication, fire alarm, surveillance and synchronized clock systems.

Why is this contract/action item needed?
This work is based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The projects were publicly advertised and the lowest responsible bidders are recommended for contract award. The District design, construction, and project management teams have developed a site-specific construction plan in collaboration with

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

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out meeting the project criteria.

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

Funding Source(s):
FY24 Capital Budget
FY25 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Participation Summary	Supporting Document
Participation Details	Supporting Document

SPECIFICATION: NG10188

BID DATE: April 20, 2023

NUMBER OF ADDENDA ISSUED: 2

TITLE: GENERAL CONTRACT · Electrical Upgrades

LOCATION: Laura Wheeler Waring

CONTRACTOR	BID AMOUNT	REMARKS
C.A.D Electric	$3,939,000.00	
EJ Electric	$2,953,000.00	
Lex Electric Company, Inc.	$2,951,000.00	**
McGoldrick Electric, Inc	$3,295,000.00	
Mulhern Electric Company	$4,932,926.00	

WARING

Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	LSN Contractors & Construction Managers			Federal Tax ID:	
Address:	400 Stenton Ave, Ste 110			Phone Number:	610-994-2145
City:	Plymouth Meeting	State:	PA	Zip Code:	19462
DBA (if applicable):				Fax Number:	610-441-7525
Primary Contact Person:	Randy Washington			Primary Contact Email:	Randy@lsn.construction
Compliance Contact:	Janell Washington			Compliance Contact Email:	Janell@lsn.construction
Description of Services Provided:	GC, carpentry, masonry				
Approximate $ amount of Subcontract:	$442,650.00			Subcontract % of Total Contract Amount:	15%

Diversity Business Certification(s): *Check all that apply.*

- ☒ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☒ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Diversity Business Certification to be used on this contract (select one):

- ☒ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)

Diversity Business Certifying Agency: ____

Authorized Representative Signature:			
Print Name:	Randy Washington		
Title:	President	Date:	4/6/23

WARING

Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	TRI-COUNTY ELECTRICAL			Federal Tax ID:	23-2315180
Address:	175 Jacksonville Rd			Phone Number:	2154438300
City:	Warminster	State: PA	PA	Zip Code:	18974
DBA (if applicable):				Fax Number:	215-672-7559
Primary Contact Person:	Rick Gershman			Primary Contact Email:	rgershman@tcesi.com
Compliance Contact:	Joanna Bisler			Compliance Contact Email:	JBisler@tcesi.com
Description of Services Provided:	ELECTRICAL Supply				
Approximate $ amount of Subcontract:	$295,100.00			Subcontract % of Total Contract Amount:	10%

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☒ Woman-Owned Business Enterprise (WBE)
- ☒ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Diversity Business Certification to be used on this contract (select one):

- ☐ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)

Diversity Business Certifying Agency: ____

Authorized Representative Signature:	Richard Gershman		
Print Name:	Richard Gershman		
Title:	SALES EXEC.	Date: 4/5/23	4/5/23

WARNING

I T Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Tel-Dat Communications			**Federal Tax ID:**	232680420
Address:	2812 Cowpath Rd			**Phone Number:**	215 855 6364
City:	Hatfield	**State:**	PA	**Zip Code:**	19440
DBA (if applicable):				**Fax Number:**	215-855-0527
Primary Contact Person:	Zac Hess			**Primary Contact Email:**	ZHess@Teldatcommunications.com
Compliance Contact:	"			**Compliance Contact Email:**	"
Description of Services Provided:	Telecommunications & fiber.				
Approximate $ amount of Subcontract:	$295,100.00			**Subcontract % of Total Contract Amount:**	10%

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☑ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Diversity Business Certification to be used on this contract (select one):

- ☐ Minority-Owned Business Enterprise (MBE)
- ☑ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)

Diversity Business Certifying Agency: ____

Authorized Representative Signature:	Lynn Hess		
Print Name:	Lynn Hess		
Title:	President	**Date:**	4/5/2023

Action Item - 43.

Title: Capital Award at Mastbaum, Julie E. High School - Elevator Modernization ($1,060,000)

Board of Education Meeting Date: 6/29/2023

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:
T.E. Construction Services, LLC - General Contractor

Purpose:
To upgrade the electrical system and mechanical systems to meet code and the conveyor requirements

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: $1,060,000

Separate Compensation by Vendor:
T.E. Construction Services, LLC- General Contractor -$1,060,000

Location:
Mastbaum, Jules E. Area Vocational Technical High School;

Renewal Options: No

Description:
Why is this contract/action item needed?
This work is based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The projects were publicly advertised and the lowest responsible bidders are recommended for contract award. The District design, construction, and project management teams have developed a site-specific construction plan in collaboration with

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

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by June 30, 2026.

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

Anchor Goal(s) Supported:
Other Provide 100% of students with a safe, healthy, and welcoming learning environment.

Funding Source(s):
FY24 Capital Budget
FY25 Capital Budget
FY26 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Participation Details	Supporting Document
Bid Tab	Supporting Document

Mastbaum

THE SCHOOL DISTRICT OF PHILADELPHIA OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	TE Construction Services, LLC.			**Federal Tax ID:**	26-2228372
Address:	1520-B Campus Drive			**Phone Number:**	215-441-8223
City:	Warminster	**State:**	PA	**Zip Code:**	18974
DBA (if applicable):				**Fax Number:**	215-441-8224
Primary Contact Person:	Edward J. Hilbert, Jr.			**Primary Contact Email:**	ehilbert@tecbuilds.com
Compliance Contact:	Edward J. Hilbert III			**Compliance Contact Email:**	ejhilbert@tecbuilds.com
Bid Number:	NG-10202 2022-024-G			**Bid Submission Due Date:**	4/27/2023
Contract Amount:	1,060,000.00			**Contract Overall M/WBE Goal:**	35%

Diversity Business Certification(s): *Check all that apply.*

- ☐ **Minority-Owned Business Enterprise (MBE)**
- ☐ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**
- ☐ **Small Business Enterprise (SBE)**
- ☐ **Disabled Owned Business Enterprise (DSBE)**
- ☐ **Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)**
- ☐ **LGBT Business Enterprise (LGBTBE)**
- ☒ **None - not applicable**

Authorized Representative Signature:	Edward J. Hilbert III		
Print Name:	Edward J. Hilbert III		
Title:	Vice President	**Date:**	4/27/2023
Certifying Agency		**Certification No.**	

I. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Decision Distribution America, LLC.			**Federal Tax ID:**	47-3269599
Address:	4548 Market Street, Suite 215			**Phone Number:**	215-493-4420
City:	Philadelphia	**State:**	PA	**Zip Code:**	19139
DBA (if applicable):				**Fax Number:**	
Primary Contact Person:	JD Lokula			**Primary Contact Email:**	jd@ddistribution.com
Compliance Contact:	JD Lokula			**Compliance Contact Email:**	jd@ddistribution.com
Description of Services Provided:	EQUIPMENT SUPPLY				
Approximate $ amount of Subcontract:	338,100			**Subcontract % of Total Contract Amount:**	32%

Diversity Business Certification(s): *Check all that apply.*

- ☒ **Minority-Owned Business Enterprise (MBE)**
- ☐ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**
- ☐ **Small Business Enterprise (SBE)**
- ☐ **Disabled Owned Business Enterprise (DSBE)**
- ☐ **Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)**
- ☐ **LGBT Business Enterprise (LGBTBE)**
- ☐ **None - not applicable**

Diversity Business Certification to be used on this contract (select one):

- ☒ **Minority-Owned Business Enterprise (MBE)**
- ☐ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**

Diversity Business Certifying Agency: EMSDC PT01499

Authorized Representative Signature:	JD Lokula		
Print Name:	JD Lokula		
Title:	President	**Date:**	4/27/2023

Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use *Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Controlled Environmental Systems			**Federal Tax ID:**	23-2803804
Address:	1121 N. Bethlehem Pike - Suite 60			**Phone Number:**	(215) 542-7000
City:	Spring House	**State:**	PA	**Zip Code:**	19477
DBA (if applicable):	N/A			**Fax Number:**	(215) 542-5635
Primary Contact Person:	Michael Fox			**Primary Contact Email:**	Mikefces@comcast.net
Compliance Contact:	Michael Fox			**Compliance Contact Email:**	Mikefces@comcast.net or Controlledenviro@aol.com
Description of Services Provided:	**Asbestos Abatement, Lead Remediation, Mold Remediation**				
Approximate $ amount of Subcontract:	16,480			**Subcontract % of Total Contract Amount:**	2%

Diversity Business Certification(s): *Check all that apply.*

- ☐ **Minority-Owned Business Enterprise (MBE)**
- ☒ **Woman-Owned Business Enterprise (WBE)** **City of Phila - OEO registry - Certification #111093**
- ☒ **Federally Certified Disadvantaged Business Enterprise (DBE) PA UCP-PA DOT DBE Cert #10859**
- ☐ **Small Business Enterprise (SBE)**
- ☐ **Disabled Owned Business Enterprise (DSBE)**
- ☐ **Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)**
- ☐ **LGBT Business Enterprise (LGBTBE)**
- ☐ **None - not applicable**

Diversity Business Certification to be used on this contract (select one):

- ☐ **Minority-Owned Business Enterprise (MBE)**
- ☐ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**

Diversity Business Certifying Agency: ____

Authorized Representative Signature:			
Print Name:	**Rosemary Fox**		
Title:	**President**	**Date:**	4/27/2023

I. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Sioutis Coatings Enterprises, Inc.	**Federal Tax ID:**	20-0800795
Address:	406 N. Sproul Rd	**Phone Number:**	610-359-9117
City:	Broomall	**State:** PA	**Zip Code:** 19008
DBA (if applicable):		**Fax Number:**	
Primary Contact Person:	Harry Sioutis	**Primary Contact Email:**	harry @sioutiscoatings.com
Compliance Contact:	Harry Sioutis	**Compliance Contact Email:**	harry @sioutiscoatings.com
Description of Services Provided:	Painting, Plaster Patching, Lead Abatement		
Approximate $ amount of Subcontract:	9,000	**Subcontract % of Total Contract Amount:**	1%

Diversity Business Certification(s): *Check all that apply.*

- ☒ Minority-Owned Business Enterprise (MBE)
- ☒ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Diversity Business Certification to be used on this contract (select one):

- ☒ Minority-Owned Business Enterprise (MBE)
- ☒ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)

Diversity Business Certifying Agency: EMSC PT01123

Authorized Representative Signature:	*Ana M. Sioutis*		
Print Name:	Ana M. Sioutis		
Title:	President	**Date:**	4/27/23

I Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Wright Commissioning			**Federal Tax ID:**	
Address:	150 monument Road Suite 101			**Phone Number:**	215-279-5950
City:	Bala Cynwyd	**State:**	PA	**Zip Code:**	19004
DBA (if applicable):				**Fax Number:**	215-558-5767
Primary Contact Person:	William Wright			**Primary Contact Email:**	will.wright@wrightcx.com
Compliance Contact:	William Wright			**Compliance Contact Email:**	will.wright@wrightcx.com
Description of Services Provided:	COMMISSIONING				
Approximate $ amount of Subcontract:	$8,000.00			**Subcontract % of Total Contract Amount:**	1%

Diversity Business Certification(s): *Check all that apply.*

- ☒ **Minority-Owned Business Enterprise (MBE)**
- ☒ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**
- ☐ **Small Business Enterprise (SBE)**
- ☐ **Disabled Owned Business Enterprise (DSBE)**
- ☐ **Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)**
- ☐ **LGBT Business Enterprise (LGBTBE)**
- ☐ **None - not applicable**

Diversity Business Certification to be used on this contract (select one):

- ☒ **Minority-Owned Business Enterprise (MBE)**
- ☒ **Woman-Owned Business Enterprise (WBE)**
- ☐ **Federally Certified Disadvantaged Business Enterprise (DBE)**

Diversity Business Certifying Agency: ____

Authorized Representative Signature:	William Wright		
Print Name:	William Wright		
Title:	Principal	**Date:**	4/27/2023

SPECIFICATION: NG10202 / 2022-024-G

BID DATE: 4/27/2023

NUMBER OF ADDENDA ISSUED: 4

TITLE: Elevator Modernization – General Contract

LOCATION: Mastbaum School

CONTRACTOR	BID AMOUNT	REMARKS
T.E. Construction Services	$1,060,000.00	**
.		

Action Item - 44.

Title: Capital Award at Parkway Northwest High School - Science Laboratory Project ($1,632,000)

Board of Education Meeting Date: 6/29/2023

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:
Magnum Inc. - General Contractor
Paramount Electrical Services, Inc. - Electrical Contractor
GEM Mechanical Services, Inc. - Mechanical Contractor
Dolan Mechanical Inc. - Plumbing Contractor

Purpose:
General, Electrical, Mechanical, and Plumbing Services for the renovation of classrooms into a science laboratory at Parkway Northwest High School.

Start date: 6/30/2023

End date: 6/30/2025

Compensation not to exceed: $1,632,000

Separate Compensation by Vendor:
Magnum, Inc. - General Contractor - $774,000
Paramount Electrical Services, Inc. - Electrical Contractor - $280,000
GEM Mechanical Services, Inc. - Mechanical Contractor - $218,000
Dolan Mechanical, Inc. - Plumbing Contractor - $360,000

Location:
Parkway Northwest High School;

Renewal Options: No

Description:
The Office of Capital Programs has identified the need to renovate the second-floor classrooms of the Parkway Northwest High School into a Science Chemistry Lab and Science Biology Lab with a shared Science Preparation Room.

Why is this contract/action item needed?
This work is based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The projects were publicly advertised, and the lowest responsible bidders are recommended for contract award. The Philadelphia School District design, construction, and project management teams have developed a site-specific construction plan in collaboration with principals and contractors for the site improvements. This plan ensures adequate time and sufficient swing space has been identified for the safety of students and staff. The work will be monitored daily by an inspector, project manager and construction manager to ensure the contractors meet the established budget and schedule. This work is in support of the Operations Division's goal of providing a safe and healthy learning environment for all students.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2025.

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

Anchor Goal(s) Supported:
Other Provide 100% of students with a safe, healthy, and welcoming learning environment.

Funding Source(s):
FY25 Capital Budget
FY26 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Participation Summary	Supporting Document

SPECIFICATION: NG10196 BID DATE: April 14, 2023

NUMBER OF ADDENDA ISSUED: 8

TITLE: GENERAL CONTRACT – Lab Renovations

LOCATION: Parkway Northwest

CONTRACTOR	BID AMOUNT	REMARKS
Magnum, Inc	$774,000	**
Robert Michaels & associates	$897,700	
Smith Construction	$1,148,000	
TE Construction Services	$842,000	

SPECIFICATION: NG101203 BID DATE: April 14, 2023

NUMBER OF ADDENDA ISSUED: 8

TITLE: ELECTRICAL CONTRACT – Lab Renovations

LOCATION: Parkway Northwest

CONTRACTOR	BID AMOUNT	REMARKS
C.A.D Electric	$318,425.00	
Hyde Electric Corporation	$331,900.00	
Mulhern Electric Co., Inc	$493,727.00	
Paramount Electric Services, LLC	$280,000.00	**

SPECIFICATION: NG10198

BID DATE: April 14, 2023

NUMBER OF ADDENDA ISSUED: 8

TITLE: MECHANICAL CONTRACT – Lab Renovations

LOCATION: Parkway Northwest

CONTRACTOR	BID AMOUNT	REMARKS
GEM Mechanical Services, Inc	$218,000	**
Five Star, Inc	$294,42	

SPECIFICATION: NG10197 BID DATE: April 14, 2023

NUMBER OF ADDENDA ISSUED: 8

TITLE: PLUMBING CONTRACT – Lab Renovations

LOCATION: Parkway Northwest

CONTRACTOR	BID AMOUNT	REMARKS
Dolan Mechanical Inc	$360,000	**
Edward Meloney, Inc	$405,300	
Five Star, Inc	$366,000	
GEM Mechanical Services, Inc	$362,000	

THE SCHOOL DISTRICT OF PHILADELPHIA OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	Paramount Electrical Services			Federal Tax ID:	200516085
Address:	6500 Eastwick Avenue			Phone Number:	
City:	Philadelphia	State:	PA	Zip Code:	19142
DBA (If applicable):				Fax Number:	
Primary Contact Person:	Robert J Kelleher			Primary Contact Email:	Bob@paramountelectricalservices.com
Compliance Contact:	Richard J Swipes			Compliance Contact Email:	Rich@paramountelectricalservices.com
Bid Number:	Bid No. NO-10199; Contract No. 2022-074-E: Electrical Construction			Bid Submission Due Date:	04-06-2023
Contract Amount:	$280,000.00			Contract Overall M/WBE Goal:	100%

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☒ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Authorized Representative Signature:	Robert Kelleher		
Print Name:	Robert J Kelleher		
Title:	Project Executive	Date:	04-06-2023
Certifying Agency	The Enterprise Center	Certification No.	910223130

THE SCHOOL DISTRICT OF PHILADELPHIA OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	Dolan Mechanical, Inc.			**Federal Tax ID:**	93-0676990
Address:	638 Johnson Road, PO Box 326			**Phone Number:**	856-629-9331
City:	Sicklerville	**State:**	NJ	**Zip Code:**	08081
DBA (if applicable):				**Fax Number:**	856-629-6545
Primary Contact Person:	James T. Dolan			**Primary Contact Email:**	dmi@dolanmechanical.com
Compliance Contact:	Shannon Jewell			**Compliance Contact Email:**	sjewell@dolanmechanical.com
Bid Number:	NG-10197 Contract 022-074-P			**Bid Submission Due Date:**	April 13, 2023
Contract Amount:	$360,000.00			**Contract Overall M/WBE Goal:**	35%

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☒ None - not applicable

Authorized Representative Signature:			
Print Name:	James T. Dolan		
Title:	President	**Date:**	4/13/2023
Certifying Agency		**Certification No.**	

THE SCHOOL DISTRICT OF PHILADELPHIA OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

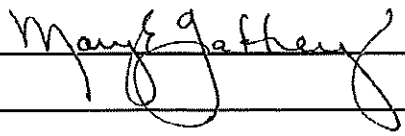
Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	GEM Mechanical Services, Inc.			**Federal Tax ID:**	23-2937502
Address:	5101 Birney Highway			**Phone Number:**	610-361-9667
City:	Aston	**State:**	PA	**Zip Code:**	19014
DBA (if applicable):				**Fax Number:**	610-361-9677
Primary Contact Person:	Mary E. Gaffney			**Primary Contact Email:**	mary@gemmsi.com
Compliance Contact:	Mary E. Gaffney			**Compliance Contact Email:**	mary@gemmsi.com
Bid Number:	NG-10206 Contract No. 2022-012-P			**Bid Submission Due Date:**	03/16/2023
Contract Amount:	$ 362,000.00			**Contract Overall M/WBE Goal:**	100%

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☑ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☑ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☐ None - not applicable

Authorized Representative Signature:			
Print Name:	Mary E. Gaffney		
Title:	President	**Date:**	04/06/2023
Certifying Agency	City of Philadelphia OEO	**Certification No.**	8183070GC

Magnum, Inc GC

I Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:	Decision Distribution			**Federal Tax ID:**	
Address:	4548 Market Street			**Phone Number:**	215-493-4420
City:	Philadelphia	**State:**	PA	**Zip Code:**	19134
DBA (if applicable):				**Fax Number:**	215-493-4471
Primary Contact Person:	Jack Daniels			**Primary Contact Email:**	jd@ddistribution.com
Compliance Contact:	"			**Compliance Contact Email:**	"
Description of Services Provided:	Lab Casework				
Approximate $ amount of Subcontract:	$310,440.00			**Subcontract % of Total Contract Amount:**	40%

Diversity Business Certification(s): *Check all that apply.*

- [x] **Minority-Owned Business Enterprise (MBE)**
- [ ] **Woman-Owned Business Enterprise (WBE)**
- [ ] **Federally Certified Disadvantaged Business Enterprise (DBE)**
- [ ] **Small Business Enterprise (SBE)**
- [ ] **Disabled Owned Business Enterprise (DSBE)**
- [ ] **Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)**
- [ ] **LGBT Business Enterprise (LGBTBE)**
- [ ] **None - not applicable**

Diversity Business Certification to be used on this contract (select one):

- [x] **Minority-Owned Business Enterprise (MBE)**
- [ ] **Woman-Owned Business Enterprise (WBE)**
- [ ] **Federally Certified Disadvantaged Business Enterprise (DBE)**

Diversity Business Certifying Agency: EMSDC Certification #: PT01499

Authorized Representative Signature:			
Print Name:	Anthony Chase		
Title:	Estimator	**Date:**	4/13/2023

Action Item - 45.

Title: Ratification of Contract with NORESCO for Professional Design and Construction Services for GESA Pilot Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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:
NORESCO
Purpose: To provide a time adjustment to NORESCO for professional design and construction services
Original Start Date: 5/25/2018
Current End Date: 12/31/2022
New End Date: 6/30/2025
Currently Authorized Compensation:
$25,188,345

Location:
Saul, Walter B. High School;
Mansion, Strawberry High School;
High, Northeast School

Description:
The Office of Capital Programs requests a contract extension for the Design/Build Contractor to ensure the improved mechanical and electrical systems' measure and verification (M&V) comply with the previously established energy savings goal requirements. The M&V process ensures that the energy and cost savings benchmarked for this project are realized. If the stated goals are not reached, the Contractor must take corrective action to ensure the guaranteed energy savings requirements have been met. The M&V process duration is one year after the project is complete. The M&V period was a part of the original agreement with the Contractor, but this time period was not included in the original Board action item. The revised completion date is June 30, 2025.

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

Related resolution(s)/approval(s):
May 24, 2018; A-1

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 46.

Title: Ratification of Contract with Blackney Hayes Architects for Professional Design Services at Thomas M. Peirce School - No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

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:
Blackney Hayes Architect
Purpose:
To provide a time adjustment to Blackney Hayes Architects for professional design services provided at TM Peirce Elementary School
Original Start Date:
05/01/2020
Current End Date:
06/30/2022
New End Date:
12/31/2024

Currently Authorized Compensation:
$1,998,785

Additional Compensation:
$0

Location:
Thomas Peirce School

Description:
The Office of Capital Programs has identified a need to increase the contract period for Blackney Hayes to complete the construction administration for the new T. M. Peirce Elementary School. An unforeseen condition was discovered during construction, which delayed the construction and required the removal of contaminated soil. This resulted in a revision to the project schedule. This amendment provides for the alignment of the completion of the design and construction contracts. Success will be measured by the entities' ability to complete their work and ensure the opening of the new school for the teachers and students in January 2024. The success of the contract will be measured by meeting the completion criteria.

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:
FY23-FY24 Capital Budget
FY24-FY25 Capital Budget

Office Originating Request: Operations - Capital Programs

Related resolution(s)/approval(s):
April 30, 2020; No. 24

Charge Account(s):
310-9043-4380-4600165-534001-900184-00000

Office Originating Request: Operations - Capital Programs

Action Item - 47.

Title: Ratification of the Contract with Gannett Fleming for Professional Design Services at Franklin S. Edmonds Elementary School ($51,855)

Board of Education Meeting Date: 6/29/2023

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:

Board of Education Meeting Date:
5/25/2023

With:
Gannett Fleming
Purpose:
To provide a time and fee adjustment to Gannett Fleming for professional design services provided at Franklin S. Edmonds Elementary School
Original Start Date:
03/29/2019

Current End Date:
10/31/2021

New End Date:
12/31/2024

Currently Authorized Compensation:
$376,500

Additional Compensation:
$51,855

Total New Compensation:
$428,355

Location: Edmonds, Franklin S. School;

Renewal Options:
No

Description:
The Office of Capital Programs (OCP) has identified a need for increased design fee funding for this contract from $367,500 to $428,355. The increased compensation amount is due to the design

consultant's fee related to the construction cost increasing to $5,633,326 and $5,855.00 for reimbursable expenses. Additional time is needed to complete the project due to unforeseen conditions and the supply chain impacting the final construction delivery date. The success of this contract will be measured by meeting the construction completion criteria.

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:
FY23-FY24 Capital Budget
FY24-FY25 Capital Budget

Office Originating Request: Operations - Capital Programs

Related resolution(s)/approval(s):
March 29, 2019; No. 15

Charge Account(s):
310-9043-6210-4600165-534001-900212-00000

Office Originating Request: Operations - Capital Programs

Action Item - 48.

Title: Ratification of the General and Mechanical Contracts for the Rudolph Blankenburg Elementary School, Classroom Modernization – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Murphy Quigley Company, Inc. - General Contracto
Previously Authorized Compensation: $808,879

Allstates Mechanical, Ltd. - Mechanical Contractor
Previously Authorized Compensation: $95,913

Purpose:
To ratify the expired contracts and provide a time adjustment for the provision of general and mechanical services at the Rudolph Blankenburg Elementary School
Original Start Date:
5/12/2021
Current End Date:
4/22/2023
New End Date:
12/31/2023

Location:
Blankenburg, Rudolph School;

Renewal Options:
No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

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

Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
April 22, 2021; No. 16

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 49.

Title: Ratification of the Electrical Contracts for the William Cramp Elementary School Classroom Modernization – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Mulhern Electric Company, Inc.- Electrical Contractor

Currently Authorized Compensation: $605,464

Purpose:
To ratify the additional time for the contract for the provision of electrical services at the William Cramp Elementary School
Original Start Date:
5/12/2021
Current End Date:
4/22/2023
New End Date:
12/31/2023

Location:
Cramp, William School;

Description:
The Office of Capital Programs (OCP) needed to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
April 22, 2021; No. 16

Funding Source(s):

FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 50.

Title: Ratification of the Electrical Contract for the Edward Gideon Elementary School, Electrical Upgrades Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Hyde Electric Corporation - Electrical Contractor
Prior Authorized Compensation: $2,501,440

Purpose:
To ratify the expired contract and provide a time adjustment for the provision of electrical services at Edward Gideon Elementary School.
Original Start Date: 4/13/2021
Current End Date:
4/23/2023
New End Date: 12/31/2023

Location: Gideon, Edward School;

Renewal Options: No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contract, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
March 25, 2021; No. 20

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 51.

Title: Ratification of the Plumbing and Electrical Contracts for the William C. Longstreth Elementary School, Classroom Modernization – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Five Star, Inc. - Plumbing Contractor
Total Authorized Compensation: $99,400

Mulhern Electric Company, Inc. - Electrical Contractor
Original Compensation: $227,484
Prior Authorized Change Order Compensation: $8,698
Total Authorized Compensation: $236,182.00

Purpose:
To provide a time adjustment for the provision of plumbing and electrical service. No additional compensation is sought.
Original Start Date: 5/24/2021

Current End Date: 4/22/2023

New End Date: 12/31/2023

Location:
Longstreth, William C. School

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

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

Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing

facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s):
April 22, 2021; No. 16

Funding Source(s):

FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 52.

Title: Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the James Rhoads Elementary School Major Renovation Phase 2 – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Smith Builders dba Smith Construction - General Contractor
Original Compensation: $4,182,000
Prior Authorized Change Order Compensation: $154,449
Total Authorized Compensation: $4,336,449

Allstate Mechanical, Ltd. - Mechanical Contractor
Original Compensation: $2,944,000
Prior Authorized Change Order Compensation: $23,500
Total Authorized Compensation: $2,967,500

Chadwick Service Company - Plumbing Contractor
Original Compensation: $299,000
Prior Authorized Change Order Compensation: $76,798
Total Authorized Compensation: $375,798

Madden Electrical Associates, Inc. - Electrical Contractor
Original Compensation: $1,256,540
Prior Authorized Change Order Compensation: $10,101
Total Authorized Compensation: $1,266,641

Purpose:
To provide a time adjustment for the provision of general, mechanical, plumbing and electrical service. No additional compensation is sought.
Original Start Date: 9/15/2020

Current End Date: 3/21/2023

New End Date: 12/31/2023

Location:
Rhoads, James School

Description:
The Office of Capital Programs has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

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

Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s):
August 20 2020; No. 11

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 53.

Title: Ratification of the Electrical Contract for the Andrew Hamilton Elementary School Major Renovation Phase 2– No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Paramount Electrical Services, LLC. - Electrical Contractor

Original Compensation: $210,000
Prior Authorized Change Order Compensation: $12,131
Currently Authorized Compensation: $222,131

Additional Compensation: $0

Total New Compensation: $222,131

Purpose:
To provide a time adjustment for the provision of electrical services for the James Rhoads Major Renovation Project.

Original Start Date: 3/23/2021
Current End Date: 3/18/2023
New End Date: 12/31/2023

Location: Hamilton, Andrew School;

Description:
The Office of Capital Programs has identified a need to extend the period of time for this project, to successfully close out the above referenced contract, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. We do this by identifying

and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.
Related resolution(s)/approval(s):
February 25, 2021; No. 7

Funding Source(s):

FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 54.

Title: Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the Mayfair Elementary School, New Classroom Addition Project- No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:

Robert Michaels & Associates - General Contractor
Total Authorized Compensation: $4,067,000

Allstates Mechanical, Ltd. - Mechanical Contractor
Total Authorized Compensation: $638,240

Dolan Mechanical, Inc. - Plumbing Contractor
Total Authorized Compensation: $464,000.00

Madden Electrical Associates - Electrical Contractor
Total Authorized Compensation: $623,895

Purpose:

To provide a time adjustment for the provision of general, mechanical, plumbing and electrical services. No additional compensation is sought.

Original Start Date: 1/3/2022

Current End Date: 3/30/2023

New End Date: 12/31/2023

Location:
Mayfair School

Description:

The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance

3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

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

Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?

Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s): December 9, 2021; No. 18

Funding Source(s): FY23 - FY24 Capital Budget

Related resolution(s)/approval(s): February 25, 2021; No. 7

Funding Source(s): FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 55.

Title: Ratification of the General Contract for the James R. Ludlow Elementary School, Structural Repairs Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Robert Michaels & Associates - General Contractor

Original Compensation: $2,477,777.00
Prior Authorized Change Order Compensation: $0.00
Total Authorized Compensation: $2,477,777.00

Purpose:
To provide a time adjustment for the provision of general services
Original Start Date: 12/15/2020
Current End Date: 5/13/2023
New End Date: 12/31/2023

Location:
Ludlow, James R. School;

Description:
The Office of Capital Programs has identified a need to extend the period of time for this project, to successfully close out the above referenced contract, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Guardrail 1: Welcoming and Supportive Schools -Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

Related resolution(s)/approval(s):
November 19, 2020; No. 7

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 56.

Title: Ratification of the General, Mechanical, Plumbing and Electrical Contracts for the Joseph Pennell Elementary School, Mechanical Plant Replacement Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
TE Construction Services, LLC - General Contractor
Previously Authorized Compensation: $490,376

Gem Mechanical Services, Inc. - Mechanical Contractor
Previously Authorized Compensation: $1,990,369

Devine Brothers, Inc. - Plumbing Contractor
Previously Authorized Compensation: $224,680

Lex Electric Company, Inc. - Electrical Contractor
Previously Authorized Compensation: $168,741

Purpose:
To ratify the expired contracts and provide a time adjustment to them for the provision of general, mechanical, plumbing and electrical services at the Joseph Pennell Elementary School.
Original Start Date:
4/14/2021
Current End Date:
4/23/2023
New End Date:
12/31/2023

Location:
Pennell, Joseph School;

Renewal Options:
No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contracts, due to the following

needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
March 25, 2021; No 20

Funding Source(s):
FY22- FY23 Capital Budget
FY23- FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 57.

Title: Ratification of the Mechanical Contract for the Andrew J. Morrison Elementary School, Boiler Replacement Project – No Cost Time Extension

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Allstates Mechanical, Ltd. - Mechanical Contractor
Previously Authorized Compensation: $1,727,244

Purpose:
To ratify the expired contract and provide a time adjustment for the provision of mechanical services at the Andrew J. Morrison Elementary School.
Original Start Date:
4/19/2021
Current End Date:
4/23/2023
New End Date:
12/31/2023

Location:
Morrison, Andrew J. School;

Renewal Options:
No

Description:
The Office of Capital Programs (OCP) has identified a need to extend the period of time for this project, to successfully close out the above referenced contract, due to the following needing to be finalized:

1. As Built drawing review and acceptance
2. Operation, maintenance and warranty manual review and acceptance
3. Commissioning and training for facilities and maintenance personnel
4. Punch list items
5. Retainage and payments

How is this work connected to the District's plan to achieve Goals & Guardrails?
Our mission is to provide a safe learning environment for children. We do this by identifying and supporting investments in the buildings that the students in Philadelphia learn in. This can include the construction of new buildings, renovating existing facilities, erecting additions and converting existing facilities to

accommodate educational program change, and improving existing facility sites.

How will the success of this contract be measured?
Success will be measured by the ability to close the project out by December 31, 2023.

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

Related resolution(s)/approval(s):
March 25, 2021; No. 20

Funding Source(s):
FY23 - FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 58.

Title: Authorization to Enter into an Amendment to an Intergovernmental Agreement with the Philadelphia Authority for Industrial Development (PAID) to Fund, Contract and Sublease with One or More Developers or Construction Managers for the Development, Construction and Equipping of One or More Capital Projects ($69,000,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education authorize The District of Philadelphia, through the Superintendent or his designee, to execute and perform agreements with the Philadelphia Authority for Industrial Development, including without limitation, intergovernmental cooperation agreements, purchase of assets agreements, leases and/or licenses, subject to funding, as follows:

With: Philadelphia Authority for Industrial Development (PAID)

Purpose: Intergovernmental cooperation agreements, purchase of assets agreements, leases and/or licenses with PAID in order to develop, construct and equip certain capital projects of the District and the negotiation and preparation of any and all papers and documents and all filings, submissions or other actions by or on behalf of the District necessary or appropriate for the development, construction, and equipping of one or more capital projects for the District.

Start date: 3/25/2022

Original end date:
6/30/2025

Amended End date:
9/30/2025

The Board has currently authorized the project cost of $145,000,000. An additional project cost has been identified increasing the amount by $69,000,000. The total costs of the projects are not expected to exceed: $214,000,000, inclusive of the previously authorized administrative services fees to PAID for all three projects that will not exceed one percent of the originally identified project cost ($1,450,000) of total compensation.

Location(s):
Alternative Middle Years (AMY) at James Martin;
Cassidy, Lewis C. Academics Plus School;
Holme, Thomas School

Description:
This action item authorizes the amendments of the Intergovernmental Agreement entered into with PAID to add additional funds and time to the project. The Intergovernmental

Agreement provides for three school building projects to be developed with the help of PAID. The three projects are included in the approved FY22 capital budget for the Five-Year Capital Improvement Program.
The partnership with PAID is expected to provide additional oversight and assistance to the District, with the anticipated outcome of new school building constructed at reasonable cost, with greater efficiencies, and on time completion. The partnership with PAID aligns with the requirements around the funding stream for these projects. The District was awarded federal ESSER grant funds, of $225,000,000, to be spent on projects that would enhance the health and safety of students. By regulation or law, all ESSER funds must be obligated by September 30, 2024. For the District to use the ESSER funds for construction projects on District property, the District must be the owner of or have at least 50 years' possession of the property(ies) where the funds would be spent. Given the aggressive grant timeframe, carrying out the three projects using a traditional Design-Bid-Build model is not feasible. And because the District must own or have at least 50 years' possession of the buildings to be eligible to use for the funding, a turn-key structure, whereby the District would convey property to a developer, is not technically viable. On the other hand, a structure involving PAID (managed by PIDC), would enable the District to lease properties to PAID, with PAI D in turn subleasing the properties to a Developer or "CM at Risk" (collectively "developers") for the design and construction of the school projects on a timeline that complies with the grant's terms, while maintaining the District as the property owner. The Pennsylvania Department of Education, which administers the federal ESSER grant funding, has indicated they will approve use of the ESSER funds under this structure for the three enumerated projects.

Each of the new school buildings will be constructed on the same parcel on which it currently exists. Students attending each of the schools will be relocated before demolition of existing structures begins and after construction is completed. All of these projects should be completed, with students returned, by School Year 2024- 2025. The AMY at James Martin and Thomas Holme projects will be carried out by a developer. The developer will provide design services, inclusive of planning, design and construction, while the Cassidy school project will be constructed by a CM at Risk given the stage of the project, as further described below.

The Projects

Alternative Middle Years at James Martin, located at 3350 Richmond Street, Philadelphia, PA 19134, serves 550 6th-8th grade students. The AMY at James Martin school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY21. This project is currently in the planning stage.

Because the program of requirement is under development, using a developer is the appropriate structure. The scope of work for this project includes educational planning, design, building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The developer will

be required to comply with the District's Educational Specifications, Design Guidelines, Technical Specifications, and program of requirement that are in place. This will set the standard of quality, size, and layout with which the developer must comply. The new building is being designed to serve approximately 550 6th-8th grade students in a, most likely, three-story, approximately 77,900 square foot space.

The new school design will include 15 classrooms, three small group instruction rooms, an instructional media center, spaces for art and music, three science labs, a discovery-commons, a gymnatorium, a cafeteria, and a full-service kitchen. The school leadership, students, and parents will be engaged throughout the design and construction processes to provide input on public spaces on a quarterly basis.

The project currently has an anticipated construction completion by the summer of 2025.

Lewis C. Cassidy Academics Plus School, located at 6523 Lansdowne Avenue, Philadelphia, PA 19151, serves 600 children in Pre-K through 8th grade. The Cassidy school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY19, and the Office of Capital. Ewing Cole, Inc. to provide professional architectural services pursuant to Board authorization given on June 25, 2020. The project is currently in the design phase under the direction of JMT, the District's Project Management firm, in conjunction with the Office of Capital Programs (OCP). The design is approximately ninety percent complete, including the program of requirement, standard of quality, defined systems and specifications. Therefore, a CM at Risk structure is appropriate and planned as part of the transactions with PAID. The scope of work for this project includes building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The newly constructed building will have a projected enrollment of 600 students. As being planned, the building will be three stories, with approximately 87,000 square feet. The new school design will include 27 classrooms, four small group instruction rooms, an instructional media center, spaces for art, music and science, a maker space, a gymnatorium, a cafeteria, and a full-service kitchen. The school leadership, students, and parents have been engaged throughout the design process and provided input on murals, playground, community spaces and the general appearance of the school. These community meetings have been occurring on a quarterly basis during design and are expected to continue throughout the construction phase. The project is currently under construction with an anticipated completion of construction by the spring of 2025.

Thomas Holme School, located at 9125 Academy Road, Philadelphia, PA 19114, serves 950 Pre-K through 8th grade students. The Holme school project was approved for capital improvement and included in the adopted Capital Improvement Plan for FY20. This project is currently in the planning stage. Because the program of requirement is under development, using a developer is the appropriate structure. The scope of work for this

project includes educational planning, design, building construction, site work including stormwater management systems, casework, furnishing, fixtures, equipment, communications, and security. The developer will be required to comply with the District's Educational Specifications, Design Guidelines, Technical Specifications, and program of requirement that are in place. This will set the standard of quality, size, and layout with which the developer must comply. The new building will most likely be three-stories, serving approximately 950 Pre-K through 8th grade students, in an approximately 127,116 square foot space. The new school design will include 35 classrooms, three small group instruction rooms, an instructional media center, spaces for art, music, and science, a dance studio, a discovery common, a gymnatorium, a cafeteria, and a full-service kitchen. The school leadership, students, and parents will be engaged throughout the design and construction processes to provide input on public spaces on a quarterly basis.

The project is currently under construction with an anticipated completion of construction by the summer of 2025.

There is a potential "growth" in the size of the building size from approximately 127,116 SF to 140,000 SF due to the possible increase in the enrollment number beyond 1095, which, if correct, should necessitate an increase in the sized ancillary spaces, e.g. cafeteria, gymnatorium, administrative, of the building. The District's school program generator automatically increases the size of these spaces when the population is adjusted from 999 to 1000. The original Program Of Requirement (POR) accounted for the potential increase of 120 Pre-K students, and this increase created the 13,000 SF difference. The second POR did not include this modification.

District Oversight

OCP has developed the Design Guidelines, Educational Specifications, and Technical Specifications to ensure high quality construction that is responsive to the academic needs of our students. All three projects will be required to meet the District's Program of Requirements, Design Guidelines and Technical Specifications, and Educational and Technical Specifications. The specifications include risk mitigation requirements to protect the District, such as payment and performance bond requirements, insurance requirements, and contingencies requirements. The District, with PAID's assistance, will participate in vendor selection for design and construction through a Request for Proposal (RFP) process. PAI D will issue the RFP, which will incorporate and be consistent with School contracting goals and provisions, including MWBE goals. The District will have responsibility with respect to the RFP, reviewing proposals, contract negotiations and preparation (in collaboration with PAID, who will award the contracts), construction design

approval/management, construction management and inspection, project controls/cost estimates, reviewing and approving invoices and payment, training, regular monitoring that the project is adhering to established standards, schedules and budgets, project close-out, and lease termination. (Additional information below.)

Services to be Rendered by PAID

As referenced above, the District will be paying a not-to-exceed capped fee to PAID. PAI D will be collaborating with the District on the projects and providing a range of specific services. These include (i) executing and delivering leases with the District and subleases with the developers; (ii) working with the District to create an RFP for developers of the respective construction projects that is mutually agreeable to the District and PAID; issuing the RFP on behalf of the District; (iii) participating as a member of the developer selection committee established by the District and appointing each developer at the District's direction; (iv) participating with the District in the negotiation of agreements and contracts with developers and the subleases with the developers ("Developer Agreements"), and executing and delivering all Developer Agreements; and (v) managing the invoice process with developers. Developers will be required to submit invoices and necessary supporting documentation to PAID.PAI D will review the invoices to ensure the invoices and accompanying back-up information are complete, and will submit a copy of the invoice with a requisition form to the District. Upon receipt from the District of written authorization and funds to pay the invoice, PAID will pay the developers.

Transaction Structure Benefits

PAID has significant experience with large scale construction programs for the City of Philadelphia and City-related authorities, and PDE has approved use of the federal funds for these projects. This structure moreover will result in several efficiencies and cost savings and, fits with the time constraints relating to the expenditure of the federal grant funds being used to fund construction of the projects (which must be spent by September 2024).

Furthermore, while no construction project is risk free regardless of how it is structured, certain assurances protecting the District will be embedded in the contract documents, and the District will be assuming no greater risk than is inherent in any of our construction contracts. The contracts PAID will enter into with the developers will require the developers to deliver the project for the cost of the work, but for no greater than a guaranteed maximum price. In this way, the risk of cost overruns shifts away from the District. The risk of overruns if the guaranteed maximum price is exceeded will contractually be borne by the developers. In addition, it is expected that the contracts will include liquidated damages and indemnification provisions. The District will also mitigate risks in connection with these construction projects by reviewing the financials of the selected developers, and requiring warranties for the work performed and payment and performance bonds that are legally required on all District construction projects.

The District will maintain input and oversight for the project. The District's in-house team of architects, engineers, and construction professionals will allow the District to assign a complete project team for each of the three projects under development, inclusive of a Design Project Manager, a Construction Project Manager, and inspectors. The developers will be required to complete the projects within the established budget and schedule under OCP's oversight and management. Progress will be monitored on a weekly basis against a baseline schedule that will be established by the developers within the first several weeks of their contract(s), all within the 30- month time frame allotted for the projects. OCP will be responsible for ensuring the project schedule is updated with the latest information by developers so that it is never more than three business days out of date. For variances on critical milestones greater than five business days, the developers will be issued a written request to provide a recovery schedule within three business days.

Communication management will rest with the District, with cooperation of the developers. Communication threads will follow the common path of project leadership from inspector and Construction Project Manager to Construction Manager, to OCP leadership, School Principal and Assistant Superintendent, to the Chief Operating Officer, and from there to the District's Superintendent. The District will also be heavily involved with community and stakeholder communications. Quarterly design meetings will be scheduled to engage the community in the planning and design process and to seek input and feedback. The District will also coordinate pre-construction meetings and quarterly construction meetings to update the community on the progress of the projects, similar to the community engagement the District has conducted for various projects and stages, such as the T.M. Pierce, Solis-Cohen, and Northeast Community Propel Academy projects. The District will consult with school leaders at all stages of the projects.

The District will provide updates to the Board at regular intervals and/or project milestones, as agreed to between the Board President and the District.

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

Related Action Item:
3/24/2022, 19

Funding source(s):

FY 21-22 Capital Budget, FY22-25 Federal ESSER III- ARPA

Office Originating Request: Operations - Capital Programs

Office Originating Request: Operations - Capital Programs

Action Item - 59.

Title: Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreement for William Tilden School ($29,000)

Board of Education Meeting Date: 6/29/2023

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 Donations from Mural Arts Philadelphia, execute and perform an amendment to a Memorandum of Understanding, enter into a license and right of entry agreement, and execute any other necessary documents, subject to funding, as follows:

With: Philadelphia Mural Arts Advocates

Donation of: Materials, supplies, and installation of mural

Value of Donation of an amount up to: $29,000

Memorandum of Understanding Start Date: 7/1/2023

Memorandum of Understanding End Date: 3/31/2025

Purpose: Accept donation of and add design, installation, and donation of a mural at the William Tilden school to the existing Memorandum of Understanding

License and right of entry agreements with: Mural Arts Philadelphia

License/Right of Entry Agreements Start Date: 7/1/2023

License/Right of Entry Agreements End Date: 3/31/2025

Location:
Tilden, William T. Middle School;

Description:
On April 20, 2023, the Board approved the acceptance of donations of 17 mural projects at various schools. The District seeks authorization to add the William Tilden School to the list of authorized schools. These mural projects will enable students to identify with their school as the murals will reflect the values, culture, and vibrancy of each school community. The murals will create a welcoming space for students and staff. Parents and community will be engaged by Philadelphia Mural Arts Advocates as part of the mural process and the murals will depict the diversity of Philadelphia communities. Philadelphia Mural Arts Advocates will supervise the installation and creation of the mural. This school is a continuation of the first phase of murals donated by Philadelphia Mural Arts Advocates. All final mural designs will be approved by the Office of Diversity, Equity, and Inclusion following the Districts procedure for submitting, reviewing and approving murals through the building improvement

process. The School District will engage the Office of Diversity, Equity and Inclusion in the selection of site locations for the Phase 2 of the Mural Arts projects moving forward.

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

Office Originating Request: Operations - Facilities

Office Originating Request: Operations - Facilities

Action Item - 60.

Title: Change Orders with Various Locations ($1,068,136)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Allstates Mechanical, Ltd.
BSI Construction, LLC.
C.A.D. Electric, Inc.
Dolan Mechanical, Inc.
E J Electric, Inc.
Eagle I Electric, Inc.
Five Star Builders, Inc.
Gem Mechanical Services, Inc.
Geppert Brothers, Inc.
Hyde Electric Corporation
John J. Bee Mechanical Contractor, Inc.
Lex Electric Company, Inc.
Lorenzon Brothers
Madden Electric Associates, Inc.
Magnum, Inc.
McGoldrick Electric Inc.
Murphy Quigley Company, Inc.
Robert Michaels and Associates, Inc.
Smith Construction, Inc.
TE Construction Services, LLC
The Bedwell Company

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

Start Date: 6/30/2023

End Date:
Through completion dates for previously approved construction, as well as professional design/structural/architectural services contracts

Compensation not to exceed: $1,068,136

Separate Compensation by Vendor and Locations:
Allstates Mechanical, Ltd. - Mechanical Contractor - Major HVAC Renovation at Vare-Washington School $26,430
BSI Construction, LLC - General Contractor - New Construction at Frank, Anne ES $1,180
C.A.D Electric, Inc. - Electrical Contractor - Electrical Upgrades at Bryant, William C. School $2,053
Dolan Mechanical, Inc. - Mechanical Contractor - Major HVAC Renovation at Elkin, Lewis School $8,406
Dolan Mechanical, Inc. - Plumbing Contractor - New Construction at Frank, Anne ES $28,041
Dolan Mechanical, Inc. - Plumbing Contractor - Major Renovation/New Addition at Richmond ES $1,091
E.J. Electric, Inc. - Electrical Contractor - Relighting Project at Sullivan, James J. School - $10,714
Eagle Industrial Electric, Inc. - Electrical Contractor- New Construction at Frank, Anne ES $171,835
Ernest Bock & Sons, Inc. - General Contractor - New Addition and Renovation at Allen, Ethan ES $12,250
Ernest Bock & Sons, Inc. - General Contractor - Major Renovation/New Addition at Richmond ES $120,683
Ernest Bock & Sons, Inc. - General Contractor - New School Building at Solis-Cohen, Solomon ES $18,142
Five Star, Inc. - Mechanical Contractor - Major Renovation at Forrest, Edwin School $8,797
Gem Mechanical Services, Inc. - Plumbing Contractor - Major HVAC Renovation at Elkin, Lewis School $4,082
Gem Mechanical Services, Inc. - Mechanical Contractor - Boiler at Pennell, Joseph School $6,003
Geppert Bros., Inc. - General Contractor - Demolition at Cassidy, Lewis C. Academics Plus School $169,509
Hyde Electric Corporation - Electrical Contractor - Major Renovation at Pollock, Robert B. School $31,733
Hyde Electric Corporation - Electrical Contractor - Major HVAC Renovation at Vare-Washington School $1,173
John J. Bee, Inc - Plumbing Contractor - Classroom Modernization 2022 at Hopkinson, Francis School -$18,500
Lex Electric Co., Inc. - Electrical Contractor - Toilet Room Renovations at Logan, James School $5,605
Lex Electric Co., Inc. - Electrical Contractor - Electrical Upgrades at Nebinger, George W. School $10,315
Lex Electric Co., Inc. - Electrical Contractor - MR/New Addition at Richmond ES $73,824
Lorenzon Brothers Company - General Contractor - HVAC Major Renovation at Edmonds, Franklin S. Elementary School -$24,412
Madden Electrical Associates, Inc. - Electrical Contractor - Electric Buses Charging Upgrades at Passyunk Avenue Garage $39,016
Magnum, Inc. - General Contractor - Classroom Modernization 2022 at Kelley, William D. School $858
Magnum, Inc. - General Contractor- Classroom Modernization 2022 at Washington, Martha School $6,807
McGoldrick Electric, Inc. - Electrical Contractor - New School Building at Solis-Cohen, Solomon ES $41,737

Murphy Quigley & Co. - General Contractor - Elevator Replacement at Masterman, Julia R. School $14,174
Robert Michaels & Associates - General Contractor - Electrical Upgrades at Philadelphia HS for Girls $2,428
Smith Builders dba Smith Construction - General Contractor Major Renovation at Forrest, Edwin School - $159,579
Smith Builders dba Smith Construction - General Contractor - Toilet Room Renovations at Logan, James School $29,736
Smith Builders dba Smith Construction - General Contractor - Bathroom ADA Upgrades and Plumbing Piping Replacement at Morrison, Andrew J. School $35,394
Smith Builders dba Smith Construction - Construction Contract - Interior Door Replacement at Sheridan, Philip H. School (AKA Gloria Casarez ES) $34,576
Smith Builders dba Smith Construction - General Contractor - ADA Bathroom Upgrades at The Science Leadership Academy at Beeber $33,070
TE Construction Services, LLC - General Contractor - Classroom Modernization 2022 at Franklin, Benjamin School $9,108
TE Construction Services, LLC - General Contractor - Classroom Modernization 2022 at Kearny, General Philip School $12,678
The Bedwell Company - General Contractor - Classroom Modernization 2022 at Patterson, John M. School $1,449

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 projects, relative to the change orders, is 27, valued at $206,211,582. The total amount of the change orders presented to the Board of Education for its approval, at the June 29, 2023, meeting is $1,068,136, which is .52% of the total value of the aforementioned 27 construction projects. Our current change order rate on all open construction contracts is 2.2% of which .87% are design errors and omissions, 1.03% are unforeseen conditions and 0.62% are owner's requests. The Office of Capital Programs works with the Office of General Counsel to determine the most effective approach to hold the Architects of Record accountable for errors and omissions and recover money for the District.

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

Funding Source:
FY 24-25 Capital Budget

Related resolutions(s)/approval(s):
February 24, 2022; No.12

May 28, 2020; No.14
March 24, 2022; No.20
November 18, 2021; No.12
May 28, 2020; No.14
January 30, 2020; No.24
September 23, 2021; No.13
May 28, 2020; No.14
August 20, 2020; No.12
January 30, 2020; No.24
October 18, 2018; No.7
June 23, 2022; No.29
November 18, 2021; No.12
March 25, 2021; No.20
December 9, 2021; No.17
June 23, 2022; No.29
February 24, 2022; No.12
April 21, 2022; No.11
December 9, 2021; No.17
January 26, 2023; No.11
January 30, 2020; No.24
September 23, 2021; No.13
October 28, 2021; No.11
April 21, 2022; No.11
April 21, 2022; No.11
October 18, 2018; No.7
May 27, 2021; No.32
September 23, 2021; No.13
June 23, 2022; No.29
December 9, 2021; No.17
March 25, 2021 ;No.20
December 9, 2021; No.17
January 28, 2021; No.11
April 21, 2022; No.11

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Change Order Analysis - Data	Supporting Document

Last updated: Friday, May 8, 2023

Change Orders to be presented to the Board of Education on Thursday, June 29, 2023

Change Order #	School	Contractor	Designer	Work Description	Change Description	Reason for Change	Reason Description	CO Amount Requested	CO Amount Agreed	CO Amount Savings	Amount of Contractor's Contract	CO % of Contract Amount	Amount of Project	CO % of Project Amount
109	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to custom cut and re-install already removed marble chair rail where lockers are located on the third floor.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to address how the lockers were to be installed flush to the surface given that the existing marble chair rail was protruding from the wall.	$1,856.00	$1,856.00	$0.00	$11,543,000.00	0.02%	$19,206,000.00	0.01%
108	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to furnish and install bent metal flash trim to four sets of double doors located in the auditorium.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include remedial action required when structural steel around the perimeter of the door frame was left exposed after the doors were removed.	$8,687.00	$8,538.00	$149.00	$11,543,000.00	0.07%	$19,206,000.00	0.04%
110	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to repair damage to the sheetrock.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. A water pipe leak caused damage to the sheetrock.	$1,856.00	$1,856.00	$0.00	$11,543,000.00	0.02%	$19,206,000.00	0.01%
47	Beeber, Dimner Middle School	Smith Construction, Inc.	NORR Design, Inc.	General Contract - ADA Modifications	Provide labor, materials, and equipment to infill the floor slab in the second and third floor boys restrooms.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to address ADA requirements when modifying the boys' bathrooms.	$8,623.00	$8,623.00	$0.00	$1,948,000.00	0.44%	$3,117,900.00	0.28%

45	Beeber, Dimner Middle School	Smith Construction, Inc.	NORR Design, Inc.	General Contract - ADA Modifications	Provide labor, materials, and equipment to install a metal frame and finished drywall plenum in the locker room area.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to include a drywall soffit ceiling to conceal unfinished brick above the new ramp and plenum space for the auditorium return air.	$6,990.00	$6,990.00	$0.00	$1,948,000.00	0.36%	$3,117,900.00	0.22%
46	Beeber, Dimner Middle School	Smith Construction, Inc.	NORR Design, Inc.	General Contract - ADA Modifications	Provide labor, materials, and equipment necessary to frame out and finish new walls over existing brick walls. in the locker room, shower, and pump room areas,	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract drawings failed to address how to finish existing exposed brick that was in areas	$5,928.00	$5,928.00	$0.00	$1,948,000.00	0.30%	$3,117,900.00	0.19%
48	Beeber, Dimner Middle School	Smith Construction, Inc.	NORR Design, Inc.	General Contract - ADA Modifications	Provide labor, materials, and equipment to install hard construction barriers and doors at all phase 1 bathrooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. School District's standard requiring plastic barriers to reduce dust and noise issues was ineffective and plastic barriers were replaced with hard barriers.	$11,529.00	$11,529.00	$0.00	$1,948,000.00	0.59%	$3,117,900.00	0.37%
1	Bryant, William Cullen Elementary School	C.A.D. Electric, Inc.	FXB Inc	Electrical Contract - Electrical Upgrades	Provide the labor, material and equipment necessary to: remove and reinstall the drop ceiling and light fixtures in bathroom 215A and bathroom 215B.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract drawings required surface mounted light fixtures to be replaced in the bathrooms. The existing ceiling was a drop ceiling in poor condition. A new ceiling	$16,275.00	$2,053.00	$14,222.00	$3,975,425.00	0.05%	$3,975,359.00	0.05%
1	Cassidy, Lewis C. Elementary School	Geppert Brothers, Inc.	Ewing Cole	General Contract - Demolition	Provide the labor, material and equipment necessary to remove and dispose of concrete and masonry debris.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The concrete and masonry debris was scheduled to be crushed and used as backfill on the site. After the project started, it was discovered that the concrete and masonry were coated with lead paint and had to be abated.	$360,000.00	$169,509.00	$190,491.00	$1,919,700.00	8.83%	$1,981,240.00	8.56%

5	Edmonds, Franklin S. Elementary School	Lorenzon Brothers	Sheward Partnership	General Contract - Mechanical Renovation	Credit from the contractor for not having to provide the labor, material and equipment necessary to: install a superior fence.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The Philadelphia Electric Company's (PECO's) standards for fencing around an electrical transformer were lesser than specified by the design and only the fence required by PECO was installed	($15,816.00)	($24,412.00)	$8,596.00	$635,000.00	-3.84%	$5,629,326.00	0.00%
2	Elkin, Lewis Elementary Little School House	Gem Mechanical Services, Inc.	WTI/Tremco	Plumbing Contract - Major HVAC Renovation	Provide the labor, material and equipment to relocate existing sanitary piping and install new bypass piping.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to consider existing sanitary pipe in the layout of the chiller piping.	$4,109.00	$4,082.00	$27.00	$178,000.00	2.29%	$ 5,123,777.00	0.07%
1	Elkin, Lewis Elementary Little School House	Dolan Mechanical, Inc.	WTI/Tremco	Mechanical Contract - Major HVAC Renovation	Provide the labor, material and equipment necessary to add 5 thermostats to control unit ventilators' individually.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include method to control each unit ventilator.	$8,947.00	$8,406.00	$541.00	$3,481,000.00	0.24%	$ 5,123,777.00	0.16%
12	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor, material and equipment to extend waterproofing to building foundation	Design Error (s)	Additional work implemented to remediate an existing unforeseen condition. Based on design details the top edge of waterproofing must be extended to the granite course and terminated. The drainage mat and filter fabric must be installed. The rough masonry course of brick below the granite will need prep / parge	$77,595.00	$77,595.00	$0.00	$11,590,000.00	0.67%	$22,268,226.00	0.35%

11	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor and materials and equipment necessary to provide new fencing and bollards around the new gas service line.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not show the new gas service line being protected.	$9,046.00	$9,046.00	$0.00	$11,590,000.00	0.08%	$22,268,226.00	0.04%
15	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide the labor, material and equipment necessary to demolish existing concrete floor and add concrete level to enable the new hardwood floor for the Gymnatoria to be installed at the correct elevation.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design for gymnatoria floor failed to consider the existing concrete floor elevation.	$11,081.00	$11,081.00	$0.00	$11,590,000.00	0.10%	$22,268,226.00	0.05%
6	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor and materials and equipment necessary to build new chase in room 118.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design showed new lavatory carrier being installed on existing wall. It would not fit and a new chase had to be built to enable the carrier to be installed.	$984.00	$984.00	$0.00	$11,590,000.00	0.01%	$22,268,226.00	0.00%
1	Forrest, Edwin Elementary School	Five Star Builders Inc.	Di Group Architecture	Mechanical Contract - Major Renovation	Provide labor and materials and equipment necessary to remove an existing galvanized vent line on 3 floors and through the roof.	Design Omission (s)	Additional work implemented to remediate an existing unforeseen condition. The existing vent line which is no longer needed was in conflict with the new fin tube radiation that is to be installed.	$5,356.00	$5,356.00	$0.00	$5,295,000.00	0.10%	$22,268,226.00	0.02%

8	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor, equipment and material to remove existing concrete slab in the basement.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design required installation of a new 60" x 48" return air duct from the roof top air conditioning unit.	$17,536.00	$17,536.00	$0.00	$11,590,000.00	0.15%	$22,268,226.00	0.08%
7	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor, materials and equipment necessary to provide an additional detailed installation of the ceiling grid at the corridor windows and transoms.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. In order to conceal exposed electrical conduit a revised design was issued for the corridor windows and transoms.	$11,144.00	$11,144.00	$0.00	$11,590,000.00	0.10%	$22,268,226.00	0.05%
13	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor and materials and equipment necessary to remove fencing and post at window wells, and replace with new fencing.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract required removal and reinstallation of fencing and posts.	$13,431.00	$12,134.00	$1,297.00	$11,590,000.00	0.10%	$22,268,226.00	0.05%
2	Forrest, Edwin Elementary School	Five Star Builders Inc.	Di Group Architecture	Mechanical Contract - Major Renovation	Provide the labor, material and equipment necessary to remove existing galvanized plumbing stack in the kitchen and reroute to another location.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. To complete contract work a previously so fitted pipe that ran down the exterior of a column was exposed and because it extended out causing a tripping hazard it had to be relocated.	$3,441.00	$3,441.00	$0.00	$5,295,000.00	0.06%	$22,268,226.00	0.02%

9	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide the labor, materials and equipment necessary to repair a large penetration in the foundation wall that an electrical conduit passed through.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The opening was large and was not providing any type of water protection. This work was required in order to fully waterproof the foundation wall. The area was cleaned of all soils, loose masonry chipped away, binding agent added and infilled multiple lifts of repair cement.	$706.00	$706.00	$0.00	$11,590,000.00	0.01%	$22,268,226.00	0.00%
10	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide labor and materials and equipment necessary to remove and replace unsuitable soils with suitable soils.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Contract work required the replacement of an existing concrete slab. Upon removal of the existing slab it was determined the soil would not support the new slab so the existing soil was replaced.	$11,572.00	$11,572.00	$0.00	$11,590,000.00	0.10%	$22,268,226.00	0.05%
14	Forrest, Edwin Elementary School	Smith Construction, Inc.	Di Group Architecture	General Contract - Major Renovation	Provide the labor, materials and equipment to demolish the concrete flooring between the floor chases and the exterior walls and replace with new concrete.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The contractor was to demolish a portion of the floor chase and fill with stone and concrete. However, the portion of concrete flooring between the floor chase and the exterior wall s was poured over debris and was no longer stable and had to be	$7,781.00	$7,781.00	$0.00	$11,590,000.00	0.07%	$22,268,226.00	0.03%
8	Frank, Anne Elementary School	BSI Construction, LLC	Schrader Group Architecture, LLC	General Contract - Addition and Major Renovations	Provide the labor, material, and equipment to install key switches for the motorized shades	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design documents failed to include the switches needed to operate the motorized shades.	$1,573.00	$1,180.00	$393.00	$9,389,000.00	0.01%	$19,182,005.00	0.01%
12	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to relocate existing domestic water lines.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Specified design had the new transformer being installed beneath existing domestic water lines.	$3,069.00	$2,507.00	$562.00	$1,607,000.00	0.16%	$19,182,005.00	0.01%

11	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to relocate the existing roof drain.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The specified design resulted in the structural steel for the chiller landing on an existing roof drain, which caused the drain to have to	$6,283.00	$5,077.00	$1,206.00	$1,607,000.00	0.32%	$19,182,005.00	0.03%
14	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to relocate existing gas vent lines for boiler vents.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The existing gas vent pipes for the boilers had to be raised to enable the installation of the boiler vents.	$4,314.00	$4,194.00	$120.00	$1,607,000.00	0.26%	$19,182,005.00	0.02%
16	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to relocate existing water heaters due to abetment work.	Design Error (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design documents failed to indicate that existing water heaters needed to be relocated .	$591.00	$558.00	$33.00	$1,607,000.00	0.03%	$19,182,005.00	0.00%
13	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to remove and reinstall an industrial kitchen sink in the cafeteria.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design documents failed to include the removal and reinstallation of the sink.	$1,379.00	$1,311.00	$68.00	$1,607,000.00	0.08%	$19,182,005.00	0.01%
17	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide material, labor and equipment to remove and reinstall existing fixtures and make all necessary repairs to make operational.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to include the removal and reinstallation	$9,882.00	$9,381.00	$501.00	$1,607,000.00	0.58%	$19,182,005.00	0.05%

15	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to raise five floor drains in the kitchen	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to address the height of the floor drains when the new floor tile was installed.	$1,826.00	$1,761.00	$65.00	$1,607,000.00	0.11%	$19,182,005.00	0.01%
32	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to relocated existing TV monitor from the Principal's office to the Vice Principal's new office.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not specify what to do with the existing monitor.	$8,855.00	$8,855.00	$0.00	$4,194,005.00	0.21%	$19,182,005.00	0.05%
33	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install one duplex receptacle for the ionizer required for the roof top air conditioning unit.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not specify a power source for the ionizer.	$3,501.00	$2,796.00	$705.00	$4,194,005.00	0.07%	$19,182,005.00	0.01%
34	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install six (6) new duct detectors for blower coils in building C and sixteen (16) remote test stations for buildings B and C.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not included required remote test stations and new fire alarm system was not compatible with existing duct detectors.	$41,938.00	$26,480.00	$15,458.00	$4,194,005.00	0.63%	$19,182,005.00	0.14%
30	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor material and equipment necessary to furnish and install all required lighting, fire alarm devices, security and power to the re-designed office space	Requested by School District	Requested by the School District: The psychiatric office was designed to have a wall removed and become one large area. However, the Principal requested it remain as two spaces, so additional wiring, lighting, security, fire alarm etc. had to be	$9,658.00	$7,527.00	$2,131.00	$4,194,005.00	0.18%	$19,182,005.00	0.04%

31	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install motion sensors on all exterior doors.	Requested by School District	School District Request. Though not a design standard, the school district's security department requested, as a safety measure, that all exterior doors be upgraded to include motion sensors.	$51,000.00	$43,794.00	$7,206.00	$4,194,005.00	1.04%	$19,182,005.00	0.23%
10	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material, and equipment to repair damaged bathroom pipe and faucets.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. While performing contract work a leak in the bathroom pipe was discovered and had to be repaired along with damaged faucets.	$4,539.00	$3,252.00	$1,287.00	$1,607,000.00	0.20%	$19,182,005.00	0.02%
37	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to perform emergency service during the week of 8-29-21 and replace the main electrical breaker.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Due the electrical system being overloaded the main breaker had to be replaced.	$30,564.00	$16,298.00	$14,266.00	$4,194,005.00	0.39%	$19,182,005.00	0.08%
38	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to increase man power and perform contract work on the off hours at premium time.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Supply chain issues and COVID resulted in the contractor being requested to work evening and off hours to ty and maintain the project schedule.	$59,319.00	$43,284.00	$16,035.00	$4,194,005.00	1.03%	$19,182,005.00	0.23%
36	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install a new Primex clock transmitter to replace the existing damaged one.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The existing transmitter to the clock system was found damaged during construction and needed to be replaced.	$12,012.00	$11,100.00	$912.00	$4,194,005.00	0.26%	$19,182,005.00	0.06%

35	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to continue contract work on premium time during the weeks of 1-23-23 through 2-20-22.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Classrooms were supposed to be available to complete contract work. However no swing space was available for the teachers and students so work had to be	$12,836.00	$11,701.00	$1,135.00	$4,194,005.00	0.28%	$19,182,005.00	0.06%
2	Franklin, Benjamin Elementary School	TE Construction Services, LLC	GKO Architects	General Contract - Classroom Modernization	Increased labor costs till access to the school was granted.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. On 8-6-22 and 9-26-22 despite notice to the school district of the time work was to commence access to the school was not provided or was provided late and resulted in increased costs for laborers who had to wait to commence work.	$9,331.00	$9,108.00	$223.00	$580,000.00	1.57%	$870,975.00	1.05%
1	Hopkinson, Francis Elementary School	John J. Bee Mechanical Contractor, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Classroom Modernization	Two unit ventilators were deleted from the contractor's scope of work.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Original scope of work was modified and as a result 2 unit ventilators were omitted.	($18,500.00)	($18,500.00)	$0.00	$249,825.00	-7.41%	$1,549,250.00	-1.19%
1	Kearny, General Phillip Elementary School	TE Construction Services, LLC	Blackney Hayes Architects	General Contract - Classroom Modernization	Provide labor, materials and equipment to: remove and replace existing built-in-place open shelf wood bookcases	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The built-in-place bookcases which were scheduled to remain but needed to be demolished and replaced to enable abatement work to be	$12,678.00	$12,678.00	$0.00	$700,100.00	1.81%	$920,020.00	1.38%
1	Kelley, William D. Elementary School	Magnum, Inc.	Blackney Hayes Architects	General Contract - Classroom Modernization	Provide the labor, material and equipment to supply and install dumpster.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to include disposal of demolished smart boards.	$880.00	$858.00	$22.00	$730,000.00	0.12%	$869,900.00	0.10%
1	Logan, James Elementary School	Lex Electric Company, Inc.	Stantec	Electrical Contract - toilet room renovation	Provide the labor, material and equipment necessary to: provide power to an existing switch and outlet, and to install two new outlets in the nurse's room.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include the necessary electrical devices in the nurse's room.	$3,454.00	$3,172.00	$282.00	$178,440.00	1.78%	$2,731,440.00	0.12%

2	Logan, James Elementary School	Lex Electric Company, Inc.	Stantec	Electrical Contract - toilet room renovation	Provide the labor, material and equipment necessary to: re-feed and replace an exterior wall-mounted light fixture.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. While doing other contract work it was discovered that an existing light fixture was inoperable and had to be replaced.	$2,689.00	$2,433.00	$256.00	$178,440.00	1.36%	$2,731,440.00	0.09%
2	Logan, James Elementary School	Smith Construction, Inc.	Stantec	General Contract - Toilet Room Modification	Provide the labor, material and equipment necessary to: stabilize the existing chimney and repoint the cracking mortar joints.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Repairs to the existing chimney is beyond the scope of the original contract. The current chimney condition is compromised to the point where a quick repair is needed to prevent substantial failure.	$41,680.00	$29,736.00	$11,944.00	$1,698,000.00	1.75%	$2,731,440.00	1.09%
1	Masterman, Julia R. Middle/High School	Murphy Quigley Company, Inc.	Gannett Fleming, Inc.	General Contract - Elevator Replacement	Provide the labor, material and equipment necessary to: install an extension ring and cover to properly protect the existing wiring in the fan/storage room adjacent to the generator room.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract included the replacement of the elevator but the design failed to address the code requirement of an extension ring and cover to protect the existing	$1,779.00	$1,532.00	$247.00	$736,500.00	0.21%	$736,500.00	0.21%
3	Masterman, Julia R. Middle/High School	Murphy Quigley Company, Inc.	Gannett Fleming, Inc.	General Contract - Elevator Replacement	Provide the labor, material and equipment necessary to: run wire from each elevator controller to the automatic transfer switch in the basement.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include control wiring that connects to the automatic transfer switch.	$4,933.00	$4,299.00	$634.00	$736,500.00	0.58%	$736,500.00	0.58%
2	Masterman, Julia R. Middle/High School	Murphy Quigley Company, Inc.	Gannett Fleming, Inc.	General Contract - Elevator Replacement	Provide the labor, material and equipment necessary to: install the necessary new dedicated phone line.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include a phone line to the controller for the elevator.	$8,343.00	$8,343.00	$0.00	$736,500.00	1.13%	$736,500.00	1.13%

9	Morrison, Andrew J. Elementary School	Smith Construction, Inc.	FXB Inc	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to install new ceramic tile on window walls of the 3 girls bathrooms where portion of walls were left bare after demolition of existing bathroom partitions.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to include a repair to window walls after the demolition of the bathroom partitions.	$6,028.00	$6,028.00	$0.00	$284,000.00	2.12%	$631,000.00	0.96%
7	Morrison, Andrew J. Elementary School	Smith Construction, Inc.	FXB Inc	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to infill wall tile in 3 boys bathrooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. During demolition of the urinals in all 3 restrooms, a small section of the adjacent wall tile needed to be replaced. This work was not shown on the contract drawings.	$2,140.00	$2,140.00	$0.00	$284,000.00	0.75%	$631,000.00	0.34%
10	Morrison, Andrew J. Elementary School	Smith Construction, Inc.	FXB Inc	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to demolish the existing wet walls for Three (3) girls' bathrooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. After the exiting marble wainscoting was removed he the terra cotta behind the terra cotta was severely deteriorated, which required a new wall to be built to support the new wall hung fixtures.	$16,422.00	$16,422.00	$0.00	$284,000.00	5.78%	$631,000.00	2.60%
8	Morrison, Andrew J. Elementary School	Smith Construction, Inc.	FXB Inc	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to infill the existing chase floor behind the wet walls in the three girls bathrooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. After demolition of the wet walls it was discovered that the chase floor behind them was approximately 8 inches below the existing bathroom floors and needed to be raised and finished to enable the proper installation of the lavatory carriers.	$10,804.00	$10,804.00	$0.00	$284,000.00	3.80%	$631,000.00	1.71%
1	Nebinger, George W. and Taggart, John H. Elementary Schools	Lex Electric Company, Inc.	FXB, Inc.	Electrical Contract - Electrical Upgrades	Provide labor and materials and equipment necessary to correct wiring deficiencies in the existing safety switch.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design called for single phase electric connection for an existing kiln	$10,315.00	$10,315.00	$0.00	$3,784,000.00	0.27%	$3,784,000.00	0.27%

1	Passyunk Bus Garage	Madden Electric Associates, Inc	Gannett Fleming, Inc.	Electrical Contract - Electrical Bus Charging Stations	Provide the labor, material and equipment necessary to: widen multiple bus parking spaces	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract drawings showed 9 foot wide parking spaces for the buses.	$84,255.00	$34,968.00	$49,287.00	$251,000.00	13.93%	$251,000.00	13.93%
2	Passyunk Bus Garage	Madden Electric Associates, Inc	Gannett Fleming, Inc.	Electrical Contract - Electrical Bus Charging Stations	Provide the labor, material and equipment necessary to modify an existing storm-drain inlet.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The existing inlet was not draining properly and had to be modify to prevent a build up of standing water and allow for proper drainage.	$4,402.00	$4,048.00	$354.00	$251,000.00	1.61%	$251,000.00	1.61%
3	Patterson, John N. Elementary School	The Bedwell Company	OZ Cooperative	General Contract - Classroom Modernization	Provide the labor, material and equipment necessary to replace water damaged vinyl floor and underlayment in classroom 101.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. A section of floor and sub-flooring in classroom 101 were damaged from a water leak and needed to be removed and replaced.	$1,844.00	$1,449.00	$395.00	$1,595,000.00	0.09%	$2,064,225.00	0.07%
5	Pennell, Joseph Elementary School	Gem Mechanical Services, Inc.	Gannett Fleming, Inc.	Mechanical Contract - Mechanical Plant Replacement	Provide labor, materials and equipment necessary to relocate piping in house fan plenum.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract drawings required installation of new overhead coiling doors but new hood and motor could not be installed	$6,068.00	$6,003.00	$65.00	$1,899,000.00	0.32%	$2,748,750.00	0.22%
2	Philadelphia High School for Girls	Robert Michaels and Associates, Inc.	FXB, Inc.	Electrical Contract - Electric Service Upgrade	Provide labor and materials and equipment to Install two (2) new one inch conduits and extend the existing data cables from the junction box to the intercepted conduits.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. In order to install new surface mounted electrical box existing conduit had to be relocated.	$2,428.00	$2,428.00	$0.00	$4,450,000.00	0.05%	$5,557,700.00	0.04%

2	Pollock, Robert Blair Elementary School	Hyde Electric Corporation	Blackney Hayes Architects	Electrical Contract - Major Renovations and Addition	Provide the labor, material and equipment necessary to install new wiring for the speaker system.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Existing speaker wiring was faulty/corroded, not usable and had to be replaced.	$31,733.00	$31,733.00	$0.00	$3,349,865.00	0.95%	$14,787,865.00	0.21%
18	Richmond Elementary School	Dolan Mechanical, Inc.	USA Architects, Planners & Interior Designers, P.A.	Plumbing Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to repair frozen pipe near the backflow preventer.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The heater designed for the water service closet was too small and resulted in the pipe freezing.	$3,123.00	$3,123.00	$0.00	$838,000.00	0.37%	$15,245,000.00	0.02%
99	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to change wall braced backstops to ceiling suspended backstops with special fasteners.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The basketball hoop needed to be redesigned and fabricated as a ceiling suspended backstop.	$2,574.00	$2,574.00	$0.00	$9,885,000.00	0.03%	$15,245,000.00	0.02%
94	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to fabricate and install the additional two foot of stainless steel hood skirting for two kitchen hoods.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible rec of costs through the prof liability ins policy. The design failed to address the distance between the tops of the kitchen hoods and the first floor ceiling.	$12,383.00	$12,383.00	$0.00	$9,885,000.00	0.13%	$15,245,000.00	0.08%
96	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to install a mortar bed in the cooler and freezer boxes in the kitchen.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contractor was directed to install a mortar bed because the contract documents did not detail how to install the mortar bed in the	$4,329.00	$3,935.00	$394.00	$9,885,000.00	0.04%	$15,245,000.00	0.03%

107	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to modify the Structural Steel roof openings.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Structural design drawings did not consider accepted changes to the mechanical equipment.	$2,728.00	$2,728.00	$0.00	$9,885,000.00	0.03%	$15,245,000.00	0.02%
45	Richmond Elementary School	Lex Electric Company, Inc.	USA Architects, Planners & Interior Designers, P.A.	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to provide new stage lights in lieu of the contract specified lighting.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Error in design of the floor elevation resulted in specified lighting needing to be replaced with new lights, new lighting track and pendant extensions.	$20,549.00	$20,549.00	$0.00	$2,558,000.00	0.80%	$15,245,000.00	0.13%
39	Richmond Elementary School	Lex Electric Company, Inc.	USA Architects, Planners & Interior Designers, P.A.	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to remove the existing heater in the water service room and replace it with two larger heaters and heat tracing.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Original specified heater was not sufficient to keep pipes from freezing.	$33,919.00	$31,970.00	$1,949.00	$2,558,000.00	1.25%	$15,245,000.00	0.21%
108	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to frame, rack and tape enclosure around existing beams.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract drawings did not address the safety hazard created by leaving beams exposed.	$2,759.00	$2,759.00	$0.00	$9,885,000.00	0.03%	$15,245,000.00	0.02%

101	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to frame and sheetrock two soffits in the basement lobby area.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not include for covering the seismic anchors.	$4,995.00	$4,945.00	$50.00	$9,885,000.00	0.05%	$15,245,000.00	0.03%
98	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to furnish and install sheet metal to finish the walls at the store front door jambs.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract documents did not include any methodology for a closure or the finish of the walls at the front door jams.	$6,351.00	$6,351.00	$0.00	$9,885,000.00	0.06%	$15,245,000.00	0.04%
44	Richmond Elementary School	Lex Electric Company, Inc.	USA Architects, Planners & Interior Designers, P.A.	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to furnish and install the wiring necessary to connect the kitchen hood's variable frequency drive to the roof mounted exhaust fan.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not provide a means or method to wire the kitchen hood's variable frequency drive to the roof mounted exhaust fan.	$19,922.00	$19,922.00	$0.00	$2,558,000.00	0.78%	$15,245,000.00	0.13%
46	Richmond Elementary School	Lex Electric Company, Inc.	USA Architects, Planners & Interior Designers, P.A.	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to install exterior sprinkler system fire bell outlet box and wiring at main entry.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not provide for the wiring needed for the fire alarm and fire bell to work.	$3,415.00	$3,415.00	$0.00	$2,558,000.00	0.13%	$15,245,000.00	0.02%
93	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to remove existing blackboards and replace with new marker and tack boards.	Requested by School District	School District Request. Due to the poor condition of the existing chalkboards the school district requested they be replaced with new marker and tack boards.	$22,713.00	$22,713.00	$0.00	$9,885,000.00	0.23%	$15,245,000.00	0.15%

97	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to replace cylinder housings at the exterior doors.	Requested by School District	School District Request. To minimize the numbers of keys needed for access, the school district's maintenance department requested the school's door lock cores be changed from Best lock to Schlage lock for all but one of the school's exterior doors, which required the cores in those doors to be replaced.	$6,367.00	$5,892.00	$475.00	$9,885,000.00	0.06%	$15,245,000.00	0.04%
100	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to install luan over the plywood on the stage.	Requested by School District	School District Request. To meet LEED requirements and for the proper installation of the vinyl composite tile the school district directed the contractor to install luan over the existing plywood before installing the tile.	$4,147.00	$4,147.00	$0.00	$9,885,000.00	0.04%	$15,245,000.00	0.03%
19	Richmond Elementary School	Dolan Mechanical, Inc.	USA Architects, Planners & Interior Designers, P.A.	Plumbing Contract - Major Renovation and Addition	Provide credit for one (1) day of elevator operator present onsite, paid by the General Contractor.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. to enable the plumbing contractor to complete its work on the elevator the general contractor had to provide an elevator operator.	($2,032.00)	($2,032.00)	$0.00	$838,000.00	-0.24%	$15,245,000.00	-0.01%
111	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to provide an elevator operator for 2 days in order to complete the work in the elevator shaft.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. In order to enable the plumbing and electrical contractors to complete their work on the elevator the general contractor had to provide an elevator operator.	$4,064.00	$4,064.00	$0.00	$9,885,000.00	0.04%	$15,245,000.00	0.03%
95	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide all labor, materials, and equipment necessary to replace concrete damaged by the School District's food service delivery truck.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. A food service delivery truck opened the construction gate, drove in, and damaged the corner of one block of new concrete, which required the block to be removed and replaced.	$1,493.00	$1,493.00	$0.00	$9,885,000.00	0.02%	$15,245,000.00	0.01%

106	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to correct poor conditions in multiple bathrooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. While performing other contract work the poor conditions that existed in multiple bathrooms required remedial actions, which were not included in the original scope of work.	$22,408.00	$22,408.00	$0.00	$9,885,000.00	0.23%	$15,245,000.00	0.15%
109	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to fix wall scars and create drywall bulkheads.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Existing building needed bulkheads and drywall patches that were unforeseen prior to work commencing.	$22,495.00	$22,495.00	$0.00	$9,885,000.00	0.23%	$15,245,000.00	0.15%
110	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to install Luan underlayment in room 107.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. After removal of the existing flooring in room 107, the existing underlayment was is poor condition and needed to be replaced to be able to install the new vinyl composite tile.	$1,796.00	$1,796.00	$0.00	$9,885,000.00	0.02%	$15,245,000.00	0.01%
47	Richmond Elementary School	Lex Electric Company, Inc.	USA Architects, Planners & Interior Designers, P.A.	Electrical Contract - Major Renovation and Addition	Provide credit for one (1) day of elevator operator present onsite, paid by the General Contractor.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. To enable the electrical contractor to complete its work on the elevator the general contractor had to provide an elevator operator.	($2,032.00)	($2,032.00)	$0.00	$2,558,000.00	-0.08%	$15,245,000.00	-0.01%
Change Order #	School	Contractor	Designer	Work Description	Change Description	Reason for Change	Reason Description	CO Amount Requested	CO Amount Agreed	CO Amount Savings	Amount of Contractor's Contract	CO % of Contract Amount	Amount of Project	CO % of Project Amount
1	Sheridan, Philip H. Elementary School	Smith Construction, Inc.	OZ Cooperative	General Contract - Interior Door Replacement	Provide the labor, material and equipment necessary to replace doors and hardware.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Doors and hardware specified did not work with the existing conditions.	$35,473.00	$34,576.00	$897.00	$554,000.00	6.24%	$554,000.00	6.24%

131	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	Crabtree, Rohrbaugh & Associates	General Contract - New Construction	Provide labor, material and equipment necessary to furnish and install one observation well valve box under the playing field turf.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The Philadelphia Water Department requires a valve box to be installed.	$895.00	$895.00	$0.00	$37,385,000.00	0.00%	$53,573,298.00	0.00%
44	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide the labor, material and equipment necessary to: install electrical conduit in the parking lot on Saturday and Sunday.	Requested by School District	School District Request. The contractor was requested to perform contract work during the weekend to make the parking lot available for staff members, when they returned on Monday.	$3,058.00	$2,765.00	$293.00	$6,795,000.00	0.04%	$53,573,298.00	0.01%
130	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	Crabtree, Rohrbaugh & Associates	General Contract - New Construction	Provide labor, material and equipment necessary to strip and reseal terrazzo flooring throughout the first floor.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Newly installed flooring was damaged by a third party and had to be repaired.	$21,363.00	$17,247.00	$4,116.00	$37,385,000.00	0.05%	$53,573,298.00	0.03%
33	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install a central disconnect for the photovoltaic system.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. To meet current code requirements the photovolyais system was upgraded, which required the installation of a central disconnect.	$23,413.00	$22,580.00	$833.00	$6,795,000.00	0.33%	$53,573,298.00	0.04%
43	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide labor, material and equipment necessary to mobilize required manpower to perform a final cleaning before school opening.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Due to the school being temporarily closed because of COVID it needed to be cleaned before it was re-opened.	$20,519.00	$16,392.00	$4,127.00	$6,795,000.00	0.24%	$53,573,298.00	0.03%
1	Sullivan, James J. Elementary School	E J Electric, Inc.	FXB Inc	Electrical Contract - Relight	Credit for not having to provide the labor, material and equipment necessary to :perform contract required electrical work.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Scope of electrical work originally included in the contract was determined to be unnecessary once work was commenced.	($9,317.00)	($10,714.00)	$1,397.00	$585,215.00	-1.83%	$585,215.00	-1.83%

1	Vare - Washington Elementary School	Hyde Electric Corporation	Gannett Fleming, Inc.	Electrical Contract - Major HVAC Renovation	Provide all labor, materials and equipment needed to change the power circuit wiring, conduit and equipment from the specified Two (2) 480-volt, 15amp, 3 phase power feed to a single 480-volt, 40 amp, 3 phase power feed.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The specified air cooled condensing units required larger capacity circuitry.	$1,392.00	$1,173.00	$219.00	$269,900.00	0.43%	$4,772,053.00	0.02%
4	Vare - Washington Elementary School	Allstates Mechanical, Ltd.	Gannett Fleming, Inc.	Mechanical Contract - Major HVAC Renovation	Provide the labor, material and equipment necessary to: install and insulate ten, 4-inch ,isolation butterfly valves.	Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract did not include a means of isolating control valves for the boiler and chiller pipe systems.	$27,675.00	$26,430.00	$1,245.00	$3,434,000.00	0.77%	$4,772,053.00	0.55%
4	Washington, Martha Elementary School	Magnum, Inc.	Blackney Hayes Architects	General Contract - Classroom Modernization	Provide the labor, material and equipment to fix the flaking lead paint on the concrete slab above the acoustic ceiling in affected rooms.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Contract work included removal and replacement of existing ceiling tile and grid. Once the grid and tile were removed the painted plaster ceding above them need to have the paint chips/flakes removed before installing the new tile and grid.	$8,763.00	$6,807.00	$1,956.00	$619,000.00	1.10%	$838,900.00	0.81%
								$1,427,202.00	$1,068,136.00	$359,066.00	$186,424,050.00	0.57%	$206,211,582.00	0.52%

Action Item - 61.

Title: License and General Indemnification Agreement for School Crossing Guard Program

Board of Education Meeting Date: 6/29/2023

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 license agreement, subject to funding, as follows:

With:
The City of Philadelphia by and through the Philadelphia Department of Streets

Purpose:
License the use of surplus space in two District buildings for School Crossing Guard Program

Start Date: 7/1/2023

End Date: 6/30/2024

License Fee not to exceed: $0

Location:
King, Martin Luther High School
McDaniel, Delaplaine School Annex

Renewal Options: Yes

Number of Options: 2

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

Description:
The Philadelphia Department of Streets administers the City of Philadelphia School Crossing Guard Program, in close collaboration with the Managing Director's Office and the Philadelphia Police Department. The School Crossing Guard Program works collaboratively with the District's Office of School Safety to provide our students with safe passage as they navigate to and from school. The purpose of this License Agreement is to memorialize the partnership between The Philadelphia Department of Streets, Philadelphia Crossing Guards

program which has secured space for the School Crossing Guard Program in two District schools: Martin Luther King, Jr. High School, and the McDaniel School Annex.

These locations were selected due to the building capacity and space available to support Crossing Guard Supervisors at each location. Their locations have separate entrances and adequate space is still available for District students and staff.

The metric for success is the provision of necessary available District space to the School Crossing Guard Program in support of District school programing.

Effective operations of the School Crossing Guard Program are an essential safety and support layer for our students and schools, and directly aligned with Guardrail 1 - Welcoming and Supportive Schools.

Office Originating Request: Operations - Facilities

Action Item - 62.

Title: Contract with ABM Industries for Supplemental Cleaning Staff ($3,000,000)

Board of Education Meeting Date: 6/29/2023

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:
ABM Industries

Purpose:
Supplemental custodial cleaning staff for schools to enable the Office of Facilities Management and Services to compensate for absences and hiring shortages

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $3,000,000

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: $3,000,000

Description:
The Office of Facilities Management and Services currently has 83 vacancies in our custodial staff. These vacancies impact the day-to-day operation of our facilities. This contract is needed to provide supplemental custodial cleaning staff that will enable us to compensate for staff absences and vacancies until the vacancy can be filled permanently through the hiring process.

This work aligns with Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and

learn each day. Properly maintained and clean buildings are essential to provide for an environment that is conducive to the learning process. Clean spaces also promote the health and well being of students and staff.
The success of this contract will be measured by the vendor's ability to provide the staffing levels requested from Facilities. The work completed through the contract will be evaluated by Facilities Area Managers in accordance with our current assessment tools that are used to measure the APP2 standard of 85% and above for effectiveness of District custodial team members.
The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing.. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):
FY23-24 Grant

Office Originating Request: Operations - Facilities

Action Item - 63.

Title: Renewals of Lease Agreement with Various Lessees ($2,045,531)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
Sayre Health Center
KIPP West Philadelphia Preparatory Charter School
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Bartram
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Strawberry Mansion
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom - Boone
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom - CEP
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – E. S. Miller
Mastery Charter School Simon Gratz Campus
Turning Points For Children - Frankford
Turning Points For Children - Tilden
Northeast Treatment Services, Inc.
Quality Community Health Care, Inc. - Cooke
Quality Community Health Care, Inc. - Meade
North Broad Renaissance
Police Athletic League (PAL) – L. P. Hill
Associacion Puertorriquenos En March, Inc. (APM) – Rivera Center
Associacion Puertorriquenos En March, Inc. (APM) – Trinidad Center
Norris Square Community Alliance
Philadelphia Arts in Education Partnership

Purpose:
Lease surplus space to various lessees

Start Date: 7/1/2023

End Date: 6/30/2024

Lease Amounty not to exceed: $2,045,531

Location:
Sayre Middle School
Turner Middle School
John Bartram Annex
Strawberry Mansion Middle/High School

Daniel Boone Elementary School
CEP
E. S. Miller School
Simon Gratz Parking Lot
Frankford High
William T. Tilden
L. P. Hill Middle School
Cooke Elementary School
Meade Elementary School
Administration Building (3rd Floor)
L.P. Hill School (Gym)
Rivera Building
Felix Trinidad Building
Willard Annex
Administration Building (3rd Floor)

Renewal Options: No

Description:
The Administration's intent is that under utilized facility spaces are used to benefit the community whenever practical. Buildings that are under utilized are made available for rent by the Office of Real Property Management. Leasing of properties allows various entities to offer educational, health and social services to the schools and greater community. When possible, leases are set to run concurrently with contracts for service with the District. This action item allows for renewals of leases to support those who provide services for our students and the community.

Success will be measured by the ability to provide an environment conducive for advancement.

Revenue from leases are used to offset the District's operational expenses and supports Anchor Goal 4 of maintaining balanced budgets with zero deficits. In addition approval will support the District's goal of providing 100% of students with a safe, healthy, and welcoming nonprofit environment.

The lease payment amounts:
Sayre Health Center - (43,708.12)
KIPP West Philadelphia Preparatory Charter School - ($398,821.20)
International Education and Community Initiatives d/b/a One Bright Ray, Inc.- Bartram - ($98,277.16)
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Strawberry Mansion - $110,575.58)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – Boone - ($624,051.35)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – CEP - ($110,835.29)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – E. S. Miller - ($30,720.63)
Mastery Charter School Simon Gratz Campus – ($15,781.97)
Turning Points For Children - Frankford - ($12,084.99)
Turning Points For Children - Tilden - ($4,846.63)
Northeast Treatment Services, Inc. – ($229,818.75)
Quality Community Health Care, Inc. - Cooke - ($13,529.23)

Quality Community Health Care, Inc. - Meade - ($10,175.88)
North Broad Renaissance – Administration Building ($4,731.54)
Police Athletic League (PAL) - L. P. Hill - ($20,000.00)
Associacion Puertorriquenos En March, Inc. (APM) - Rivera Center - ($73,652.08)
Associacion Puertorriquenos En March, Inc. (APM) - Trinidad Center - ($99,910.90)
Norris Square Community Alliance - Willard Annex - ($129,456.28)
Philadelphia Arts in Education Partnership – Administration Building (3rd Fl) – ($14,553.00)

Anchor Goal(s) Supported: Anchor 4 – 100% of funding for great schools is secured with zero deficit

Related resolution(s)/approval(s):
May 17, 2018; B-4
June 21, 2018: A-25, A-26, A-27
May 30, 2019 No. 34
May 28, 2020 No. 123
June 23, 2022 No. 35

Office Originating Request: Operations - Facilities

Action Item - 64.

Title: Contract with ActivePure Enterprise, LLC ($2,500,000)

Board of Education Meeting Date: 6/29/2023

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:
ActivePure Enterprises, LLC

Purpose:
To provide replacement cells and filters for air purification units

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $2,500,000

Location:
All Schools;

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: 2,500,000

Description:
The Office of Facilities Management and Services has the need to engage with a vendor to provide replacement cells and filters to perform annual maintenance on air purification units. These units are located in 216 school buildings as well as other various District-owned buildings utilized by staff and students. These air purification units are a vital part in ensuring good air quality in our buildings.
This work aligns with Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Properly maintained air purification units promote the health and well being of students and staff.
The success of this contract will be measured by the vendor’s ability to provide specified

materials within the timeframe outlined in the contract.

Funding Source(s):
FY23-23 Grant

Office Originating Request: Operations - Facilities

ATTACHMENTS:

Description	Type
Sole Source Vendor form	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Procurement Services
Suite 310
440 North Broad Street
Philadelphia, PA 19130

Sole Source Certification Request

Part I: General information

Project Title: Contract with ActivePure. NG# (if applicable):	
Program Office: Facilities Management Contact Name: Jeff Scott Phone: 215-400-9354 Cell 215-778-8773 Email: jpscott@philasd.org	Supplier Name: ActivePure Enterprises, LLC Contact: Amy Carenza Phone: 214-843-6694 Email: acarenza@activepure.com
Brief Project Summary: Purchase of replacement cells and filters for air purification units.	

Part II: Justification Select one or more of the following statements (check the box) why this purchase is precluded from the competitive bid process in accordance with PA Statue 62 Pa. C.S. § 515 for Sole-Source Procurement. Additional explanation is required for any selection below.

☐	Goods or services can be obtained from only one (1) supplier. Describe the unique characteristics of the product or service.
☐	A previous Request for Information (RFI) has been issued in the last 12 months with no interest. Provide reference information on the previously issued RFI.
☐	An RFP/RFQ/Bid has been issued in the last 12 months with no respondents. Provide reference information on the previously issued RFP/RFQ/Bid.
☒	The good or service being acquired is patented or otherwise proprietary to a single supplier and a comparable product is unavailable.
☐	There is existing technical infrastructure or prevailing technical requirements that limit the potential product or service options to a single supplier. Provide an explanation of the limiting factors.
☐	Other. Provide a detailed explanation of the non-listed reason the project must be sole source.

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Procurement Services
Suite 310
440 North Broad Street
Philadelphia, PA 19130

Part II: Justification Cont. Use the space below to provide a detailed explanation of your selected justification.

The air purification units utilize a proprietary technology that is exclusive to the ActivePure brand. The replacement cells and filters required for annual maintenance can only be sourced/purchased from ActivePure Enterprises.

Part III: Signatures

Requestor:	**Procurement Approval:**
Signature: Jeff Scott	Signature:
Print Name: Jeff Scott	Print Name: Christopher Hall
Title: Director of Facilities	Title: Director of Procurement
Date: May 31, 2023	Date: 6/1/23

Action Item - 65.

Title: Contract with Energy Coordinating Agency for Educational Instruction for the District Apprenticeship Program ($92,000)

Board of Education Meeting Date: 6/29/2023

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:
Energy Coordinating Agency

Purpose:
To provide the theoretical educational portion of the District's Apprenticeship program

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $92,000

Location:
All Schools;

Renewal Options: No

Description:
Energy Coordinating Agency was selected because of the existing partnership with the District. Energy Coordinating Agency provided the HVAC theoretical portion of the program. To continue these services the following school year and commit to expanding the Apprenticeship program, the RFP process will be utilized.

In order to expedite the completion of the Apprenticeship program, The Office of Facilities Management and Services needs to continue the theoretical educational instruction for its Pennsylvania State registered Apprenticeship program. During the pandemic, the theoretical education portion of the program was paused, thereby limiting the completion of the program for the District's 15 apprentices. The 15 apprentices comprise of two cohorts, one beginning in 2017 and the other in 2018. The cohorts include Electrical, HVAC, Plumbing and Steamfitting trades. This will enable the Department to offset some of the 33% labor shortfall while also creating a pathway for career ready employment for District students. Upon completion of this instruction, the apprentices will become mechanics in the the Office of Facilities Management and Services.

This work aligns with Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Properly maintained facilities are essential to provide an environment that is conducive to learning. By completing the Apprenticeship program, this will enable the Office of Facilities Management and Services to fill the vacancies within the Department and address the work order backlog.

The success of this contract will be measured both by the vendor and the Office of Facilities Management and Services The vendor will provide regular assessments and progress reports to the Maintenance supervisor of the appropriate trade. The Maintenance supervisor will also provide quarterly assessments of the apprentices to the Director of Maintenance.

Funding Source(s):
FY23-24 Operating

Office Originating Request: Operations - Facilities

Action Item - 66.

Title: Contract with Various Vendors for Snow Removal Services ($6,000,000)

Board of Education Meeting Date: 6/29/2023

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:
Exterior Services LLC,
Imperial Wholesale Inc.,
Ramos & Associates Inc.
Townscapes Inc.

Purpose:
Snow removal services

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: $6,000,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $6,000,000

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: All entities will be paid out of the aggregate amount not to exceed $2,000,000 during each option

Description:
The Office of Facilities Management and Services current staffing of fourteen (14) personnel and vehicles is not sufficient to provide snow removal services for 216 schools

and additional District facilities for a total of 26M sq ft. This contract is needed to engage with vendors to provide snow removal services that will enable us to properly prepare and clear our properties during periods of inclement weather.

This work aligns with Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Properly maintained exterior grounds during periods of inclement weather help to ensure the safety of students, staff, and school communities.

The success of this contract will be measured by the vendor's ability to provide services as requested as well as within the time frame specified in the contract. The work completed through the contract will be monitored directly by Facilities management personnel. Any deficiencies with the work performed will be communicated to the vendor and the vendor will be responsible for correcting such deficiencies in accordance with contract language.
The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing.. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.
This is a new contract, but Facilities Management has worked with these vendors before and all the vendors have been responsive during snow emergencies.

Funding Source(s):
FY23-24 Operating
FY24-25 Operating
FY25-26 Operating

Office Originating Request: Operations - Facilities

Action Item - 67.

Title: Contract with Delaware Valley Automation for Maintenance of the LOYTEC BAS Systems ($300,000)

Board of Education Meeting Date: 6/29/2023

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:
Delaware Valley Automation

Purpose:
For maintenance of the LOYTEC BAS systems

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: $300,000

Location:
Forrest, Edwin School; Creative and Performing Arts (CAPA) High School; Heston, Edward School;

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: $100,000

Description:
The Office of Facilities Management and Services identifies a need to enter into a contract with Delaware Valley Automation (DVA) for service and preventive maintenance of the LOYTEC BAS systems installed at Edwin Forrest, CAPA, and Edwin Heston schools. Currently Facilities Management and Services does not have the staffing or required skill set to conduct work on this proprietary equipment.

DVA is a Loytec Competence Partner. DVA is the only Loytec Competence Partner in the Tri-state area and will be assigned work by the Office of Facilities Management and Services, who will monitor the work for quality and completeness.
Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

Funding Source(s):
FY23-24 Operating
FY24-25 Operating
FY25-26 Operating

Office Originating Request: Operations - Facilities

ATTACHMENTS:

Description	Type
sole source vendor form	Supporting Document
Letter from Delaware Valley Automation	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Procurement Services
Suite 310
440 North Broad Street
Philadelphia, PA 19130

Sole Source Justification Request

Part I: General information

Project Title: LOYTEC Building Automation System (BAS) Annual Service Agreement with Delaware Valley Automation (DVA)	
NG# (if applicable):	
Program Office: Office of Maintenance and Facilities Management.	Supplier Name: Delaware Valley Automation (DVA)
Contact Name: John Parker	Contact: John Crane, Sales Engineer
Phone: (215) 400-9337	Phone: 1 (610) 806-2617
Email: joparker@philasd.org	Email: jcrane@dvautomate.com

Brief Project Summary:

Quarterly preventive maintenance and service of the newly installed LOYTEC Building Automation system that services 3 of our buildings. (CAPA, Edwin Forrest ES, and the Edward Heston ES) The service agreement will include quarterly preventive maintenance, provide software updates and patches, provice training for SDP maintenance personal, doucment all services provided, provide cellular remote access, 27/7 emergency service,and helpline- remote support service.

Part II: Justification Select one or more of the following statements (check the box) why this purchase is precluded from the competitive bid process. Provide additional explanation as required.

- ☒ Goods or services can be obtained from only one (1) supplier. Describe the unique characteristics of the product or service.
- ☐ A previous Request for Information (RFI) has been issued with no interest. Provide reference information on the previously issued RFI.
- ☐ An RFP/RFQ/Bid has been issued in the last 12 months with no respondents. Provide reference information on the previously issued RFP/RFQ/Bid.
- ☒ The good or service being acquired is patented or otherwise proprietary to a single supplier and a comparable product is unavailable.
- ☒ There is existing technical infrastructure or prevailing technical requirements that limit the potential product or service options to a single supplier. Provide an explanation of the limiting factors.
- ☐ Other. Provide a detailed explanation of the non-listed reason the project must be sole source.

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Procurement Services
Suite 310
440 North Broad Street
Philadelphia, PA 19130

Part II: Justification Cont. Use the space below to provide a detailed explanation of your selected justification.

Delaware Valley Automation (DVA) is a LOYTEC Competance Partner. DVA is the only Loytec Competance partner in the Tri-State area.

Part III: Signatures

Requestor:	**Procurement Approval:**
Signature:	Signature:
Print Name:	Print Name: Christopher Holt
Title:	Title: Director of Procurement
Date:	Date: 5/31/23

LOYTEC
N27W23957 Paul Rd.
Pewaukee, WI 53029

May 9, 2023

RE: LOYTEC Competence Partner – Delaware Valley Automation

To whom it may concern:

LOYTEC partners directly with building automation system contractors or master system integrators throughout the Americas. These firms are uniquely qualified, trained for all types of LOYTEC products. All Competence Partners use the LOYTEC Competence Partner logo:

A full listing is found at https://www.loytec.com/sales/competence-partners

LOYTEC Competence Partners have a direct line of support to LOYTEC.

If any firm doesn't carry the Competence Partner logo, they do not have the access level to products and services of a Competence Partner.

This serves to inform that Delaware Valley Automation is the LOYTEC Competence Partner for Pennsylvania.

For further inquiry, please contact me directly.

Regards,

Daryl Clasen

Director of Sales Americas for LOYTEC
A Delta Group Company

Action Item - 68.

Title: Contracts with Ralph Friedland & Brothers and American Window Fashions for the Supply of Window Shades ($300,000)

Board of Education Meeting Date: 6/29/2023

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:
Ralph Friedland & Brothers
American Window Fashions

Purpose:
To establish a source for window shades needed in various District classrooms

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: $300,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $300,000.

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: All entities will be paid out of the aggregate amount not to exceed $100,000 per option period.

Description:
The Office of Facilities Management and Services needs to purchase window shades to replace damaged and/or stained window shades along with associated hardware.

This work aligns with Guardrail 1, Welcoming and Supportive Schools - Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Properly maintained window shades are essential to provide for a classroom that is conducive to the learning environment. In order to limit distractions during instructional time, it is essential that window shades are either replaced when needed, or installed to help block out sunlight or obscure the view of classrooms from city streets. Well-maintained window shades will also enhance the aesthetics and atmosphere of the classroom.

The success of this contract will be measured by the vendor's ability to supply the specified materials within the time frame outlined in the contract.

Funding Source(s):
FY23-24 Operating
FY24-25 Operating
FY25-26 Operating

Office Originating Request: Operations - Facilities

Action Item - 69.

Title: Amendment to Contract with EMT, Inc., KEM, Inc., and Manage Direct Systems for Professional Hazardous Materials and Hazardous Waste Management ($663,400)

Board of Education Meeting Date: 6/29/2023

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:
EMT, Inc.
KEM, Inc.
Manage Direct Systems

Purpose:
To extend the time and spending authorization to provide professional hazardous materials and hazardous waste consulting services

Original Start Date: 6/22/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $3,317,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $663,400 in additional compensation.

Total New Compensation: $3,980,400

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests a time extension and additional

funding for professional hazardous materials and hazardous waste management to support the adopted Environmental Safety Improvement Plan. The additional time and funding are necessary to complete the work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. This amendment will allow the District to perform professional hazardous materials and hazardous waste management consulting services for the Capital Improvement Program, to ensure safe and chemical-hazard-free environments for children receiving instruction in School District-owned and/or operated buildings, and to assure compliance with Federal, State and Local regulations regarding the proper storage, handling, and disposal of chemicals and other hazardous materials, on an as-needed basis. To expedite this process, utilizing a pool of qualified firms is the most efficient way for the District to complete design activities to meet the project timelines. The approved firms' services will be evaluated based on their ability to meet project milestones and remain within the approved budget. The work supports the Operations goal of providing safe, healthy, and welcoming learning environments for all students.

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

Related resolution(s)/approval(s):
April 26, 2018 A-25

Funding Source(s):
FY24 Operating Budget

Office Originating Request: Operations - Facilities

Action Item - 70.

Title: Amendment to Contracts with Various Vendors for Professional Indoor Air Quality Consulting Services, Air Quality Emissions Consulting Services, and Radon Testing Consulting Services ($300,000)

Board of Education Meeting Date: 6/29/2023

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:
Batta Environmental
Keating Environmental Management, Inc.
Criterion Laboratories, Inc.
The Vertex Companies, Inc
Compliance Management International

Purpose:
To provide professional indoor air quality consulting, air quality emissions consulting, and radon testing consulting services.

Original Start Date: 6/22/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $1,500,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $300,000 in additional compensation.

Total New Compensation: $1,800,000

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests a time extension and additional funding to perform professional indoor air quality consulting services, air quality emissions consulting services, and radon testing consulting services to support the adopted Environmental Safety Improvement Plan. The additional time and funding are necessary to complete the work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. This amendment seeks to support the School District of Philadelphia's Indoor Environmental Quality (IEQ) Management Program based on the US Environmental Protection Agency's Indoor Air Quality Tools for Schools guidelines. These contracts support ongoing capital improvement projects and day-to-day facilities management, maintenance, and operations activities. Evaluations of services are performed and overseen by the Office of Environmental Management Services. To expedite this process, utilizing a pool of qualified firms is the most efficient way for the District to complete design activities to meet the project timelines. The approved firms' services will be evaluated based on their ability to meet project milestones and remain within the approved budget. The work supports the goal of providing safe, healthy, and welcoming learning environments for all students.

Related resolution(s)/approval(s):
June 22, 2018 A-55

Funding Source(s):
FY24 Capital Project Fund

Office Originating Request: Operations - Facilities

Action Item - 71.

Title: Amendment to Contract with Worksite Medical Professional Environmental and Safety Medical Consulting Services ($30,000)

Board of Education Meeting Date: 6/29/2023

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:
Worksite Medical

Purpose:
To extend the authorization to contract for professional environmental and safety medical consulting services and to increase the compensation amount

Original Start Date: 8/17/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $150,000

Additional Compensation:
$30,000

Total New Compensation: $180,000

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests a time extension and additional funding for professional environmental and safety medical consulting services to support the adopted Environmental Safety Improvement Plan. The additional time and funding are

necessary to complete the work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. The School District is mandated by the Federal regulations of the United States Environmental Protection Agency (US EPA) Worker Protection Rule and the Occupational Safety and Health Administration (OSHA) to provide medical surveillance to employees whose work involves abatement of asbestos-containing materials and remediation activities related to lead-based paint or who perform their trades work in an asbestos-containing work environment. In addition, the City of Philadelphia Department of Public Health, Asbestos Control Regulations (ACR), similarly mandated employers to provide Medical Surveillance within these job classifications.

To adhere to OSHA and ACR, the School District must provide medical surveillance for personnel involved in asbestos abatement activities. The School District employs technicians who perform asbestos, lead, and mold abatement activities throughout the School District and therefore require this medical surveillance. Other laborers, including RRP/painter, maintenance, and facilities personnel, perform their trades work, such as painting, steam fitting, and plumbing, while in an asbestos-containing work environment, also require these services.

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

Related resolution(s)/approval(s):
April 26, 2018 A-25

Funding Source(s):
FY24 Capital Project Fund

Office Originating Request: Operations - Facilities

Action Item - 72.

Title: Amendment of Contracts with Various Vendors for Plumbing Services ($7,000,000)

Board of Education Meeting Date: 6/29/2023

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:
GEM Mechanical Services
Elliot Lewis
Chadwick Service Company
Devine Brothers Inc.

Purpose:
To utilize trade contractors for as-needed plumbing services

Original Start Date: 6/1/2023

Current End Date: 6/30/2025

Currently Authorized Compensation: $2,000,000

Additional Compensation:
All entities will be paid out of the aggregate amount of additional compensation not to exceed $7,000,000

Total New Compensation: $9,000,000

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: All entities will be paid out of the

aggregate amount not to exceed $$3,500,000 per option period

Description:
The Office of Maintenance Services requires support with Plumbing contractors to work in schools for on-call plumbing projects. The District currently has nine (9) licensed plumbers in the plumbing department with over a 33% vacancy rate. The plumbing department will use this contract to support the work order backlog reduction plan. The contractors are utilized in all schools as needed based on work orders placed for various plumbing repairs.

The success of this contract will be measured by the significant reduction in the work order backlog in the Plumbing department. The contractors are evaluated by Maintenance Services based on quality of work and adherence to project budgets.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

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

Related resolution(s)/approval(s):
August 18, 2022; No. 14

Funding Source(s):
FY23-24 Operating
FY24-25 Operating

Office Originating Request: Operations - Facilities

Action Item - 73.

Title: Acceptance of Funds and Execution of Agreement with the City of Philadelphia, Department of Human Services (DHS) Foster Care Student Transportation ($200,000)

Board of Education Meeting Date: 6/29/2023

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:
The City of Philadelphia, Department of Human Services (DHS)

Purpose:
To accept reimbursement from the City of Philadelphia Department of Human Services (DHS) for transporting students living in foster care to and from their school of enrollment or assignment

Grant Start Date: 7/1/2023

Grant End Date: 6/30/2024

Amount up to: $200,000

Location:
All Public, Non-Public, and Charter Schools

Description:
The Department of Transportation Services is seeking authorization to continue to accept reimbursement from the City of Philadelphia Department of Human Services (DHS) for transporting students living in foster care to and from their schools of enrollment or assignment. According to the Every Student Succeeds Act (ESSA), the District is required to provide transportation for students living in foster care. DHS will reimburse the School District a maximum of 80% of the cost to transport students living in foster care not to exceed a total reimbursement amount of $200,000. The DHS reimbursement has been capped at $200,000 per year since going into effect on July 1, 2019. The District provides transportation services for approximately 72 students in foster care. The objective is to ensure that when students are placed in foster care the educational process continues uninterrupted. Changing schools can impede the academic achievement of students living in foster care.

This authorization to continue accepting DHS funding directly supports the Board of Education's Guardrail 1.

Related resolution(s)/approval(s):
March 25, 2021; No.1

Funding Source(s):
FY23-24 Categorical

Office Originating Request: Operations - Transportation

Action Item - 74.

Title: Amendment of Contract with Automotive Rentals, Inc for Managing the Non-bus Fleet ($3,126,000)

Board of Education Meeting Date: 6/29/2023

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:
Automotive Rentals, Inc.

Purpose:
Fleet management, repair, and maintenance services for the District's non-bus fleet

Original Start Date: 7/1/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2025

Currently Authorized Compensation: $4,947,440

Additional Compensation:
$3,126,000

Total New Compensation: $8,073,440

Location:
Administrative Office(s)

Renewal Options: No

Description:
The District's Department of Transportation Services (Transportation) is seeking to continue the contract with Automotive Rentals, Inc. (ARI) to ensure the continued provision of crucial services for the non-bus fleet. These services include scheduling routine maintenance, tracking non-routine maintenance, maintaining accurate vehicle assignments, monitoring vehicle location and utilization, and calculating vehicle valuation and replacement needs. ARI has proven to be an invaluable partner to the District by providing access to a network of independent repair shops to maintain and complete repairs on our non-bus fleet. During this extension, ARI will also provide additional services to manage the Motor Vehicle Records (MVR) of employees who drive District-owned vehicles. Managing employee MVRs is important because the process provides information about their driving history, including traffic violations and accidents. This information allows the District to evaluate the risk associated with allowing employees to drive on behalf of the company. Transportation is pleased with the level of service that ARI is providing. ARI will continue to be evaluated via ongoing feedback from garage personnel and monthly team meetings.
This contract directly supports the Board of Education's Guardrail 1. The success of the contract is measured by the ability of ARI to provide the District with options to consistently maintain and complete repairs on our non-bus vehicles.

Related resolution(s)/approval(s):
April 26, 2018; No. A-26

Funding Source(s):
FY24 Operating funds
FY25 Operating funds

Office Originating Request: Operations - Transportation

Action Item - 75.

Title: Authorization of Purchases with Various Vendors - Furniture & Classroom Fixtures ($1,000,000)

Board of Education Meeting Date: 6/29/2023

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:
Adelphia by Datum
Cofco
Hertz Furniture
KayTwelve
Nickerson
Reed Associates
School Outfitters
School Specialty
Wenger
Virco
H & H Interiors
Staples
Office Depot/ODP Business Solutions
National Business Furniture
Emerald Business Supplies

Purpose:
Access to a pool of qualified vendors for furniture purchases and classroom fixtures by schools and offices

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $1,000,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $1,000,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:
Why is this contract needed?

Each District school and administrative office has specific needs for furniture and related classroom fixtures. Access to a pool of suppliers for furniture and classroom fixtures on an as-needed basis and receiving these items in a timely fashion is necessary in order to provide students and staff with an environment conducive to learning. The need for this access increases during the preparation for school openings and in preparation for end of the year activities such as graduations and ceremonies.

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

This authorization supports Board Guardrail 1: Welcoming and Supportive Schools, and Board Guardrail 2: Enriching and Well-rounded School Experiences, by enabling schools and central offices to have continuous access to furniture and classroom fixtures that support both the learning and work environments.

How will the success of this contract be measured?

District staff making both small and large purchases are instructed to compare available options, obtain three different quotes from three of the authorized vendors on this list, and select the vendor that offers the best value. Each vendor recommended for authorization has performed satisfactorily by providing quality furniture within reasonable timelines during previous school years.

Related resolution(s)/approval(s):
June 23, 2022; No. 38

Funding Source(s):
FY24: Various

Office Originating Request: Operations - Procurement

Action Item - 76.

Title: Contract with Metropolitan Foods, Inc., dba Driscoll Food for Groceries and Provisions ($ 9,500,000)

Board of Education Meeting Date: 6/29/2023

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:
Metropolitan Foods, Inc., dba Driscoll Food

Purpose:
Providing groceries and provisions for full-service kitchens

Start date: 7/1/2023

End date: 6/30/2025

Compensation not to exceed: 9,500,000

Location:
Full Service Schools

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: 108% year over year

Description:
A supplier of grocery and provisions is essential to meet the meal pattern for meal reimbursement by the USDA. It is important that school kitchens are able to procure and serve a variety of high quality and nutritious food that is reliably delivered. Driscoll Foods, incumbent vendor, has been reliable with accurate order fulfillment and timely deliveries. Continued success will be measured by on-time delivery of the correct high-quality products and quantities. This contract supports Guardrail 1 to ensure our students receive nutritious, healthy breakfast, lunch, and afterschool meals each school day.

Related resolution(s)/approval(s):
May 26, 2022; 24

Funding Source(s):
FY24- Cafeteria Fund
FY25- Cafeteria Fund
FY26- Cafeteria Fund
FY27- Cafeteria Fund
FY28- Cafeteria Fund

Office Originating Request: Operations - Food Services

Action Item - 77.

Title: Authorization to Purchase Subsidized Food Products From Various USDA Food Processors ($6,000,000)

Board of Education Meeting Date: 6/29/2023

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 or Donation as follows:

From:
USDA

Purpose:
Purchasing USDA Foods utilized in breakfast, lunch and after-school student meal programs

Grant Start Date: 7/1/2023

Grant End Date: 6/30/2024

Grant for an amount up to: $6,000,000

Upon receipt of this Grant, 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 as follows:

With:
Highliner
Brookwood
Butterball
JTM
Land O Lakes
Cherry Central
Michael Foods Inc.
Mickey's Wholesale Pizza Inc.
Nardone Brothers Baking Co. Inc.
Peterson Farms Fresh Inc.
Schwan's Food Service Inc.
Share Food Inc.
Tasty Brands Inc.
Tyson Foods Inc.

Purpose:
The Division of Food Services receives federal grant entitlement allocations to support the purchase of USDA Foods from various vendors for use in our various student meal programs.

Contract Start Date: 7/1/2023

Contract End Date: 6/30/2024

Compensation not to exceed: $6,000,000

Location:
All Full Service Locations

Renewal Options: No

Description:
On an annual basis, via a competitive federal procurement process, USDA contracts with various food processors to deliver finished products such as beef patties, luncheon meats, chicken products, fruits, and vegetables, available at a discount for use in the student meal programs. Students attend taste test events and complete menu surveys to help the Division select food products for the district-wide menu. Manufacturer selection is based on student input and compliance with the federal meal pattern for meal reimbursement. All contractors authorized by this action item are USDA-approved processors. This contract supports Guardrail 1 to ensure our students receive nutritious, healthy breakfast, lunch, and afterschool meals each school day.

Related resolution(s)/approval(s):
June 30, 2022;#11

Funding Source(s):
FY24- Cafeteria Fund

Office Originating Request: Operations - Food Services

Action Item - 78.

Title: Contract with Imperial Bag & Paper Co., LLC for Detergents & Disposables ($1,800,000)

Board of Education Meeting Date: 6/29/2023

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:
Imperial Bag & Paper Co., LLC

Purpose:
To provide cleaning and serving supplies for Food Service cafeterias

Start date: 7/1/2023

End date: 6/30/2025

Compensation not to exceed: $1,800,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: 108% increase year over year

Description:
A supplier of detergents and disposable wares is essential to providing the service and to meet the operational demands within school kitchens and cafeterias. Sourcing from a reputable vendor, Food Services assures that schools can obtain good quality cleaning and serving supplies easily and in a timely manner. Imperial has been reliable with accurate order fulfillment and timely deliveries. Continued success will be measured by on-time delivery of the correct products, quantities and accurate billing. This contract supports Guardrail 1 to ensure our students receive nutritious, healthy breakfast, lunch, and afterschool meals each school day.

Related resolution(s)/approval(s):
March, 26, 2020; #29

Funding Source(s):
FY24- Cafeteria Fund
FY25- Cafeteria Fund
FY26- Cafeteria Fund
FY27- Cafeteria Fund
FY28- Cafeteria Fund

Office Originating Request: Operations - Food Services

Action Item - 79.

Title: Contract with John and Caterina Roman for Content Expert Services in Support of the School Safety Youth Violence Reduction Initiative ($96,300)

Board of Education Meeting Date: 6/29/2023

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:
John and Caterina Roman

Purpose:
Content expert consulting services in support of the School Safety Youth Violence Reduction Initiative pilot program at Bartram High School

Start date: 7/3/2023

End date: 9/30/2025

Compensation not to exceed: 96,300

Location:
Bartram, John High School;

Renewal Options: No

Description:
The Office of School Safety developed the Youth Violence Reduction Initiative (YVRI) to reduce youth violence in and around schools. Through a planning grant from the Neubauer Family Foundation, the Office of School Safety partnered with Dr. Caterina Roman of Temple University to adapt the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model for implementation in a school setting. The initial pilot implementation of YVRI began at the start of the 2022-23 school year at John Bartram High School.

YVRI provides crisis intervention, de-escalation, and mediation, alongside outreach work and intensive case management support for youth identified as gang or group involved or at risk for gang or group involvement. YVRI aims to reduce youth violence and victimization in schools as measured by a reduction in community-based shootings involving students in schools where the intervention is active, reduced shootings in the community surrounding the schools, as well as a reduction in gang involvement among students. Success also will be measured by assessing serious school incidents, attendance, and overall academic

improvement data of participating students. The initial implementation of VYRI is funded by a U.S. Department of Justice grant.

Why is this contract needed?
Dr. Caterina Roman has been part of the planning and development of the YVRI program from the beginning of the project, was part of the team that developed the U.S. Department of Justice grant currently funding YVRI, and was also included as key staff in the grant narrative. Under this action item, School Safety seeks authorization to contract with Dr. Roman as a project consultant.

Dr. Roman brings extensive expertise in place-based and individual-level violence reduction strategies based on nearly three decades of criminal justice research and evaluation. Dr. Roman is also knowledgeable about performance measurement, evaluation design, quantitative methodologies, and spatial analytic techniques for crime analysis using geographic information systems (GIS). She has acted as a research partner to community, city, and state agencies across multiple violence reduction strategies.

As a project consultant for the District to YVRI, Dr. Roman will advise and support the application of the OJJDP Comprehensive Gang Model, assist, and help expand the data-driven approach that assesses particular student issues and lay the foundation for understanding and engaging the students, provide suggestions for additional community agencies and resources that could be part of the program strategy, help expand and refine the YVRI logic model to serve as a theory of change that sets the foundation for a possible process evaluation that can measure the mechanisms of change and not simply programmatic outputs, and provide District staff with support for the continued development and maintenance of a data collection or performance indicator system that will be used to create a feedback loop on the progress of the Initiative.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The YVRI is an intensive youth violence intervention aligned to Guardrail 1, in support of safe schools.

How will the success of this contract be measured?
This contract will be measured by the ability of the YVRI project team, including key work supported by Dr. Roman under this action item, to create an effective, replicable model that meets the desired outcomes of the program.

Related resolution(s)/approval(s):
March 24, 2022 #22

Funding Source(s):
FY24 School Safety Grants
FY25 School Safety Grants
FY26 School Safety Grants

Office Originating Request: Operations - School Safety

Action Item - 80.

Title: Contract with Federal Engineering, Inc. for Assessment, Design and Planning Services for the Modernization of the School Safety Communication Center ($150,000)

Board of Education Meeting Date: 6/29/2023

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:
Federal Engineering, Inc.

Purpose:
Assessment, design, and planning services to support the comprehensive updating and modernization of the School Safety Communications Center

Start date: 6/30/2023

End date: 6/30/2024

Compensation not to exceed: 150,000

Location:
All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: 50,000

Description:
Why is this contract needed?
The Office of School Safety has received Capital funding for the modernization of the School Safety Communications Center. The Communications Center is staffed continually, seven days a week, 365 days a year. The School Safety Dispatch staff facilitate communications for School Safety personnel across the District, as well as communication with City of Philadelphia public safety and emergency management organizations. Both the

technology and processes of the Communications Center require significant updates to bring the Center up to date and in line with best practice of effective school safety operations for a large school district. The District does not have the internal resources or expertise necessary to complete a comprehensive update to the Communications Center without contracted expert support. Under this action item, the Office of School Safety will contract with Federal Engineering, Inc. to complete a comprehensive assessment of the existing Communications Center technology and processes and to provide thorough recommendations and options for the modernization of the Center, including integration of the Center with updated CCTV system infrastructure, which is also under a complete, District-wide transformation.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The School Safety Communications Center is a key aspect of School Safety operations, which directly aligns with Guardrail 1, in support of safe schools.

How will the success of this contract be measured?
The key deliverable and metric of success for this project is a thorough report that provides a range of recommendations and options for the comprehensive updating of the School Safety Communications Center, including technology, process, and training updates. The report will be used to develop a roadmap for the future state of the Communications Center, as well as a Request for Proposals to competitively identify a provider to implement the determined future plan for the Communications Center with design-build and technology integration services.

Funding Source(s):
FY24 School Safety Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 81.

Title: Amendment of Contract with Atriade LLC for Planning and Design Services of CCTV Security Camera Systems ($200,000)

Board of Education Meeting Date: 6/29/2023

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:
Atriade, LLC

Purpose:
To amend the contract with Atriade, LLC for planning and design support to modernize all School District CCTV security camera systems

Original Start Date: 4/22/2022

Current End Date: 6/30/2023

Amended End Date: 10/31/2023

Currently Authorized Compensation: $190,000

Additional Compensation:
$200,000

Total New Compensation: $390,000

Location:
All Schools; Administrative Office(s);

Renewal Options: No

Description:
Why is this contract needed?
With Capital funding and in close collaboration with partners and stakeholders across the

District, the Office of School Safety will lead the comprehensive updating of CCTV system infrastructure across all District schools. Atriade, LLC, has provided key support for the initial stages of the CCTV transformation project, including completing a comprehensive assessment of the current state of CCTV systems across the District and assisting School Safety in developing a plan for the long-term modernization of existing systems. Under this action item, School Safety seeks to extend the time and funding of its current contract with Atriade to provide program planning and management services and CCTV system design services.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The work under this contract aligns directly with Guardrail 1, in support of safe schools.

How will the success of this contract be measured?
The key metrics for success under this amended contract are the development and successful, on-time completion of the following deliverables: (1) revised CCTV system design standards and specifications, (2) the development of documented project governance and planning structures for the long-term CCTV system transformation across the School District, and (3) designs for at least ten school system designs.

If this is the continuation of a contract, how has success been measured in the past?
Under its initial contract with the Office of School Safety, Atriade, LLC was a strong and reliable consultant providing high-quality work.

Related resolution(s)/approval(s):
April 21, 2022, 16

Funding Source(s):
FY24 School Safety Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 82.

Title: Contract with the Philadelphia Community Youth Court for Support of the School Safety Youth Court Program ($150,000)

Board of Education Meeting Date: 6/29/2023

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 Community Youth Court

Purpose:
To support the administration and development of the School Safety Youth Court Program

Start date: 6/29/2023

End date: 12/31/2023

Compensation not to exceed: $150,000

Location:
All Schools;

Number of Options: 2

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

Maximum compensation authorized per option period: 100,000

Description:
The School District of Philadelphia School Safety Youth Court Program is a community-based youth court connected to the Philadelphia Police School Diversion Program. Diversion is an alternative to arrest, seeking to dismantle the school-to-prison pipeline. Under this action item, the Office of School Safety seeks authorization to contract with the Philadelphia Community Youth Court to assist in the administration, development, and expansion of the established School Safety Youth Court Program.

Why is this contract needed?
The Office of School Safety does not have all the expertise or internal capacity needed at this time to lead the facilitation and week-to-week management and administration of multiple

youth court sites. Moreover, through this contract, School Safety personnel will receive training in the administration of youth court programming to support the Program's long-term sustainability.

How is this work connected to the District's plan to achieve Goals & Guardrails?
This contract aligns with Board of Education Goals 4 and 5, as participating students receive the knowledge and experience to prepare them for post-secondary success. Additionally, this contract aligns with Board of Education Guardrail 1 by enhancing and supporting school safety on and around school and providing an inclusive program that will be a space for students to be held accountable for their actions while avoiding being entered into the juvenile justice system This contract also aligns with Guardrail 2 by providing an enriching and well-rounded experience for students leading this youth-led process. Additionally, this contract aligns with Guardrail 4 by providing students with valuable learning and skill development.

How will the success of this contract be measured?
This contract and the School Safety Youth Court Program will be evaluated by the number of cases annually, the number of trained School Safety and other School District staff to facilitate the Program, and changes in student behavior and student attendance of referred students.

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?
Over the last three years, through Limited Contract Agreements (LCAs), the Office of School Safety has partnered with the Philadelphia Community Youth Court. Through these small agreements, the Office of School Safety has piloted and developed a Youth Court Program to resolve cases referred by the Philadelphia Police Department School Diversion Program. Philadelphia Community Youth Court has consistently trained and retained at least 30 students to participate each year. To date, the Program has had 42 cases referred, with 71% of referred students successfully completing participation in the Youth Court program and any sanctions.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Youth Courts are a form of problem-solving courts. These programs are an evidence-based strategy that provides an alternative to traditional juvenile justice systems. Instead of being punished by adults who may not understand their experiences or challenges, young people are held accountable by their peers who can relate to them more directly. This approach has been shown to reduce recidivism rates and improve outcomes for youth offenders (Norton, 2013). Referred students are empowered to take responsibility for their actions and learn from their mistakes (Gallagher, 2017). Students who volunteer to participate in Youth Court gain hands-on experience in the legal system, which can be beneficial if they are considering a career in law or criminal justice. Additionally, serving on the youth court can help students develop essential skills such as critical thinking, public speaking, and conflict resolution.

Lastly, youth courts promote community and improve student and school connectedness. When students are given the opportunity to work together towards solutions, they are more likely to feel connected with each other and with their school environment.

Funding Source(s):
FY24 School Safety Grants
FY24 School Safety Operating

Office Originating Request: Operations - School Safety

Action Item - 83.

Title: No Cost Agreement for Service with Scribbles Software, Inc

Board of Education Meeting Date: 6/29/2023

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:
Scribbles Software, LLC

Purpose:
Fulfillment of student records requests

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: 0

Location:
Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Description:
Why is this contract needed?
ScribOrder is an online application that manages and processes requests from former students for their school records and to complete secure FERPA-Compliant E-Transcript requests of student records for former students and third-party requestors. Former student record requests and fee payments are made online using the application. The Scribbles company, after expenses, sends the balance of the revenue to the District as revenue. The revenue to the District for three years, based on an average of 24,121 records processed a year, is $375,000.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Maintaining an online application to assist former students in their pursuit of employment, education, benefits and more, aligns with the Board's goal to support students' college and career goals, as well as, Guardrail 2: Enriching and Well-Rounded Experiences that continues throughout their academic career, to include post graduation pursuits.

How will the success of this contract be measured?
The success will be measured by the annual online completion of 24,000 student records processed to the satisfaction of each requestor.

Funding Source(s):
No cost contract

Office Originating Request: Student Support Services

Action Item - 84.

Title: Contract with Education Plus Health for School Based Health Center ($75,000)

Board of Education Meeting Date: 6/29/2023

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:
Education Plus Inc. dba Education Plus Health

Purpose:
To provide the school-based health center to students at John B. Stetson Middle School

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $75,000

Location:
John B. Stetson Middle School

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: $75,000

Description:
Why is this contract needed?
School-based health centers have proven to be one of the leading strategies to advance health and education equity for children and adolescents who live in underserved communities. Education Plus Health will partner with the District to provide a more comprehensive team approach to deliver health services to students at John B. Stetson Middle School. The school nurse will work in tandem with the Education Plus team. They will have the ability to triage students for injury and illness and connect them to the health center for additional care, if needed. The center will provide a plethora of services including

treatment of acute injuries and illnesses, routine checkups, sports exam physicals, mental health screening and chronic care management with a special focus on asthma. The onsite services will improve academic, emotional, and physical well-being, through decreased absenteeism and increased preventive care and disease management.

How is this work connected to the District's plan to achieve Goals & Guardrails?
Education Plus has been able to build a strong base of services within Stetson Middle School and its community. Education Plus has been able to craft a clinical workflow and model that consist of a healthcare provider, behavioral health counselor, medical assistant, and a community health worker that all assist the school nurse to provide immediate care to students. This model has been proven to yield strong outcomes including decreased hospital visits and decreased absences for students and is aligned to Guardrail 1 by ensuring every school is a safe, welcoming and healthy place for students, staff and the community to learn and grow.

How will the success of this contract be measured?
A successful implementation of this contract will show that students are receiving care that will help to increase student attendance.

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?
Education Plus has been able to identify students with untreated health risks and chronic health conditions and use comprehensive treatment plans to educate, coordinate and support students to improve their self-care. The organization provided services to over 150 students this school year, including physical exams, sports exams, health screenings, and social service support for families.

During the 2019-2020 school year, prior to the pandemic, the organization identified and provided comprehensive asthma care management to 123 of Stetson's asthmatic students. An additional 102 students were able to receive health physicals from the school based health center.

The contract will be measured by the number of students served through the health center, the type of services provided, as well as the number of families in the school community they connect with to provide resources related to food insecurity, housing and employment. In addition, the Office of Student Health Services will work with Education Plus to ensure the needs of the students and community are met.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach?
There is research evidence demonstrating that school-based health centers support the positive academic achievement of students, particularly in impoverished communities where access to health care is not readily available.

Related resolution(s)/approval(s):
June 23, 2022; No. 49

Funding Source(s):
FY23-24: Operating

Office Originating Request: Student Support Services

Action Item - 85.

Title: Amendment of Contract with Center for Supportive Services to Add Additional Schools

Board of Education Meeting Date: 6/29/2023

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:
Center for Supportive Schools

Purpose:
Add additional schools with access to the evidence-based, peer-to-peer mentoring program that supports daily student attendance

Original Start Date: 2/24/2023

Current End Date: 6/30/2026

Currently Authorized Compensation: $223,000

Additional Compensation:
$0

Total New Compensation: $223,000

Location:
Schools as identified by the Office of Student Support Services

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: $31,000

Description:

Why is this contract needed?
In February 2023, the Board authorized a contract with Center for Supportive Schools to operate at two schools. This action item seeks authority to expand the scope of the operation to additional schools as identified in collaboration between the Office of Student Support Services and the school that wishes to implement this program. No additional compensation is being sought.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The work of Center for Supportive Schools, and specifically the Peer Group Connection program, is connected to the Board of Education's guardrail 1: welcoming and supportive schools and goal of every student graduating ready for college or career. The Office of Attendance and Truancy expects that participating students will have higher rates of attendance, develop meaningful relationships with their peers, and be more likely to graduate on time.

How will the success of this contract be measured?

The success of the contract will be measured by the reduction in the disciplinary actions and the increase in attendance and of program participants. A survey of program participants to measure quality relationships and students at risk for attendance and discipline issues will be selected to participate in the mentoring program.

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?
In the past the program was measured by the increase in attendance and decrease in suspensions by program participants. The Office of Research and Evaluation (ORE) evaluated the effectiveness of this peer-to-peer mentoring program and found that in some instances there was, in fact, a reduction in suspensions and an increase in attendance. The evaluation results showed an increase in attendance and a decrease in suspensions, for some program participants. Many of the outcomes from ORE were primarily descriptive, including students feeling that building relationships was the main benefit of the program.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach?
Peer Group Connection is an evidence-based, school-based, peer-to-peer mentoring program that provides a continuum of support to students as they transition from elementary to middle school and from middle to high school. The proposed project seeks to improve attendance and educational outcomes for participating students .

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
This evidenced based intervention for 6th graders and 9th graders was chosen after an RFP and a cross functional team reviewed the applicant. Principals who have asked for this program in the past and who have climate data to indicate they can implement this successfully were chosen to implement this intervention.

Related resolution(s)/approval(s):
September 14, 2017; A-4
February 15, 2018; A-14
April 30, 2020: #46
May 26, 2022; #29
February 23, 2023; #12

Funding Source(s):
Operating

Office Originating Request: Student Support Services

Action Item - 86.

Title: Board Approval of The School District of Philadelphia's ARP ESSER Health and Safety Plan

Board of Education Meeting Date: 6/29/2023

Action under consideration

Resolved that the Board of Education hereby approves The School District of Philadelphia's ("District") updated Health and Safety Plan required by the American Rescue Plan Act and U.S. Department of Education, and developed and recommended for implementation by the District, through the Superintendent or his designees, as attached and consistent with the following:

The American Rescue Plan Act (ARPA) requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non instructional school activities during the period of the LEA's ARP ESSER grant. The LEA's Health and Safety Plan must be submitted to the Pennsylvania Department of Education (PDE), approved by the LEA's Board of Education, and posted on the LEA's website by September 1, 2023.

The District's goal for the 2023-2024 school year is to continue to keep all students in school for full in-person learning five days a week. This plan is designed to prioritize student learning recovery and acceleration; attend to the social, emotional, and mental health needs of students and staff; and provide safe and healthy schools that support high-quality teaching and learning and equitable outcomes for all students.

The District's updated Health and Safety Plan is designed so that schools have the most up-to-date guidance that supports student learning, attends to the social, emotional and mental health needs of students and staff, supports high-quality teaching and learning, and equitable outcomes for all students. The plan reflects the most recent guidance, recommendations, and mandates from the Centers for Disease Control and Prevention (CDC) and the Pennsylvania Department of Education (PDE), as well as input and feedback from offices within the District. Collaboration with public health experts from the Philadelphia Department of Public Health (PDPH) and infectious disease physicians and pediatricians at the Children's Hospital of Philadelphia (CHOP) have also been instrumental with updates made to the plan.

Planning for the 2023-2024 school year will continue to center on key values that guide the work and decision-making. They are:

- Health and safety → The District will continue to monitor the health, safety, and well-

being of its students, employees, and community. Planning and decision making will be guided by the CDC, PDE, PDPH and health experts from the CHOP..

- High quality instruction → The District will continue to deliver high-quality grade level in-person instruction to all students that support growth and achievement.
- Educational equity → The District will provide all students with access to high quality grade-level instruction and social-emotional support with a focus on removing and ending racist practices.
- Data-driven decision making → The District will use data and expert analysis to inform decision making and build trust amongst all stakeholders. Decisions will be informed by students, employees, and school community members.
- Flexibility → The District will continue to be flexible to enable preparedness and the ability to adjust based on the needs of stakeholders and public health guidance.
- Accurate and timely communication → The District will provide students, employees, and families with the information they need to be safe, and keep all stakeholders up-to-date with information throughout the school year.

Related resolution(s)/approval(s):
August 19, 2021; 29

Office Originating Request: Student Support Services

ATTACHMENTS:

Description	Type
Health and Safety Plan_2023-2024SY	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

Health and Safety Plan Summary: School District of Philadelphia

Initial Effective Date: August 19, 2021

Date of Last Review: May 10, 2023,

Date of Last Revision: May 23, 2023

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

The School District of Philadelphia's ("SDP") goal for the 2023-2024 school year is to continue to keep all students safely in school for full in-person learning five days a week. This plan is designed to prioritize student learning recovery and acceleration; attend to the social, emotional, and mental health needs of students and staff; and provide safe and healthy schools that support high-quality teaching and learning and equitable outcomes for all students.

Overall student and staff health and wellness, and protecting staff and students from COVID-19 in particular, is a priority for SDP. SDP has used the most up-to-date guidance, recommendations, and guidance from the Centers for Disease Control and Prevention ("CDC"), the Pennsylvania Department of Education ("PDE"), the Philadelphia Department of Public Health ("PDPH"), and Children's Hospital of Philadelphia ("CHOP") as well as input and feedback received from families, students, staff, and community members in response to two surveys and multiple community forums to create a plan that considers local context and uses evidence-based prevention and mitigation strategies to keep students and staff healthy and safe.

SDP will use a combination of as needed mask requirements for staff and students based on public health recommendations, daily cleaning, continued promotion of vaccinations, and additional prevention and mitigation strategies described below in order to create and maintain safe and healthy learning environments. As recommended by the CDC, SDP layers multiple prevention strategies.

SDP will continue to consult with local public health experts from CHOP and PDPH throughout the 23-24 school year and make adjustments to this plan based on their recommendations as necessary.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social,

emotional, mental health, and other needs, which may include student health and food services?

Instructional design: SDP is open for five-day-a-week, in-person learning for all students in fall 2023.The School District of Philadelphia's "Accelerate Philly" strategic plan, priority area three, is to accelerate academic achievement to meet our Board Goals. We will accelerate student achievement using the evidence based strategy of implementing standards aligned core instructional resources. Our instructional design model focuses on standards aligned instruction to facilitate student mastery of grade level content. There will be an intentional focus on this priority to accelerate students' achievement across content areas.

As student achievement is a fundamental priority, we promote equity and access to quality grade level instruction for all students. Ensuring that diverse learners receive accommodations and/or modifications, and adequate language support to meet their learning needs. We engage students to apply key learning concepts to reach a deeper understanding of content and regularly monitor student progress to offer targeted interventions tailored to students' needs.

Virtual option and staff accommodations: Students in isolation are able to participate in virtual school during their quarantine/isolation period through the Academy of Continued Education (A.C.E.) program.

Staff can inquire about accommodations for remote work, which are reviewed on a case by case basis.

Families will be notified when changes are made to the Health and Safety Plan via SDP's website and town halls.

Technology: At the end of the 2019-2020 school year and the beginning of the 2020-2021 school year, SDP distributed chromebooks to all students. SDP will continue to operate as a 1:1 district through the upcoming school year and to offer technology support and repair services through its three Parent and Family Technology Support Centers, as well as offer support through a telephone hotline and through email.

Student social, emotional, and mental health supports: Supporting the social-emotional well-being of students and staff alike is a priority for 2023-24. SDP has developed a robust set of resources and programming in this area, and principals and school staff will be trained for implementation. Specifically, SDP provides schools with extensive, flexible content and allocated time in the school day for classroom-based community meetings, which focus on building relationships and social-emotional learning. In addition, all staff will be trained and receive support for implementing SDP's Three Signature SEL Practices: Inclusive Welcomes, Engaging Strategies, and Optimistic Closings. SEL learning goals and activities will also be embedded in academic lesson plans. In addition, all K-8 schools will benefit from coaching, resources, and professional development designed to improve the quality of recess and lunchtime experiences for all students, with the goal of building all schools' capacity for fun,

engaging, socially positive recess and lunch. Finally, each school will focus on creating a welcoming climate by implementing an evidence-based school-wide climate program (e.g. restorative practices or PBIS) in alignment with their PDE school plans.

Staff social, emotional, and mental health supports: SDP's Employee Assistance Program ("EAP") provides every employee and members of their household 24/7 access to assistance connecting with licensed counselors for emotional/mental health support. All SDP employees have free access to Headspace, an app that supports mindfulness and mental health through guided meditations. SDP also planned a larger focus in the 21-22 ,22-23 and 23-24 school year on mental health, including through holding information sessions for staff with a goal of removing the stigma of therapy. Schools can also opt to receive support and resources for a focus on adult wellness tailored to their individual needs, with the goal of helping them plan intentional support for all adult staff members.

Food services: Schools will continue with regular meal service during SY 23-24.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	**Strategies, Policies, and Procedures**
a. Correct wearing of masks;	Indoor mask requirements for employees, students and visitors will be dependent upon recommendations from PDPH and CDC. Required indoor masking may be necessary for employees and students with recent COVID infection. Masks will be available at schools for those who need them. Students receiving transportation will be required to adhere to SDP's health and safety rules including mask wearing. Accommodations are available for students unable to mask. Students who are unable to wear a mask due to medical or other conditions may wear a face shield. Certain students may

	not be able to wear a mask or face shield based on individual circumstances. All other mitigation strategies will be employed including frequent hand washing, social distancing, and wearing of masks by those interacting with these students.
ARP ESSER Requirement	**Strategies, Policies, and Procedures**
b. Modifying facilities for social distancing	At this time social distancing is not required, per CDC and PDPH guidance.
c. Handwashing and respiratory etiquette;	SDP has installed hand sanitizing stations in every school. Soap and/or hand sanitizer that contains at least 60% alcohol will be available in every classroom, restroom, and throughout the school facilities to encourage good hand hygiene. All staff will model healthy hygiene practices for students. There will be a system for routine use of handwashing stations and/or hand sanitizer applications for students that ensures handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating, and after blowing the nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
ARP ESSER Requirement	**Strategies, Policies, and Procedures**
d. Cleaning and maintaining healthy facilities, including improving ventilation;	SDP has installed an air and surface purifier in every instructional space in every school. We are also cleaning in accordance with CDC guidelines & APPA 2 standards cleaning and sanitizing

	every school, including all walls, floors, furniture, doors, windows, restrooms, railings, and more. SDP has installed 1,750 hydration stations with a touchless bottle fill feature to comply with safe drinking water regulations. SDP is refilling touchless hand sanitizer stations in every school and ensuring all schools have the supplies they need to support frequent hand washing by students and staff. When school begins, SDP will follow the CDC Guidance for Cleaning and Disinfecting Schools. Crews will clean schools during the school day and after the school day ends, using EPA registered cleaning supplies. At the beginning of the 23-24 SY all SDP schools will be provided with cleaning and disinfection supplies, and PPE.
e.Isolation and mask to stay, in collaboration with the State and local health departments;	School communities should monitor themselves for COVID-19 symptoms. Children with symptoms will not report to school and will follow up with a healthcare provider. Staff with symptoms will not report to work that day and will follow up with the healthcare provider. Students who become ill during the school day will report to the health room for assessment. All schools have established Medical Waiting Rooms where school nurses can isolate a sick student, if necessary. Consistent with PA regulations for communicable diseases, if an individual in a school or office suspects or knows they have COVID-19, or there is concern for an outbreak in a school or office, SDP's point of contact will notify PDPH and receive direction on next steps that could

	include, but are not limited to, whether to mask to stay the class or school; providing necessary information for PDPH to conduct contact tracing; and when individuals can resume school or work. Positive cases must isolate for at least 5 days. Isolation models and schedules are subject to change with updated guidance from CDC and PDPH. The school community will be frequently updated on COVID-19 related issues including changes in symptom presentation, mask to stay and isolation requirements. The school community will be updated on COVID-19 related issues including changes in symptom presentation, mask to stay, and isolation requirements.
ARP ESSER Requirement	**Strategies, Policies, and Procedures**
f. Diagnostic and screening testing;	Testing for students and staff will be available at PDPH locations across the city. At-home Over the Counter Tests will be available for students. Testing models and schedules are subject to change with updated guidance from CDC and PDPH.
g. Efforts to provide vaccinations to school communities;	All SDP staff became eligible for COVID vaccination in March 2021. SDP partnered with Children's Hospital of Philadelphia and the University of Pennsylvania Medical Center to offer vaccination to every SDP employee, including through appointments and through one-time clinics. SDP also worked with CHOP and Penn Medicine to host webinars for SDP staff about the safety and efficacy of the vaccine

	in an effort to encourage more staff members to get vaccinated. SDP is currently partnering with medical providers to provide COVID and school-mandated vaccination events for youth 12 and up. Mobile vaccine events in partnership with PDPH and other medical providers will occur in targeted areas based on vaccine access and uptake. Vaccination status of students will be tracked and documented by Student Health Services. The COVID-19 vaccine is not required for students.
h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and	An individualized approach for COVID-19 may be needed for individuals who have difficulty accessing information, require close contact with direct service providers, have trouble understanding information, have difficulties with changes in routines, or have other concerns related to their disability. This approach will account for the following: ● Social distancing and isolating may be difficult for many people with disabilities. ● Wearing face coverings may be difficult for people with sensory, cognitive, medical, or behavioral issues. ● Face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Extra precautions will be taken for students with needs including but not limited to low incidence Autism Support, Multi-Disabilities Support, Life Skills, Deaf and Hard of Hearing, and Visually Impaired programs.

	If a student is unable to wear a mask as a result of their disability, or a health or medical condition, the EP team will re-evaluate the type and method of face covering for the student. Mask/Face Covering accommodations are available for students. Staff will clean and disinfect frequently touched objects and surfaces (e.g., counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets); and equipment such as wheelchairs, scooters, walkers, canes, oxygen tanks, and tubing; communication boards; and other assistive devices before and after student use. If there is potential that staff may be splashed or sprayed by bodily fluids during the course of the workday, they will use standard precautions and personal protective equipment (PPE) including facemask, eye protection, disposable gloves, and a gown. Staff will wash their hands with soap and water: when entering and leaving the home or community setting; when adjusting or putting on or off face masks or cloth face coverings; or before putting on and after taking off disposable gloves. If soap and water are not readily available, staff will use a hand sanitizer that contains at least 60% alcohol.
i. Coordination with state and local health officials	SDP will continue to be in regular communication and consult with the PDPH in regards to all COVID-19 health, prevention, and response policies and actions. SDP's website will be updated frequently with changes in protocols related to COVID-19 mitigation strategies.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **the School District of Philadelphia** reviewed and approved the Health and Safety Plan on August 19, 2021.

The plan was approved by a vote of:

7 **Yes**

0 No

Affirmed on: August 20, 2021

By:

JOYCE S. WILKERSON
(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

Action Item - 87.

Title: Memorandum of Understanding with University of Pennsylvania for Rising Senior Academy ($5,800,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
The Trustees of the University of Pennsylvania

Purpose:
To support students in obtaining Act 158 credentials

Start date: 9/5/2023

End date: 7/31/2026

Value of Services not to exceed:$5,800,000

Location:
University of Pennsylvania

Renewal Options: Yes

Number of Options: 3

Duration of each option to extend: Years: 3 Months:

Description:
The University of Pennsylvania will provide the Rising Scholar Success Academy (PennRSSA), year-round programming, college preparatory, and career exploration programming to assist the District in helping students fulfill the requirements set forth in the Pennsylvania State ACT 158 guidelines. Starting in school year 2023-24, PennRSSA will offer programming for up to 5,000 6-12 grade students annually. The program will take place in various methods that include virtual and in-person activities. This expanded, year-round program scope of work closely collaborates with pipeline programs in Penn's Vice Provost for Student Engagement (VPSE) Division, including the Educational Talent Search (ETS) program and the Summer Mentorship Program (SMP), to provide students with dynamic, innovative, and intersectional approaches to career exploration and preparation, enabling them to gain knowledge of various career disciplines and to embrace professional

prospects. This programing will promote students' ability to meet the ACT 158 requirements by providing an opportunity to participate in an externship, internship, service learning project and earn an industry-based credential upon successful completion. Consistent with past practice, the Office of Research and Evaluation will conduct a program evaluation of programs organized by the District. The final report will provide a summary of the school year program, including information about enrollment, attendance, and findings from surveys and observations. The successes and challenges of program implementation will provide insights and guide implementation each year.

Office Originating Request: Academic Support

Action Item - 88.

Title: Contract with Seashore Fruit and Produce Co. - Fresh Produce ($40,000)

Board of Education Meeting Date: 6/29/2023

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:
Seashore Fruit and Produce Co.

Purpose:
To provide fresh fruit or vegetable samples for students and families to reinforce healthy eating behaviors

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $40,000

Location:
All Schools;

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: Each option at fixed amount of $40,000

Description:
Why is this contract needed?
The Office of Nutrition/Eat Right Philly focuses on student and family health and wellness utilizing federal funding (USDA SNAP-Ed). Applying various data and reports generated through the Office of Research and Evaluation (www.philasd.org/research/category/health-nutrition/), we know that Philadelphia students are at risk for poor health behaviors. Utilizing this contract to purchase fresh fruit and vegetables that students and families can sample will enhance programming that includes nutrition education and cooking workshops and technical assistance to schools to support the implementation of the District's School Wellness Policy

(#145).

How is this work connected to the District's plan to achieve Goals & Guardrails?
This work impacts overall student achievement, but specifically supports creating healthy school environments. Being able to taste new and fresh fruits and vegetables during lessons can motivate students to eat healthfully and are an allowable expense for SNAP-Ed funding. Fruits and vegetables chosen by the program office are based on produce options that are sometimes "exotic" to students, but also available during school meals and/or in their community to purchase. The objective is to encourage the consumption of more fruits and vegetables since we know from Youth Risk Surveillance data that this is a need.

How will the success of this contract be measured?
The Nutrition Education team will track Seashore's ability to provide requested items in a timely manner and that invoice reconciliation is punctual. The team will ensure that all items requested meet federal grant specifications.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Schools are an ideal setting to promote nutrition education and wellbeing. Several research articles have demonstrated the evidence-base for this approach. An example of published research that supports this approach can be found at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7723000/.

Funding Source(s):
FY24 Pennsylvania Nutrition Education SNAP-Ed
FY25 Pennsylvania Nutrition Education SNAP-Ed
FY26 Pennsylvania Nutrition Education SNAP-Ed

Office Originating Request: Academic Support

Action Item - 89.

Title: Contract with Van Vorst Films for Exemplary Teaching and Video Library ($99,425)

Board of Education Meeting Date: 6/29/2023

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:
Van Vorst Films

Purpose:
To develop an Exemplary Teaching Video Library with concrete examples of strong teaching and coaching practices

Start date: 7/1/2023

End date: 6/30/2025

Compensation not to exceed: $99,425

Location:
All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Each option at fixed amount of 105% of the previous year's amount

Description:
Why is this contract needed?
The Exemplary Teaching Video Library (ETVL) is a professional development tool accessible to School District of Philadelphia (District) staff and the public. The goal of the library is to provide concrete examples of strong teaching and coaching practices in the District to support professional learning aligned to the Goals and Guardrails. Over the past two school years, we have expanded viewership and focused new filming on instructional

practices aligned to the Academic Framework, and we seek to make this a key tool for professional development in the District over the next several years.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The goal of the library is to provide concrete examples of strong teaching and coaching practices in the District to support professional learning aligned to the Goals and Guardrails.

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?
Viewership of the videos in the library has increased over the course of the previous contract. Videos are a primary resource Office of Professional Learning coaches use for supporting teachers with concrete examples of best teaching practices. In the past year, ETVL has engaged 11 partner offices to film videos aligned with content-specific teaching, Professional Learning Community, and coaching needs.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Studies have shown that video learning has positive outcomes on multiple levels, including increased motivation and deeper learning, and can specifically impact the ability to facilitate discussions and address problems. There are several reputable sources that confirm the advantages of using video as a tool for teacher education. Sources include:
- Blomberg, G., Sherin, M. G., Renkl, A., Glogger, I., & Seidel, T. (2014). Understanding video as a tool for teacher education: investigating instructional strategies to promote reflection. Instructional Science, 42, 443-463.
- Seidel, T., Blomberg, G., & Renkl, A. (2013). Instructional strategies for using video in teacher education. Teaching and teacher education, 34, 56-65.
- Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. Educational research review, 16, 41-67.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
Over eleven (11) District offices have participated in the ETVL this year, and have expressed interest in continuing.

Related resolution(s)/approval(s):
June 23, 2022; No. 61

Funding Source(s):
FY 23-24 Categorical
FY 24-25 Categorical

Office Originating Request: Academic Support

Action Item - 90.

Title: Contract with National Education Equity Lab, Inc. and Multiple Colleges and Universities - Dual Enrollment ($4,500,000)

Board of Education Meeting Date: 6/29/2023

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:
Arcadia University
Community College of Philadelphia
Esperanza College
Gratz College
Harrisburg University
La Salle University
National Education Equity Lab, Inc.
Temple University
West Chester University
Saint Joseph's University

Purpose:
To provide dual enrollment opportunities for high school students to obtain college credits.

Start date: 6/30/2023

End date: 6/30/2026

Compensation not to exceed: $4,500,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $4,500,000

Location:
All High Schools;

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: 110% of the original amount

Description:

Why is this contract needed?

Dual enrollment is an evidence-based practice that can play an influential role in improving student outcomes. Dual enrollment programs allow high school students enrolled in District schools to take college courses and earn college credits while still in high school. Students benefit from rigorous coursework that prepares them for postsecondary educational pursuits. To meet the needs of all students, the District provides three dual enrollment models: a combination of in-person and virtual courses on a college campus, in-person courses taught at high schools by college professors, and high school teachers serving as adjunct professors at the school level. The Senior Year Only Program (SYOP), a full-year college and career immersion program designed for high school seniors who are on track to graduate, is another dual enrollment model available to all rising seniors interested in Liberal Arts, Education, and Agricultural Education.

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

An emerging body of research and practice suggests that providing college-level coursework in high school can better prepare a wide range of students for college success, thus supporting the College & Career Goal: Every student graduates ready for college and careers.

How will the success of this contract be measured?

The District's goal is to increase equitable access to dual enrollment by removing barriers such as tuition and fees and easing the transition from high school to college. Increasing student access will enhance opportunities for credit attainment and academic rigor in preparation for college courses and provide more students with intensive practice in developing college strategies. To determine the success of dual enrollment programs across the District, the Pathways to Graduation Office will monitor a number of indicators, including course completion, college acceptance, and college matriculation rates. Student progress is monitored and communicated to schools via midterm and final grades.

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

Dual enrollment is an evidence-based practice that allows students to earn college credits while enrolled in high school. These opportunities have become an effective and viable method for students to complete high school and enter college. Research indicates that students participating in dual enrollment had higher high school graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits 1 and 2 years post high school graduation (Rodríguez, Hughes, & Belfield, 2012).

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
The selection process was the result of a request for proposal (RFP). The competitive bidding process encouraged a variety of alternative proposals to be considered for the Dual Enrollment Program. Consistent with the District's competitive procurement process, the selection process resulting in this contractor included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated contractors' RFQ responses.

Related resolution(s)/approval(s):
May 17, 2018; B-23
August 16, 2018; B-5
June 24,2021; #55

Funding Source(s):
FY23-24 Operating
FY24-25 Operating
FY25-26 Operating

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type
3-24-21 BOE Meeting -55	Supporting Document

Action Item - 55.

Title: Contract with Multiple Colleges and Universities for Dual Enrollment ($767,161)

Board of Education Meeting Date: 6/24/2021

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:
Harrisburg University of Science and Technology
LaSalle University
Community College of Philadelphia
University of the Sciences in Philadelphia
Arcadia University
Temple University
Espanranza College

Purpose:
Dual Enrollment opportunities for high school students

Start date: 7/1/2021

End date: 6/30/2022

Compensation not to exceed: $767,161

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $767,161.

Location:
All high schools

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: $767,161

Description:
Dual enrollment programs allow students to earn college credits while enrolled in high school. These opportunities have become an effective and viable method for students to complete high school and enter college. Researchers found that students participating in dual enrollment had higher high school graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits 1 and 2 years post high school graduation (Rodríguez, Hughes, & Belfield, 2012).

Dual enrollment programs provide students with an opportunity to take advantage of rigorous coursework that will support postsecondary readiness upon graduation. The District offers various dual enrollment models to support the needs of all students. The models include in-person and virtual courses on a college campus, in-person courses taught at high schools by college professors as well as high school teachers serving as adjunct professors at the school level. The Senior Year Only Program (S.Y.O.P.) is one dual enrollment model that is open to every rising senior regardless of school participation. S.Y.O.P. allows students to complete high school with a diploma and earn up to 24 transferable college credits to help them jump-start their college and career goals!

The Office of Postsecondary Readiness works closely with both schools and students to ensure that every student has the opportunity to access dual enrollment options. These opportunities help ease the transition from high school to college and can help students and families save money.

The Office of Postsecondary Readiness will look at a number of indicators to determine the success of dual enrollment programs across the District. The indicators include course passage rates, college acceptance rates, and college matriculation rates. Student progress is monitored and communicated to schools via midterm and final grades. There are approximately 750 dual enrollment slots available to District students and almost half of those slots have been filled. The participation rates were significantly lower this year due to all courses being virtual as a result of the pandemic. Over 90% of students successfully passed their college course during the fall semester. The goal of this work is to provide opportunities that promote and enable postsecondary access, awareness, and exposure for students.

Related resolution(s)/approval(s):
May 17, 2018; B-23
August 16, 2018; B-5
April 25, 2019;

Funding Source(s):
FY22 110-1100-2022-9KT0-1111404-532901 Operating

Office Originating Request: Academic Support

Action Item - 91.

Title: Contract with Deaf Hearing Communication Centre, Inc. for Sign Language Interpretation Services at Board of Education Public Action Meetings and other District Sponsored Events ($78,000)

Board of Education Meeting Date: 6/29/2023

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:
Deaf Hearing Communication Centre, Inc.

Purpose:
Sign language interpretation services

Start date: 7/1/2023

End date: 6/30/2026

Compensation not to exceed: $78,000

Location:
The School District of Philadelphia Education Center and administrative offices, and other locations and venues scheduled for meetings and events that the District invites the public and staff to attend. Services may be provided in person or on-line remote virtually at the direction of the District.

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Each option at fixed amount of $26,000 or 110% of the preceding year amount, whichever is greater.

Description:
Why is the contract needed?

The Americans with Disabilities Act (ADA) Section 36.203(a) requires the District to provide

at public sponsored events reasonable accommodations to individuals with disabilities so they may fully participate. This includes providing sign language interpreters for deaf and hard of hearing individuals if requested.
This action item seeks authorization to contract with Deaf Hearing Communication Centre, Inc. (DHCC) for the provision of certified, experienced and highly qualified sign language interpreters. DHCC sign language interpreters shall deliver interpretation services for deaf and hard of hearing persons attending Board of Education monthly public action meetings and other events and meetings that the public and District staff are invited to attend. Each year the District sponsors approximately 34 public meetings, which include Board of Education monthly public action meetings, budget hearings, and Superintendent meetings. Two interpreters are required to attend each meeting to provide sign language interpretation services.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The provision of sign language interpretation services at public meetings shall fulfill the District's obligation to provide reasonable accommodations under the ADA. These services provide a welcoming and supportive environment for families and the community.

How will the success of this contract be measured?
The Office of Diverse Learners shall survey the public to help determine satisfaction with the Contractor's interpretation services at District sponsored meetings and other events. In addition, the District's Lead Sign Language Coordinator shall observe DHCC sign language interpreter services at District sponsored events to assess and evaluate the quality and accuracy of interpretation services.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how.
Consistent with the District's competitive procurement process, the selection of the Contractor included a committee of District staff with relevant special education, sign language, instructional, programmatic, and fiscal expertise who reviewed and evaluated the contractor's RFP responses.

Funding Source(s):
FY 23-24 Operating
FY 24-25 Operating
FY 25-26 Operating

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type
MWBE DHCC	M/WBE Participation Form

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	Deaf-Hearing Communitcation Centre, Inc (DHCC)			Federal Tax ID:	23-740-7560
Address:	630 Fairview Rd, Suite 100			Phone Number:	610-604-0450 prompt#2
City:	Swarthmore	State:	PA	Zip Code:	19081
DBA (if applicable):				Fax Number:	610-604-0456
Primary Contact Person:	Neil McDevitt			Primary Contact Email:	nmcdevitt@dhcc.org
Compliance Contact:	Neil McDevitt			Compliance Contact Email:	nmcdevitt@dhcc.org
Bid Number:	NG10113			Bid Submission Due Date:	April 14, 2022
Contract Amount:				Contract Overall M/WBE Goal:	

Diversity Business Certification(s): *Check all that apply.*

- ☐ Minority-Owned Business Enterprise (MBE)
- ☐ Woman-Owned Business Enterprise (WBE)
- ☐ Federally Certified Disadvantaged Business Enterprise (DBE)
- ☐ Small Business Enterprise (SBE)
- ☐ Disabled Owned Business Enterprise (DSBE)
- ☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
- ☐ LGBT Business Enterprise (LGBTBE)
- ☒ None – not applicable *(We are a Non-profit 501(c)(3) organization)*

Authorized Representative Signature:			
Print Name:	Neil McDevitt		
Title:	Executive Director	Date:	3/31/2022
Certifying Agency	Commonwealth of PA Dept of State Bureau of Corporations and Charitable Organizations	Certification No.	10932

****Deaf-Hearing Communitcation Centre, Inc (DHCC) contracts with all of the Sign Language interpreters. Out of the 165 active pool of interpreters we use, 88% are women.**

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (*use Section II of this form multiple times for additional sub-contractors*). Include copies of all applicable certification(s).

Company Name:				Federal Tax ID:	
Address:				Phone Number:	
City:		State:		Zip Code:	
DBA (if applicable):				Fax Number:	
Primary Contact Person:			Primary Contact Email:		
Compliance Contact:			Compliance Contact Email:		
Description of Services Provided:					
Approximate $ amount of Subcontract:			Subcontract % of Total Contract Amount:		

Diversity Business Certification(s): *Check all that apply.*

☐ Minority-Owned Business Enterprise (MBE)
☐ Woman-Owned Business Enterprise (WBE)
☐ Federally Certified Disadvantaged Business Enterprise (DBE)
☐ Small Business Enterprise (SBE)
☐ Disabled Owned Business Enterprise (DSBE)
☐ Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)
☐ LGBT Business Enterprise (LGBTBE)
☐ None – not applicable

Diversity Business Certification to be used on this contract (select one):

☐ Minority-Owned Business Enterprise (MBE)
☐ Woman-Owned Business Enterprise (WBE)
☐ Federally Certified Disadvantaged Business Enterprise (DBE)

Diversity Business Certifying Agency: _____

Authorized Representative Signature:			
Print Name:			
Title:		Date:	

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: NG10113

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.

Deaf-Hearing Communitcation Centre, Inc (DHCC) contracts with all of the Sign Language interpreters. Out of the 165 active pool of interpreters we use, 88% are women.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:			
Print Name:	Neil McDevitt		
Title:	Executive Director	Date:	3/31/2022

IV. Key Instructions for completing this form.

1. This M/WBE Participation Plan Form must be submitted with bid response.
2. Use Section II of this form multiple times for each additional sub-contractor.
3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.
4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.
5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.
6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.
7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.

Action Item - 92.

Title: Contract with Houghton Mifflin Harcourt Publishing Company and Vista Higher Learning, Inc. - Grades K-8 Spanish Language Arts Core Instructional Resources ($550,000)

Board of Education Meeting Date: 6/29/2023

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:
Houghton Mifflin Harcourt Publishing Company
Vista Higher Learning, Inc.

Purpose:
Grades K-8 Spanish Language Arts (SLA) Core Instructional Resources

Start date: 6/30/2023

End date: 6/30/2026

Compensation not to exceed: $550,000

Separate Compensation by Vendor:
Houghton Mifflin Harcourt Publishing Company - $350,000
Vista Higher Learning, Inc. - $200,000

Location:
Any School with a Dual Language Program (Currently: Casarez, Cayuga, Cramp, Elkin, McClure, Munoz-Marin, Southwark, and Taylor)

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: All vendors to be paid out of an aggregate amount not to exceed $137,500 per option period

Description:
This action item is a part of a suite of instructional resources adoption action items. Together, these action items provide a holistic presentation of the hands-on tools that will support our teachers in delivering classroom instruction and help students better understand and apply what they are learning.

Why is this contract needed?
The District is seeking new core instructional resources to include in our inclusive curriculum in the subject areas of PreK -12 Math, PreK-12 English Language Arts (ELA), PreK-12 Science, Grades 3-12 English Language Development (ELD), K-12 Special Education, and K-8 Spanish Language Arts (SLA). These instructional resources are critically important because they are hands-on tools that support our teachers in delivering classroom instruction and help students better understand and apply what they are learning in Spanish and English. Students must have access to consistent, coherent, research-based instructional resources to support their academic achievement and the goal of becoming biliterate and bilingual.

There are more than 21,000 English Learners (ELs) across the Philadelphia School District, 18.2% of the District's total enrollment, with over 10,000 of these students being Spanish native speakers. We have over 850 students enrolled in our eight Dual Language schools: Casarez, Cayuga, Cramp, Elkin, McClure, Munoz-Marin, Southwark, and Taylor. Given the growing number of ELs - an average increase of 1,500 annually and a staggering 3,000 increase this school year - understanding and serving this population effectively is a critical step towards education equity. To this end, our dual language students must be provided instructional programs that accomplish two fundamental goals: 1) access to rigorous grade-level academic content standards and 2) Spanish Language Arts to support their growth towards biliteracy. There is a need for a robust Spanish Language Arts core curriculum that will support our students in demonstrating proficiency in reading, writing, listening, and speaking both English and Spanish. Quality instructional materials that support these goals must be culturally and linguistically inclusive and provide teachers and leaders with resources and strategies that promote high challenge/high support instruction, honor students' home languages, assets, and experiences, and engage students in quality interactions, critical thinking, and discourse around meaningful and relevant grade-level content.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The Goals & Guardrails exist to ensure that all students are given an education that ultimately allows them to thrive, succeed and lead in a global society. Equitable access to high-quality, evidence-based instructional resources that support the academic achievement of every learner is pivotal to realizing our district's vision for students. The selected instructional resources support instructional program coherence, promoting the synchronization of every element of the instructional program and its strategies— from core instruction to interventions —all working together to advance the same set of grade-level student experiences. Currently, the lack of coherence is a major barrier for students who transition between texts or schools midyear or even from one grade to the next. The Goals and Guardrails represent our collective commitment to making the changes needed to provide our students, educators, and leaders with the tools to improve student achievement. Investing in high-quality instructional resources is an indispensable measure toward goal attainment.

How will the success of this contract be measured?
Success will be measured in alignment with student achievement data collection and progress monitoring of the Goals and Guardrails and the District's Strategic Plan.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Implementation of high-quality instructional resources is an evidence-based strategy. Instructional materials have a direct impact on teacher growth and student learning outcomes. The evidence is well-documented across many national and international research publications.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
Consistent with the District's competitive procurement process, the selection process resulting in these contractors included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated contractors' RFP responses. Additional stakeholders who participated in the selection process included the District's senior leadership, assistant superintendents, principals, assistant principals, teachers, and dual language content experts.

Funding Source(s):
FY23-24 Categorical
FY24-25 Categorical
FY25-26 Categorical

Office Originating Request: Academic Support

Action Item - 93.

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

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With: Middle States Association Commissions on Elementary and Secondary Schools

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

Start date: 7/1/2023
End date: 6/30/2024

Compensation not to exceed: $85,000

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

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

Description:
The Middle States Association Commissions on Elementary and Secondary Schools (Middle States) is a worldwide leader in accreditation and school improvement recognized by

the U.S. Department of Education. For over 125 years, Middle States has been helping school leaders establish and reach their goals, develop strategic plans, promote staff development and advance student achievement. With more than 2,700 accredited schools and school systems in 34 states and nearly 100 countries, Middle States supports our schools with improving education for the 21st-century learner.

The Middle States Association Commissions on Elementary and Secondary Schools provides schools with outside and unbiased validation of the work schools are completing. Schools are challenged to create timely, practical, measurable, and strategic improvement objectives specially designed for the school's current population and aligned to the goals and aspirations of the school. There are many benefits of accreditation. Accreditation allows schools to apply and receive special grants to fund their educational goals, and accredited schools are networked with schools around the world to share best practices.

Currently, 37 high schools are accredited, and six high schools are candidates for accreditation. Ultimately, the District aims to support all high schools in obtaining and maintaining this accreditation; however, the goal for this year is to support the 55 high schools that are either going through the accreditation process or are currently accredited by paying annual dues and fees associated with candidacy visits, applications for accreditation, renewal visits, and accreditation visits. The school list is subject to change in accordance with school and principal readiness to successfully engage in the accreditation process. We are working toward ensuring all District high schools are accredited by 2025. (College & Career Goal: Every student graduates ready for college and careers).

Middle States will be making accreditation visits with a revised approached that is mindful of the health and safety of school communities. Under this revised approach, visits will be a hybrid of virtual and in-person. Middle States has created a hybrid model that ensures the integrity and value of the accreditation process.

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

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

The Board of Education maintains that the fundamental way to accomplish goals is through setting clear expectations for what students must know and be able to do and then rigorously monitoring progress toward achieving set goals. Through the accreditation process, schools develop plans to grow and improve identified priorities that include measurable objectives,

multiple assessments to determine achievement of the objectives, and multi-year action plans to achieve the goals. This keen focus on progress monitoring is a critical component to the achievement of the Goals and Guardrails.

Related resolution(s)/approval(s):
October 20, 2022; No. 12
August 19, 2021; No. 31
August 20, 2020; No. 23
September 9, 2019; No. 31
December 13, 2018; No. 37
September 14, 2017; B-12

Funding Source(s):
FY24 - Operating

Office Originating Request: Academic Support

Action Item - 94.

Title: Ratification of Contract with Philadelphia Academies Inc. ($20,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education ratify 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: The Philadelphia Academies, Inc

Purpose: Middle-Years Career-Connected Learning (CCL)

Start Date: 9/1/2022

End Date: 6/30/2023

Compensation not to exceed: $20,000

Location(s):
Longstreth, William C. School

Description:
Why is this contract needed?
Providing career-connected learning in classrooms is vital in helping young people explore their career options, learn about real-world expectations and industry trends, and ultimately be better equipped to choose and excel in a career path that suits them. Philadelphia Academies Inc (PAI) has a long-standing track record of creating opportunities for underserved students to thrive. Since 2019, the Office of Academic Supports has supported a partnership between Longstreth and PAI to implement the STEM Academy Model at Longstreth Elementary School. Due to the unique timing of a school leadership transition occurring at the same time as the restructuring of the academic office, the Limited Contract Agreement for 2022-2023 was not completed before services began. Therefore, it is necessary to seek the Board's authorization through ratification.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The Board of Education's vision is for all District students to thrive, succeed, and lead in a global society. This drives the mission of the District to provide an excellent public school education and ensure all children graduate from high school ready to succeed, fully engaged as a citizen of our world. PAI's work in middle schools is designed to foster career awareness, provide career exploration opportunities and support students' ability to graduate ready for college and career.

How will the success of this contract be measured?

The contract will be measured by the number of activities rendered, the number of student participants, and an impact report that will be provided to the District.

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?
The Philadelphia Academies, Inc. (PAI), working in tandem with school administrators and staff, design, launch, and assess a Career-Connected Learning (CCL) strategy for grades 6-8, focused on fostering career readiness, facilitating successful transitions to high school, and laying the groundwork for increased secondary and post-secondary success for students. This work enhances the capacity of Longstreth to meet state standards, including career-connected student outcomes mandated in 2018 via Pennsylvania's Every Student Succeeds Act (ESSA) Consolidated Plan.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
Career-Connected Learning (CCL) prepares students to succeed in a rapidly changing economy. It moves beyond the traditional educational model to one that combines classroom instruction with relevant, real-world experiences. CCL has been demonstrated to provide experiences that open the door to postsecondary degrees, credentials, and certifications. The result is improved student outcomes in the short term (heightened school engagement and increased graduation rates) and long-term (enhanced employability and increased earnings). Moreover, educators, employers, and workforce development experts have long cited work experience, or simply exposure to the workforce, as key to students' development of 21st-century employability skills.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?
Leadership in the Office of Academic Support and at Longstreth Elementary School selected Philadelphia Academies, Inc based on its deep understanding of and longstanding presence in the Longstreth school community.

Related resolution(s)/approval(s):
November 21, 2019; No. 30

Funding Source(s): FY23 Operating

Office Originating Request: Academic Support

Action Item - 95.

Title: Official School File - 2023-2024 School Year

Board of Education Meeting Date: 6/29/2023

Action under consideration

Pennsylvania Department of Education's (PDE's) Basic Education Circular entitled, "Official Public School File," issued pursuant to Section 10-1006 of the Public School Code, requires all school districts to inform PDE in writing of all new schools, closures, and grade changes annually.

In accordance with this requirement, each year, the District submits to the state a list of significant changes to the organization of its schools, including new school openings, school closings, school name changes, school relocations, and school grade reconfigurations. This action item officially authorizes the submission of these changes.

The changes being submitted for the 2023-24 school year are:

Name Change:

Chester A Arthur School changing school name to Marian Anderson Neighborhood Academy

Philadelphia Learning Academy South changing school name to Philadelphia Learning Academy West

Grade reconfigurations:

Middle Years Alternative changing from grades 6-8 to grades 5-8

Thomas M Peirce School changing from grades K-6 to grades K-5

School Opening:

Guion S Bluford Elementary School is opening with grades K-8 at 5720 Media Street, Philadelphia, PA 19131

Alexander Adaire Pre-K is opening at 1300 E Palmer Street, Philadelphia, PA, 19125

Address Changes:

Robert B Pollock School will change address to 2875 Welsh Road, Philadelphia, PA, 19152*

Edwin Forrest School will change address to 7300 Cottage Street, Philadelphia, PA, 19136*

Thomas Holme School will temporarily change address to 3001 Ryan Ave, Philadelphia, PA, 19152

*Please note that these address changes are from temporary relocations back to permanent locations due to capital improvements.

Office Originating Request: Schools

ATTACHMENTS:

Description	Type

THE SCHOOL DISTRICT OF PHILADELPHIA

The School District of Philadelphia Official School File 2023/2024

School Name (SY22-23)	School Name (SY 23-24)	Address (SY22-23)	Address (SY23-24)	Grade Configuration (SY22-23)	Grade Configuration (SY23-24)	Change Type
Arthur, Chester A. School	Marian Anderson Neighborhood Academy	2000 Catharine St, Philadelphia, PA, 19146	2000 Catharine St, Philadelphia, PA, 19146	K-8	K-8	Name Change
Philadelphia Learning Academy South	Philadelphia Learning Academy West	4300 Westminster Ave, Philadelphia, PA, 19104	4300 Westminster Ave, Philadelphia, PA, 19104	9-12	9-12	Name Change
Middle Years Alternative	Middle Years Academy	2030 N 62nd Street, Philadelphia, PA, 19139	2030 N 62nd Street, Philadelphia, PA, 19139	6-8	5-8	Grade Reconfiguration
Peirce, Thomas M. School	Peirce, Thomas M. School	2300 W Cambria Street, Philadelphia, PA, 19132	2300 W Cambria Street, Philadelphia, PA, 19132	K-6	K-5	Grade Reconfiguration
N/A	Guion S. Bluford Elementary School	N/A	5720 Media St, Philadelphia, PA, 19131	N/A	K-8	School Opening
Pollock, Robert B. School	Pollock, Robert B. School	3001 Ryan Ave, Philadelphia, PA, 19152	2875 Welsh Road, Philadelphia, PA, 19152	K-8	K-8	Address Change (Permanent)
Forrest, Edwin School	Forrest, Edwin School	3001 Ryan Ave, Philadelphia, PA, 19152	7300 Cottage Street, Philadelphia, PA, 19136	K-5	K-5	Address Change (Permanent)
Holme, Thomas School	Holme, Thomas School	9125 Academy Rd, Philadelphia, PA, 19152	3001 Ryan Ave, Philadelphia, PA, 19152	K-8	K-8	Address Change (Temporary)
N/A	Adaire, Alexander Pre-K	N/A	1300 E. Plamer Street, Philadelphia, PA, 19125	N/A	Pre-K	Program Opening

Action Item - 96.

Title: Memorandum of Understanding with The University of Chicago To&Through Project and Philadelphia Academies Inc. - 9th Grade On-Track ($1,278,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With:
The University of Chicago To&Through Project
Philadelphia Academies Inc.

Purpose:
To expand the 9th Grade Success Network and provide systemwide supports around 9th grade and 9th Grade On-Track

Value of Services not to exceed: $1,278,000

Start date: 7/1/2023

End date: 6/30/2027

Location:
Eligible schools as determined by the Division of Academic Services

Renewal Options: Yes

Number of Options: 3

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

Description:
Why is this contract needed?
School District of Philadelphia (District) data consistently shows that 9th Grade On-Track status is linked with on-time graduation. In the spring of 2022, 29% of 9th grade students tested on grade level in ELA and 19% in math. At the end of the 2021-22, 27% of 9th graders were on track to graduate in four years. With funding from the Neubauer Family Foundation (NFF), the

District will enter into a Memorandum of Understanding with Philadelphia Academies, Inc. (PAI) and The Chicago To&Through Project to
expand the 9th Grade On-Track work, reduce dropouts, and increase four-year graduation rates. Philadelphia Academies, Inc. The Chicago To&Through Project and Philadelphia Academies, Inc. will provide a variety of system-wide support for data tool usage and design, professional learning opportunities for Principals and Assistant Principals, and partnerships across District departments. Specifically, over the 2023-2024 SY, Philadelphia Academies Inc. and To&Through Project will implement the 9th Grade Success Network which provides professional development, coaching, and network-wide learning to identified schools, which are a part of the 9th Grade Success Network. 9th Grade Success Network teams will collaborate to share data-driven interventions and student supports to assist students in developing the necessary skills and mindsets to pursue and achieve academic and postsecondary success.

This MOU represents a four-year commitment to continue and expand the partnership with among Philadelphia Academies, Inc., The University of Chicago To&Through Project, and the District. If and when there is a need for lighter-touch support will be determined through regular check-ins with schools, discussion among partners, and the identification of parameters that need to be met and sustained in order to begin lighter-touch work. The addition of new schools will be based on key data points (e.g. a school's 9th grade class size and graduation rate), a pre-existing school application process and a joint selection committee made up of partners from the Chicago Team, PAI and SDP.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The partnership with The University of Chicago To&Through Project and Philadelphia Academies, Inc. (PAI) strives to close the systemic gap in on-time high school graduation for Black, Latinx, economically-disadvantaged, and other marginalized student groups by building capacity of 9th grade teacher teams to support their students and increase 9th Grade On-Track rates. This work aligns with the Board of Education's Goals & Guardrails and the District's strategic plan, Accelerate Philly- both of which are designed to drive student success.

How will the success of this contract be measured?
The success of the contract will be measured by the number and rate of 9th graders who are on-track for four-year graduation.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?
In general terms, schools receiving this support have seen larger gains in their 9th grade on-track rates than other schools in those two networks. These gains are particularly notable among some student groups. For example, among males identifying as Black/African American, the rate dropped slightly (about 1 percentage point) at the Network 3 and 14 schools that did not participate. In contrast, schools joining in 2018-19 and 2019-20 saw increases of 2 and 20 percentage points, respectively. Similarly, the 2019-20 and 2020-21 schools saw large gains among male students identifying as Hispanic/Latino (22 and 16 percentage points, respectively).

Related resolution(s)/approval(s):
June 24, 2021; No. 69

Office Originating Request: Schools

Action Item - 97.

Title: Contract with Kompan Inc. - Ziegler Playground Project ($60,000)

Board of Education Meeting Date: 6/29/2023

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:
Kompan Inc.

Purpose:
To provide and install new playground equipment

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: $60,000

Location:
Ziegler, William H. School

Description:
Ziegler Elementary is a growing K-8 school that currently serves about 500 students with Autistic Support students in every grade. The current space to host recess is simply a blacktop with no age appropriate equipment on it. Ziegler staff takes pride in providing a safe and fun recess environment despite these limitations. There are systems and expectations in place for students to enjoy their time, but we know that a playground system that we would like to have built with this contract would create a much more engaging and stimulating environment for all of our students. The playground system would promote more and varied opportunities for positive play enjoyment and support all of our students by providing an enriching sensory experience.

How is this work connected to the District's plan to achieve Goals & Guardrails?
This project directly connects to Board of Education Guardrails 1 and 2, which is for our school to have a welcoming and supportive environment and to offer an enriching and well rounded school experience. First, it will improve safety during recess with more students

positively involved in constructive play. In addition, it will offer a more inclusive space for students who are more interested in a sensory experience or an alternative to sports and physical play. Emotionally, more students will have the opportunity to enjoy and de-escalate while at recess with a more dynamic playground space. It will be difficult to measure the fun and enjoyment our students will have, but we believe this will contribute to more pride in our school and positive connections with families and the neighborhood who will see the school's effort to be a more inclusive and dynamic space for the children and the community.

How will the success of this contract be measured? We believe the positive social engagement promoted with the playground will decrease the amount of student injuries referred to the nurse and the number of peer mediations resulting from a lack of constructive play options. We will be able to monitor the referrals to the nurse during recess as well as the number of peer mediations needed to resolve student conflicts occurring at recess. Beyond these outcomes, we believe that the amount of fun that students will have is difficult to measure, but is nonetheless extremely important for our students to have developmentally appropriate activities and equipment.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach? The Trust for Public Land published a report on how parks and playgrounds bring an array of positive social, environmental, economic, and health benefits to a community. Often, communities like Ziegler's, in inner city neighborhoods that are economically disadvantaged and have a large number of immigrants lack access to parks and playgrounds. They make the case that parks and playgrounds, like the one we are advocating for, are essential for all communities but especially those that are disadvantaged in a variety of ways.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? Ziegler's school and family community has been engaged in both fundraising and design initiatives in order to make the recreational outdoor spaces more dynamic. Additionally, Ziegler's administration has worked with the Office of Capital Programs to coordinate design and construction plans with Kompan Inc., which is one of the District's approved contractors.

Funding Source(s):
FY23-24 Operating

Office Originating Request: Schools

Action Item - 98.

Title: Contract with Philadelphia Academy of School Leaders - Instructional Leadership Academy and Senior Fellow Instructional Collaborative ($199,980)

Board of Education Meeting Date: 6/29/2023

Action under consideration

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

With: Philadelphia Academy of School Leaders

Purpose: To provide professional development for school leaders

Contract Start Date: 7/1/2023

Contract End Date: 6/30/2024

Compensation not to exceed: $199,980
Location: Administrative Office(s); All Schools
Description:
The District is engaging the Philadelphia Academy of School Leaders (PASL) for two new programs: the Instructional Leadership Academy and the Senior Fellow Instructional Collaborative. The District will pay $199,980 of the program costs to PASL while the Neubauer Foundation will pay the remaining program costs of $411,540 directly to PASL. The two programs are described below:

The Instructional Leadership Academy will develop the instructional knowledge and skills of high potential principals across the city. Leaders will participate in a two-day Summer “kick off”, monthly capacity building sessions, and individualized instructional leadership coaching to support them in creating and refining high quality instructional systems and structures in the areas of professional development, teacher coaching, and data analysis. On average, it costs approximately $19,201 per participant in the one-year program. The District will be responsible for contributing $6,666 per participant up to 15 participants for a total of $99,990. In total, this contribution reflects about 35% of overall costs per participant.

The Senior Fellow Instructional Collaborative will develop former Neubauer Fellows (“Senior

Fellows"), along with two of their instructional leaders, to design and execute more effective teacher coaching, professional learning experiences, and data driven instruction as a team. All participants will participate in a full day Summer "kick off" and monthly, capacity building sessions. In addition, principals will receive individualized instructional leadership coaching to support them in applying new learnings to their specific school context. On average, it costs approximately $3,684 per participant in the one-year program. The District will be responsible for contributing $2,222 per participant up to 45 participants for a total of $99,990. In total, this contribution reflects about 31% of overall costs per participant.

How is this work connected to the District's plan to achieve Goals & Guardrails?
The aim of the Instructional Leadership Academy/Senior Fellow Instructional Collaborative is to improve student outcomes: student achievement-proficiency, student achievement-growth, and high school graduation rates. This is aligned with the District's Goals 1-5. In addition, the program(s) is/are focused on developing critical leadership skills aimed at improving instructional systems (i.e. teacher coaching, professional learning time, and data driven instruction) 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 participant-led schools' performance to that of schools not led by participants, and by comparing performance between pre-participation and post-participation years.

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?
For the Instructional Leadership Academy, Senior Fellows (Neubauer Fellow alumni) who serve in the capacity of District school and systems leaders served on the selection committee. They facilitated interviews and provided evidence- and competency-based feedback as well as recommendation for selection into the cohort for each applicant.

For the Senior Fellow Instructional Collaborative, this program's core group is composed of Neubauer Fellows, who were selected in prior years by prior Neubauer Fellows who serve(d) in the capacity of District school and systems leaders. The prior Fellows facilitated interviews and provided evidence- and competency-based feedback as well as recommendation for selection into a past cohort for each applicant.

Related resolution(s)/approval(s): November 17, 2022; #21
Funding Source(s): FY23-24 Title II Grants

Office Originating Request: Schools
Procurement process: Other
Charge Account(s): FY24:150-2025-2024-9750-2272207-530000-202524-00000
$199,980

Office Originating Request: Schools

Action Item - 99.

Title: Amended Contract with Tailwinds School, LLC - Frankford Aviation Program ($198,000)

Board of Education Meeting Date: 6/29/2023

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:
Tailwinds School, LLC

Purpose:
Training for ground school and flying lessons for students to earn their private pilot license as part of Aviation Academy

Original Start Date: 8/29/2022

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $45,000

Additional Compensation:
$198,000

Total New Compensation: $243,000

Location:
Frankford High School;

Renewal Options: Yes

Number of Options: 3

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

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

Description:
The Aviation Academy at Frankford High School aims to introduce students to careers in aviation and give those who are passionate the opportunity to earn their private pilot's license. This license is the initial certification needed for anyone wishing to pursue a career in flight. Working with Tailwinds will enable our students to earn the required 40+ flight hours and supplemental ground school instruction that the FAA requires potential pilots to have. For students to earn their private pilot license they need access to an airplane and airport facilities. Additionally, they are required to get the majority of their training from a certified flight instructor (CFI). Tailwinds School, LLC will be able to provide the CFI and use of simulations and aviation equipment for students to earn the required number of flight hours and their Instrument Rating. Tailwinds also provides the use of their airplanes and other required facilities at Northeast Philadelphia Airport to lead and monitor student progress during ground school and in the plane.
How is this work connected to the District's plan to achieve Goals & Guardrails? This work directly supports Guardrail 2 by creating enriching opportunities for students as well as Guardrail 4, addressing a drastic lack of diversity in the aviation field. Our program seeks to create opportunities for our students that have historically not been available or accessible by removing systemic barriers and providing the training and support needed to start a career as a pilot at no cost to them.
How will the success of this contract be measured? Although this is not a formal CTE program, students who successfully complete it will have earned their private pilot license, instrument rating and/or their commercial pilot license; all industry standard-based credentials that will give them more opportunities after high school. The number of students that earn their private pilot's license within the timeframe of the proposal will be the criteria for success. The expected outcome is that each student participating in the full program will earn their commercial pilot certificate. Additionally, students who can only participate for one year will earn their private pilot certificate. Progress will be monitored by each major milestone, the certificates & ratings, and milestones along the various certification paths.
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? So far three students have been able to complete their training over the last year with one student obtaining their license. The extension of the timeline and increase in funding will support the expansion of the program to create more opportunities for students to be exposed to aviation, engage in various levels of programming and become certified.
When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach? This strategy is supported by the Federal Aviation Administration (FAA) to help recruit, register, retain and certify high school students through Aviation Academies. The FAA has awarded the Aviation Workforce Development Grant to target and recruit populations into programs that will successfully prepare high school students to serve the anticipated growing future demands of the United States aviation industry.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? The Offices of Academic Services along with the Office of Procurement and the Office of Grant

Compliance worked to engage stakeholders during the grant application and bid solicitation. As such, the proposed programming has received a tremendous amount of support from our leaders, students and school community.

Related resolution(s)/approval(s):
May 26, 2022 #48

Funding Source(s):
FY23-24 Operating and Categorical

Office Originating Request: Schools

Action Item - 100.

Title: Contract with the Pennsylvania Convention Center ($111,000) - Added 6.14.2023

Board of Education Meeting Date: 6/29/2023

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:
Pennsylvania Convention Center

Purpose:
Hosting in-person, District-wide professional development for school leaders

Start date: 8/1/2023

End date: 8/30/2023

Compensation not to exceed: $111,000

Location:
Pennsylvania Convention Center

Renewal Options: No

Description:
In August 2023, the School District will deliver an opening School Leader Convening ("Convening") for District school leaders. The purpose of Convening is to advance equity-centered leadership and school improvement, and to increase academic outcomes for students through three key initiatives: (1) data review; (2) implementation review of evidence-based strategies and actions; and (3) collaborative work time.

Approximately 850 individuals are expected to attend Convening, including all District principals, assistant principals, climate managers, assistant superintendents, central office leaders, and meeting facilitators and speakers. The District's administrative building does not have the capacity to accommodate this number of participants. The Pennsylvania Convention Center ("Convention Center") is the only local facility with the capacity to accommodate our in-person space needs for the intensive, differentiated learning.

In addition to the costs for room rentals, the District is responsible for paying for all audio/visual services, utilities, telecommunications, and use of equipment and ancillary services related to the event. We have negotiated a 50% variance on room rental rates, which will help offset the overall cost. Internet access, networking and wireless services are

provided exclusively by the Convention Center, whose audio-visual services department is the exclusive operator of the "house" sound and lighting systems in the meeting rooms. Use of the Convention Center is the most cost-effective, efficient space available for these important professional learning sessions. We believe it is important to continue in-person learning at the Convention Center based on the expressed desires of our school leaders, who have repeatedly named the limitations of virtual learning.

All of the professional development sessions offered to school leaders at Convening are strategically designed and delivered to help school leaders implement the District's strategies in service of the Board Goals and Guardrails. Session content will prioritize leaders' implementation of the ELA and math frameworks (Board Goals 1-4), graduation pathways (Board Goal 5), supportive school environments (Guardrail 1), and equity-centered leadership (Guardrail 4).

We will collect survey data at Convening to report on the strengths and areas of growth for the sessions delivered, and to provide this feedback to central office leaders. This survey data will help us determine the success of the in-person sessions at the Convention Center.

Related resolution(s)/approval(s):
September 22, 2022; #22

Funding Source(s):
FY24 Operating and FY24 Grants

Office Originating Request: Schools

Action Item - 101.

Title: Ratification of Contracts with Various Vendors for Asbestos Abatement in Various Schools ($24,000,000) - Added 6.14.2023

Board of Education Meeting Date: 6/29/2023

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:

Associated Specialty Consulting, Inc.

Delta/BJDS, Inc.

Diamond Huntbach Construction Corporation

Pepper Environmental Services, Inc.

Purpose:
To ratify and add additional time and compensation to the existing contracts to provide general service of abatement

Original Start Date:
5/26/2022

Current End Date:
6/30/2023

New End Date:
6/30/2024

Currently Authorized Compensation:
$12,000,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $24,000,000 in additional compensation.

New Total Compensation:
$36,000,000

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests a time extension and additional funding for the general service contracts for asbestos abatement at various schools to support the adopted Environmental Safety Improvement Plan and the District's ongoing challenges. The additional time and funding are necessary to complete the work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. This approval includes ratification of spending UPENN funds which were not accounted for in the original approval. This amendment will provide time and material for immediate response capabilities for abatement/remediation work. Planned and unplanned work is performed to supplement the District's in-house abatement team. Examples of work performed through these contracts include large-scale mold remediation, asbestos abatement/remediation activities, and lead-based paint remediation projects in accordance with federal, state, and local environmental regulations To expedite this process, utilizing a pool of qualified firms is the most efficient way for the District to complete design activities to meet the project timelines. The approved firms' services will be evaluated based on their ability to meet project milestones and remain within the approved budget. The work supports the Operations goal of providing safe, healthy, and welcoming learning environments for all students.

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

Related resolution(s)/approval(s):
January 27, 2022; No. 13
March 25, 2021; No. 27
May 26, 2022; No. 50

Funding Source(s):
FY21 - FY24 Operating Budget
FY21 - FY24 UPENN Grant

Office Originating Request: Operations - Facilities

Action Item - 102.

Title: Ratification of Contracts with Various Vendors for Professional Environmental Design and Testing Consulting Services ($20,000,000) - Added 6.14.2023

Board of Education Meeting Date: 6/29/2023

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:
Acer Associates, LLC
Batta, Inc.
Criterion Laboratories, Inc.
Pennoni Associates, Inc.
REPSG, Inc.
Synertech, Inc.
USA, Inc.
Vertex, Inc.
Viva Environmental, Health & Safety, LLC

Purpose:
To ratify and add additional time and compensation to the existing contracts for professional environmental design, testing, and consulting services

Original Start Date:
6/24/2021

Current End Date:
6/30/2023

New End Date:
6/30/2024

Currently Authorized Compensation:
$19,800,000

Additional Compensation:

All entities will be paid out of the aggregate amount not to exceed $20,000,000 in additional compensation.

New Total Compensation:
$39,800,000

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests approval of a time extension and increased compensation for professional environmental and testing services to complete work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. Since the beginning of this contract, the District has identified additional environmental conditions that need to be addressed. This approval includes ratification of spending UPENN funds which were not accounted for in the original approval. The time amendment will allow the District to comply with the Asbestos Hazard Emergency Response Act (AHERA), the National Emission Standards for Hazardous Air Pollutants (NESHP), and the Philadelphia Asbestos Controls Regulations and to address deteriorated lead-based paint surfaces and mold in school buildings. The professional services include testing, laboratory analysis, design services, site inspection, quality assurance, and regulatory compliance monitoring for asbestos, lead, and mold abatement and remediation projects. These contracts support ongoing capital improvement projects and day-to-day facilities management, maintenance, and operations activities. Evaluations of services are performed and overseen by the Office of Environmental Management Services. To expedite this process, utilizing a pool of qualified firms is the most efficient way for the District to complete design activities to meet the project timelines. The approved firms' services have been evaluated based on their ability to meet other project milestones and remain within the approved budget. The work supports the Board's Goals and Guardrails related to providing safe, healthy, and welcoming learning environments for all students.

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

Related resolution(s)/approval(s):
June 21, 2018; A-57

January 30, 2020; 26
February 25, 2021, 9
June 24, 2021, 66

Funding Source(s):
FY19 - FY24 Capital
FY21 - FY24 UPENN Grant
FY24 Operating Budget

Office Originating Request: Operations - Facilities

Action Item - 103.

Title: Amendment of Contracts with Various Vendors for Professional Geotechnical and Environmental Site Assessments Consulting Services ($625,000) - Added 6.14.2023

Board of Education Meeting Date: 6/29/2023

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:
Batta, Inc.
Kleinfelder, Inc.

Purpose:
To add additional time and compensation to professional geotechnical and environmental site assessment consulting services contracts

Original Start Date: 6/22/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $3,125,000

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $625,000 in additional compensation.

Total New Compensation: $3,750,000

Location:
All Schools

Renewal Options: No

Description:
The Office of Environmental Management Services requests a time extension and additional funding for professional geotechnical consulting services and environmental site assessments consulting services to support the adopted Environmental Safety Improvement Plan. The additional time and funding are necessary to complete the work, which was delayed due to setbacks and delays related to the pandemic and Covid-19 restrictions beginning in the Spring of 2020. This amendment will allow the District to perform professional geotechnical consulting services for the Capital Improvement Program, to conduct mandated environmental site assessments as required by federal, state and local laws, for all sites where soil would be impacted for new facility construction, new addition to an existing facility, and/or an exterior site development such as a playground, garden or recreation area, by professional geotechnical and geo-environmental science consultants, as well as to conduct required testing, laboratory analysis, reporting and monitoring of underground storage tanks during removal and replacement, soil/groundwater investigations, tank permitting and testing, site contamination remediation design, the completion of Phase I and Phase II environmental site assessments, and associated public involvement program requirements, on an as-needed basis. To expedite this process, utilizing a pool of qualified firms is the most efficient way for the District to complete design activities to meet the project timelines. The approved firms' services will be evaluated based on their ability to meet project milestones and remain within the approved budget. The work supports the goal of providing safe, healthy, and welcoming learning environments for all students.

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

Related resolution(s)/approval(s):
A-56 Capital Fund: Professional Environmental Design and Testing Services.

Funding Source(s):
FY24 Capital Budget

Office Originating Request: Operations - Facilities

Action Item - 104.

Title: Southwest Leadership Academy Charter - Nonrenewal of Charter (UPDATED 6.30.23)

Board of Education Meeting Date: 6/29/2023

Action under consideration

WHEREAS, pursuant to the Charter School Law ("CSL"), 24 P.S. § 17-1701-A *et seq*., the School Reform Commission ("SRC") granted a charter in 2007 to Southwest Leadership Academy Charter School ("SLACS") for a five-year term commencing on July 1, 2007; and
WHEREAS, the SRC renewed SLACS's Charter in 2012 and 2017 for additional five-year terms; and
WHEREAS, the Board of Education ("Board") replaced the SRC and became its successor on July 1, 2018; and
WHEREAS, SLACS now seeks an additional five-year renewal of its charter; and
WHEREAS, members of the Charter Schools Office ("CSO") of the School District of Philadelphia ("School District") have reviewed SLACS's academic performance, organizational compliance and viability, and fiscal health and sustainability during the term of the most recently renewed charter and concluded that SLACS failed to meet the applicable standards in all three of those domains; and
WHEREAS, in compliance with Section 1729-A of the CSL, the Board adopted Action Item No. 90 on June 23, 2022, which determined that there were substantial grounds for nonrenewal of SLACS's charter, set forth the reasons supporting such nonrenewal, scheduled a hearing in this matter, and authorized the appointment of a Hearing Officer to conduct the hearing; and
WHEREAS, the Board appointed a Hearing Officer on July 22, 2022 who held a public hearing on January 10, 11, 12, 13, 25 and 27, and February 1, 8 and 10, 2023, during which testimony and exhibits were received regarding whether SLACS's charter should or should not be renewed; and
WHEREAS, a 30-day public comment period was provided following the conclusion of the hearing; and
WHEREAS, pursuant to the CSL, SLACS has been permitted to remain in operation pending the outcome of these proceedings; and
WHEREAS, on May 6, 2023, the Hearing Officer certified the record of the hearing and submitted a report to the Board recommending nonrenewal of SLACS's Charter, including findings of fact, conclusions of law and a proposed adjudication; and
WHEREAS, the Board has reviewed all of the testimony and exhibits submitted during the hearing, the Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, the submissions by all interested parties, and the public comments received; and
WHEREAS, this matter is now ripe for decision; now be it
RESOLVED, that SLACS's request for renewal of its Charter is DENIED.
FURTHER RESOLVED, that the Board adopts the Hearing Officer's Report and its attached Findings of Fact and Conclusions of Law, as the reasons for this decision.
FURTHER RESOLVED, that in the event SLACS timely appeals this decision to the State Charter School Appeal Board ("CAB"), pursuant to the requirement contained in Section 1729-A(f) of the CSL, SLACS's charter shall remain in effect and SLACS shall be permitted to remain open pending the conclusion of its appeal before CAB. In the event that

SLACS does not appeal this decision to CAB, SLACS shall cease all operations pursuant to a dissolution plan and timetable established by the School District, under the direction of the Office of General Counsel, which plan shall be presented to the Board within 60 days of the date of this Order.

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Southwest Leadership Academy CS - Hearing Officer's Report	Supporting Document

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

In the Matter of:

Charter Nonrenewal Proceeding Regarding
Southwest Leadership Academy Charter School

HEARING OFFICER'S REPORT

The Hearing Officer submits this report regarding the hearing conducted in this matter, together with the attached findings of fact, conclusions of law, proposed adjudication and certification of the record.

Rudolph Garcia, Esquire
HEARING OFFICER
235 Lloyd Lane
Wynnewood, PA 19096
www.RudolphGarcia.com
Direct: 610-986-1061
Rudy@RudolphGarcia.com

Date: May 6, 2023

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BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

In the Matter of:

Charter Nonrenewal Proceeding Regarding
Southwest Leadership Academy Charter School

HEARING OFFICER'S REPORT

The Hearing Officer submits the following report regarding this nonrenewal proceeding by the School District of Philadelphia ("School District") against Southwest Leadership Academy Charter School ("SLACS").[1]

I. PROCEDURAL POSTURE

On June 23, 2022, the School District's Board of Education ("Board") adopted Action Item No. 90, which resolved to conduct a public hearing on charges supporting nonrenewal of SLACS's charter.[2]

The hearing was held on January 10, 11, 12, 13, 25 and 27, and February 1, 8 and 10, 2023.[3] Without objection by either Party, it was conducted by videoconference to avoid the risk

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[1] The hearing transcripts are cited here as "Tr. vol. [#] at [page]:[line]-[line]" when citing a single page, or Tr. vol. [#] at [page]:[line]-[page]:[line]" when citing multiple pages. Jointly submitted exhibits are cited as Ex. J[#], the School District's exhibits are cited as Ex. SDP[#], SLACS's exhibits are cited as Ex. CS[#], and additional Hearing Officer exhibits included to complete the record are cited as Ex. HO[#]. Some of the exhibits have been redacted to protect students' privacy. Specific page citations refer to pages of the exhibit, not the original page numbering in the document (which may differ, usually when the document includes an unnumbered cover page). Public comments solicited after the hearing are also included with the record as Ex. PC[#].

[2] *See* Tr. vol. 1 at 9:11-11:18; Tr. vol. 8 at 1493:8-10; Ex. J-1 at 8 ¶ 47; Ex. SDP1.

[3] *See* Tr. *passim*. Action Item No. 90 directed the hearing to be commenced "on or about September 26, 2022," but Counsel for both parties objected to starting then due to various availability issues, so with the Board's approval, it was scheduled to begin on November 2, 2022. *See* Ex. SDP1; Ex. HO7. On October 20, 2022, SLACS requested an indefinite stay, which was denied the same day. (Ex. HO8, HO9.) On November 7, 2022, the hearing was postponed by agreement until December 1, 2022, with the Board's approval, to allow time for the Parties to explore a potential settlement. (Ex. HO11.) However, the Parties were unable to reach an

of inadvertently spreading COVID-19 among the participants and observers.[4] The School District called six witnesses, SLACS called two additional witnesses, and 206 exhibits were admitted into evidence.[5]

The Board then solicited public comments from February 10, 2023 through March 12, 2023,[6] in response to which six comments were received.[7]

In addition, the Parties submitted written statements of their positions on April 3, 2023.[8]

Accordingly, this matter is now ripe for decision.

After carefully considering the evidence submitted at the hearing, the positions of the Parties and the comments received, I recommend nonrenewal of SLACS's charter for the reasons explained below, based upon the Findings of Fact and Conclusions of Law submitted with this report.

II. GROUNDS FOR NONRENEWAL OF SLACS'S CHARTER

Pennsylvania's Charter School Law ("CSL") provides the following grounds for nonrenewal of a charter:

> (1) One or more material violations of any of the conditions, standards or procedures contained in the written charter signed pursuant to section 1720-A.
>
> (2) Failure to meet the requirements for student performance set forth in 22 Pa. Code Ch. 5 (relating to curriculum) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 5 or failure to meet any performance standard set forth in the written charter signed pursuant to section 1716-A.

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agreement. (Ex. HO12.) Then on November 30, 2022, the availability of Counsel for the School District was suddenly altered by a serious family medical emergency, which resulted in a further postponement until January 10, 2023. (Ex. HO23, HO24.)

4 *See* Tr. *passim*; Ex. HO7.

5 *See* Certification of the Record, attached hereto as Appendix C.

6 *See* Ex. HO26, EX. PC1-PC6.

7 *See* Certification of the Record, attached hereto as Appendix C.

8 *See* Ex. HO27-HO29.

(3) Failure to meet generally accepted standards of fiscal management or audit requirements.

(4) Violation of provisions of this article [the CSL].

(5) Violation of any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities.

(6) The charter school has been convicted of fraud.

24 P.S. § 17-1729-A(a)); *see also, Discovery Charter Sch. v. School Dist. of Phila.*, 166 A.3d 304, 317-18 (Pa. 2017).[9]

To support such a nonrenewal, the School District has the burden to prove the asserted grounds by "a preponderance of the evidence." *See Delaware Valley Charter High Sch. v. School Dist. of Phila.*, CAB Docket No. 2016-06, at 27 (June 30, 2017); *Imani Educ. Circle Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2014-08, at 25 (May 11, 2016); *Graystone Acad. Charter Sch. v. Coatesville Area Sch. Dist.*, CAB Docket No. 2012-01, at 38 (Aug. 2, 2013) ("*Graystone (CAB)")*.[10] This burden is satisfied if "the evidence demonstrates a fact is more likely to be true than not to be true, or if the burden were viewed as a balance scale, the evidence in support of the proponent's case must weigh slightly more than the opposing evidence." *Id*.

In addition, "the reasons for terminating a charter must be compelling in the sense that a charter school's violations of the terms of its charter or the CSL are significant, material and fundamental." *Delaware Valley*, at 27 n.18; *Renaissance Charter Sch*., CAB Docket No. 2008-07, at 3 n.3 (Apr. 14, 2009).

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[9] The grounds are the same for both nonrenewal and revocation, as are the procedural requirements. 24 P.S. § 17-1729-A. Thus, cases involving one or the other apply to both.

[10] Decisions of the Pennsylvania Department of Education's Charter School Appeal Board ("CAB") are cited here as "CAB Docket No. [docket number] ([date])" and are available at https://www.education.pa.gov/K-12/Charter Schools/Appeals/Pages/AppealBoardDecisions.aspx.

As explained below, the School District has met these requirements with respect to the following grounds for nonrenewal: (A) SLACS has violated multiple material provisions of its charter; (B) SLACS has failed to meet the requirements for student performance under Pennsylvania law; (C) SLACS has failed to meet generally accepted standards of fiscal management; and (D) SLACS has violated numerous laws from which it has not been exempted. Each of these grounds for nonrenewal will be discussed in turn below.

A. Material Violations of Charter Standards and Conditions

The CSL makes clear that a "written charter . . . shall be legally binding on both the local board of school directors of a school district and the charter school's board of trustees." 24 P.S. § 17-1720-A(a); *Discovery*, at 319 (quoting 24 P.S. § 17-1720-A(a)). Moreover, "the information in the charter school application is intrinsic to the charter and is essentially the heart of the charter school" because "the charter school application is required by the Charter School Law to be extremely detailed and specifically identify the manner in which the charter school will operate (*see* 24 P.S. § 17-1719-A) and because the information contained in the charter school application eventually becomes part of the charter itself . . . ." *Thurgood Marshall Acad. Charter Sch.*, CAB Docket No. 2001-5, at 11 (Jan. 15, 2002). Accordingly, "the charter school is required to comply with the terms and conditions of the charter, as well as the information contained in the charter school application, which is incorporated into the charter." *Truebright Science Acad. Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2013-11, at 15 (Jan. 8, 2015) ("*Truebright (CAB)*") (citing 24 P.S. §§ 17-1720-A, 17-1729-A(a)(1)).

1. Academic Performance Requirements

As noted above, a charter school's failure to meet a performance requirement in its charter is a valid ground for nonrenewal under 24 P.S. § 17-1729-A(a)(2). *Truebright Science Acad.*

Charter Sch. v. School Dist. of Phila., 115 A.3d 919, 922 (Pa. Cmwlth. Ct. 2015) ("*Truebright (Cmwlth.)*"); *Graystone Charter Sch. v. Coatesville Area Sch. Dist.*, 99 A.3d 125, 139 (Pa. Cmwlth. Ct. 2014) ("*Graystone (Cmwlth.)*").

SLACS's 2017 Charter included the following requirement regarding student learning: "For each year during the Term of this Charter, the Charter School shall achieve academic success as defined in the charter school performance framework [("Framework")], which may be updated annually by the Charter Schools Office."[11] As detailed further in Section II.B below, SLACS failed to meet this requirement because:

- The percentage of SLACS's students scoring proficient or advanced on the Pennsylvania System of State Assessment ("PSSA") Math exams consistently declined from a high of 13% to a low of 5% during the charter term, which was substantially less in every measured year[12] than the average percentages of schools with the most similar student demographics ("Similar Schools"), all Philadelphia brick and mortar charter schools combined ("Charter Schools") and all schools operated by the School District itself ("District Schools");
- The percentage of SLACS's students scoring proficient or advanced on the PSSA English Language Arts ("ELA") exams consistently declined from a high of 32% to a low of 19% during the charter term, which was substantially less in every measured year than the average percentages of the Similar Schools, the Charter Schools and the District Schools;

[11] *See* Ex. CS1 at 22 § X.4.

[12] Due to the COVID-19 pandemic, the PSSA exams were (a) canceled in 2020 and (b) optional and delayed in 2021, with very low participation rates. As a result, no usable PSSA data was available for those years. *See* Tr. vol. 4 at 547:14-548:17.

- The percentage of SLACS's students scoring proficient or advanced on the PSSA Science exams improved but remained substantially less in two of the three measured years than the average percentages of the Similar Schools, the Charter Schools and the District Schools;
- In both of the two years when School Performance Profile ("SPP") data was available, SLACS's SPP scores were significantly less than the average scores of the Charter Schools and the District Schools, and when Act 13 building level scores replaced the SPP scores in the third measured year, SLACS's Act 13 scores were also below the average scores of the Charter Schools and District Schools;[13]
- The percentage of SLACS students' regular attendance (defined as attending at least 95% of the instructional days) has steeply declined continuously during the charter term, while the average percentages at the Similar Schools and District Schools have increased and the average percentages in the Charter Schools group have remained relatively constant (even during the pandemic);
- The percentages of SLACS's students who were chronically absent (defined as attending less than 90% of the instructional days) has steeply increased continuously, while the percentages at the Similar Schools and District Schools improved until the pandemic and the average percentages in the Charter Schools group have been relatively constant (even during the pandemic).
- There was significant evidence that SLACS failed to meet the Pennsylvania Department of Education ("PDE") standard for academic growth in Math, ELA, fourth-grade Science and eighth-grade Science in the 2017-18 school year and in ELA and

[13] There was no Similar Schools comparison for SPP or Act 13 scores.

fourth-grade Science in the 2018-19 school year, and there was moderate evidence that SLACS also failed to meet the growth standard in eighth-grade Science in the 2017-18 school year and in Math and fourth-grade Science in the 2021-22 school year.

Accordingly, SLACS has failed to meet several of the academic performance requirements in its 2017 Charter.

2. Other Legal Requirements

SLACS's 2017 Charter also included the following requirement to comply with all law, policies and guidance pertaining to charter schools:[14]

> The Charter School acknowledges and agrees that it shall comply with the Resolution, School District charter school policies and procedures, common law, court decisions, court orders, the Charter School Law, the Individuals With Disabilities Education Act, 20 U.S.C.S. § 1400 et seq., as amended ("IDEA"), sections of the Elementary and Secondary Education Act ("ESEA"), as amended, and all implementing regulations applicable to charter schools, and all other applicable state, federal and local laws, statutes, codes, ordinances, regulations and guidance as in effect from time to time (the "Applicable Laws").

SLACS failed to meet this requirement as well, because at various times during the charter term:

- SLACS's Code of Student Conduct did not disclose the right to request recordings of formal hearings during the expulsion process, as required by 22 Pa. Code § 12.8(b)(8);[15]
- SLACS's expulsion hearing notices did not include the names of witnesses against the students and enclose copies of the witnesses' statements or affidavits, as required by 22 Pa. Code § 12.8(b)(5);[16]

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14 *See* Ex. CS1 at 8 § II.A.1.

15 *See* Tr. vol. 5 at 917:1-918:16; Ex. SDP33.

16 *See* Ex. SDP34A-R, SDP35; Tr. vol. 5 at 920:1-9, 926:14-22, 927:19-928:4.

- SLACS did not provide access to a child find notice on its website, as required by 22 Pa. Code § 711.21;[17]
- SLACS did not comply with multiple requirements of PDE's Basic Education Circular on Educating English Language Learners ("ELL BEC"), available at https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx;[18]
- SLACS repeatedly failed to submit Annual Reports to PDE by August 1st for the preceding school year, as required by 24 P.S. § 17-1728-A and 22 Pa. Code § 711.6;[19]
- SLACS's special education professional staff was not appropriately certified, as required by 22 Pa. Code § 711.5;[20]
- SLACS's enrollment packets failed to specify what was required as proof of age and residency, and included multiple documents that are not required for enrollment without differentiating between those and the documents that were required, in violation of PDE's Basic Education Circular on Enrollment of Students ("Enrollment BEC"), available at https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/EnrollmentStudents.aspx;[21]
- SLACS's enrollment files did not all contain proof of age, proof of residency, immunization records, a home language survey and parent registration statements as

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17 *See* Ex. SDP13 at 9; Tr. vol. 5 at 928:12-929:24.

18 *See* Ex. SDP13 at 11. A copy of the ELL BEC was admitted as Exhibit SDP25.

19 *See* Ex. SDP36 at 26, SDP37 at 24, SDP38 at 34; Ex. CS84; Ex. J1 at 4 ¶ 23; Tr. vol. 7 at 1343:11-19, 1344:1-8.

20 *See* Ex. SDP37 at 12; Ex. SDP38 at 14; Ex. SDP39 at 6; Ex. CS11 at 3.

21 *See* Ex. SDP13 at 12, Ex. SDP26, Ex. SDP27, Ex. SDP28, Ex. SDP30 at 1-3, 6; Ex. SDP31 at 2-3; Tr. vol. 3 at 387:22-388:6, 388:18-393:14, 396:6-399:1, 403:21-404:19. A copies of the previous and current Enrollment BECs were admitted as Exhibits SDP30 and SDP31.

the Enrollment BEC requires, and some contained social security numbers, which the Enrollment BEC prohibits;[22]

- SLACS's special education files did not all contain an active Individualized Educational Program ("IEP"), as required by 22 Pa. Code § 711.3(b)(24) (incorporating by reference 34 C.F.R. § 300.324(b)(1));[23]
- SLACS's employee files did not all contain the PA criminal background checks, Pennsylvania child abuse clearances, FBI background checks, and Act 168 forms required by 24 P.S. §§ 1-111, 1-111.1, 17-1724-A (i)-(j) and 22 Pa. Code § 8.2;[24]
- SLACS was cited for multiple food safety and fire code violations, contrary to Phila. Code §§ 46.882(b), 46.943, 46.711 (a), 46.692, 46.886, 46.981, available at https://www.phila.gov/media/20190301123356/Food_Regulations.pdf, and Phila. Fire Code § FC-101.3, available at https://codes.iccsafe.org/content/PHLFC2018/chapter-1-scope-and-administration;[25]
- SLACS's website did not always include its most recent water quality testing results, in violation of Phila. Admin. Code, tit. 4, § A-703.2(B) available at https://codelibrary.amlegal.com/codes/philadelphia/-latest/philadelphia_pa/0-0-0-268747;[26]
- SLACS's student health services policy did not always clearly outline all required student health, dental and vision screenings and include provisions on immunization

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22 *See* Ex. SDP29; Tr. vol. 3 at 430:16-434:9. The Enrollment BEC draws these requirements from 24 P.S. § 13-1301 (school age and residency), 24 P.S. § 13-1302 (residency), 24 P.S. § 13-1303a (immunizations) 24 P.S. § 13-1304-A(a) (sworn statement about suspension/expulsion) and 22 Pa. Code § 11.11 (proof of age, residence and immunizations and home language survey).

23 *See* Tr. vol. 3 at 491:19-494:4; Ex. SDP80.

24 *See* Tr. vol. 5 at 887:14-890:5, 892:11-898:13; Tr. vol. 6 at 993:23-994:2, 1087:23-1088:3; Ex. SDP43.

25 *See* Ex. SDP13 at 15, Ex. SDP44, SDP46, SDP47; Tr. vol. 4 at 623:10-630:24.

26 *See* Tr. vol. 7 at 1257:4-1259:2, 1259:14-1260:9; Tr. vol. 8 at 1429:1-8.

requirements or SLACS's responsibility to provide physical and dental examinations, in violation of 24 P.S. § 14-1402(a) and 28 Pa. Code § 23.1, *et seq.*;[27]

- SLACS's Board of Trustees ("Charter Board") failed to adopt a budget by June 30th of each year, as required by 53 P.S. § 6926.312;[28]
- SLACS's Charter Board failed to identify citizens who spoke at their meetings and the subject of their remarks, failed to specificity the purpose of executive sessions, and failed to specify votes on the budget and compensation of personnel, as required by the Sunshine Act, 65 Pa. C.S. § 701, *et seq.*;[29] and
- SLACS's Charter Board members and school leader did not file fully completed Statements of Financial Interest ("SOFIs") by May 1st of every year, as required by the Pennsylvania Public Official and Employee Ethics Act ("Ethics Act"), 65 Pa. C.S. § 1104(a).[30]

3. Other Charter Requirements

The legal violations summarized in Section II.A.2 above also violated the following provisions in SLACS's 2017 Charter:

- SLACS's code of student conduct and expulsion hearing notice violations also violated the requirement in SLACS's charter that "The Charter School shall adopt a Student Code of Conduct with suspension and expulsion provisions in compliance with Applicable Laws."[31]

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27 *See* SDP13 at 15; Tr. vol 7 at 41257:4-1258:7.
28 *See* Tr. vol. 5 at 933:6-10; Ex. SDP49-SDP52.
29 *See* Tr. vol. 5 at 941:24-944:9, 944:17-945:23, 953:7-16; Tr. vol. 7 at 1344:15-1348:14; Ex. SDP13 at 16, Ex. SDP49-SDP52.
30 *See* Tr. vol. 5 at 967:8-973:3; Ex. SDP13 at 16; Ex. SDP54, SDP55.
31 *See* Ex. CS1 at 16 § VI.E.1.

- SLACS's child find notice violation also violated the requirements in SLACS's charter that the "Charter Board shall operate . . . with respect to . . . Child Find pursuant to 22 Pa. Code §711.21 . . . ." and that the "charter school must ensure full compliance with . . . child find . . . ;"[32]
- SLACS's violations of the ELL BEC also violated the requirements in SLACS's charter that it "shall provide appropriate services, in accordance with Applicable Laws, for students who are English Language Learners ("ELLs")," including "maintaining a process for post-exit monitoring of ELLs for a period of two years" and "shall administer the ACCESS assessment . . . annually to each student identified as an ELL";[33]
- SLACS's annual reports violations also violated the requirement in SLACS's charter that "[b]y August 1st of each year, the Charter School shall certify and submit through the PDE website or such other means required by PDE the Charter School's complete Annual Report in accordance with Applicable Laws . . .";[34]
- SLACS's certification violations also violated the requirement in SLACS's charter that "all personnel of the Charter School who provide special education or related services to children with disabilities shall have appropriate certification as required by Applicable Laws";[35]
- SLACS's violations of the Enrollment BEC also violated the requirements in SLACS's charter to "enroll students in accordance with Applicable Laws . . ." and "ensure that

32 *See* Ex. CS1 at 10 § IV.D; Ex. CS1 at 49 Exhibit C § 2.
33 *See* Ex. CS1 at 13 § C.2-3.
34 *See* Ex. CS1 at 20 § IX.B.
35 *See* Ex. CS1 at 18 § VII.B.2.

the application and enrollment forms request only that information which is permissible to request under Applicable Laws . . .";[36]

- SLACS's special education violations also violated the requirement in SLACS's charter to "provide appropriate special education services in accordance with Applicable Laws and consistent with the requirements of each student's Individualized Education Plan ("IEP")";[37]
- SLACS's background checks and clearances violations also violated the requirement in SLACS's charter to "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 . . .";[38]
- SLACS's student health services policy violations also violated the requirement in SLACS's charter to "adopt and implement a plan for providing school health services that complies with 24 P.S. §14-1401 *et seq*. of the Public School Code and other Applicable Laws";[39]
- SLACS's failure to adopt a budget by June 30th of each year also violated the requirement in SLACS's charter that "the annual Board approved budget shall be submitted no later than the first day of the school year";[40]

36 *See* Ex. CS1 at 14-15 §§ VI.B.1, VI.B.2.
37 *See* Ex. CS1 at 13 § V.B.1.
38 *See* Ex. CS1 at 7 § I.G.6.
39 *See* Ex. CS1 at 10 § IV.I.
40 *See* Ex. CS1 at 23 § X.D.4.

- SLACS's Sunshine Act violations also violated the requirement in SLACS's charter to "to maintain Board minutes and records of its meetings, decisions, and resolutions consistent with the Sunshine Act and the Pennsylvania Nonprofit Law;[41] and
- SLACS's SOFI violations also violated the requirement in SLACS's charter to "submit to the Charter Schools Office signed, complete Statements of Financial Interest, pursuant to guidelines established by the Charter Schools Office."[42]

In addition, SLACS conducted separate enrollment lotteries for boys and girls, contrary to the requirement in its 2017 Charter that SLACS "shall enroll students in accordance with Applicable Laws and may not exclude students based on . . . sex . . . ."[43]

4. Renewal Conditions

SLACS's 2017 Charter also included the following requirements as conditions of renewal:[44]

> 1. If in the Charter Schools Office's Annual Charter Evaluation or its successor, the Charter School receives a deficiency in any area that was identified deficient in the 2016-17 Renewal Recommendation Report for two (2) or more consecutive years during the Term of this Charter, the Charter Schools Office may use such a deficiency as grounds for recommending revocation or nonrenewal of the Charter School's Charter.
>
> * * *
>
> 4. By June 30, 2017, the Charter School's Board of Trustees shall remove any Trustee that is not eligible to serve on its Board per the Charter School Law and/or its Charter.

SLACS failed to comply with these conditions of renewal, because:

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41 *See* Ex. CS1 at 23 § X.C.2.

42 *See* Ex. CS1 at 7 § I.I.H.

43 *See* Ex. CS. 1 at 14 § VI.B.1. This also violated a requirement in SLACS's Bylaws that "the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of . . . gender . . . ." *See* Ex. CS14 at 1.

44 *See* Tr. vol 1 at 98:1-16.

- SLACS had noncompliant findings for two or more consecutive years in the category of Board Governance, regarding the SOFI and Board Oversight standards;[45] and
- A member of SLACS's Charter Board was convicted of eight felony counts of Accepting Improper Influence on June 1, 2015, but remained on the Charter Board until March 30, 2022 and was then named "Board of Trustees Member Emeritus."[46]

B. Failure to Meet Student Performance Requirements

In addition to its failure to meet charter standards and conditions, SLACS has failed to attain the levels of student achievement and growth required of all charter schools. The CSL authorizes a chartering school district not to renew the charter of a school if it does not meet the standards set forth in Chapter 4 of the State Board of Education's regulations (the re-codified version of Chapter 5). *See* 24 P.S. § 17-1729-A(a)(2); *New Hope Acad. Charter Sch. v. School Dist. of York*, 89 A.3d 731 (Pa. Cmwlth. Ct. 2014); *Career Connections Charter High Sch. v. School Dist. of Pittsburgh*, 91 A.3d 736 (Pa. Cmwlth. Ct. 2014); *Graystone (Cmwlth.)*, at 139; *Delaware Valley, at* 27; *Khepera Charter Sch. v. School Dist. of Phila*., CAB Docket No. 2018-01 (Dec. 17, 2018).

When it enacted the CSL, the General Assembly expressly stated that its intent was to "improve pupil learning," "increase learning opportunities for all pupils," and "hold the schools established under this act accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems." 24 P.S. § 17-1702-A. Consistent with this intent, the General Assembly required charter schools to participate in the PSSA, Keystone Exams and other accountability systems established in Chapter 4. 24 P.S. § 17-1715-A(8); 22 Pa. Code §§ 4.1-4.83. The purpose of Chapter 4 is "to establish rigorous academic standards and

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45 *See* Ex. SDP13 at 28; Ex. CS1 at 7-8 § I.H; Tr. vol. 2 at 134:14-135:15.

46 *See* Ex. SDP13 at 28, SDP53 at 20, SDP57, SDP58; Tr. vol. 5 at 870:11-872:12.

assessments to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined." 22 Pa. Code § 4.2; *see also* 24 P.S. § 17-1702-A(6).

Accordingly, the CSL authorizes a school district not to renew the charter of a school that does not meet Chapter 4's standards for student achievement. *See* 24 P.S. § 17-1729-A(a)(2); *see also, Graystone (Cmwlth.), at 139*; *Career Connections*; *New Hope*; *Delaware Valley*, at 27.

As explained below, SLACS has failed to meet these standards for student achievement.

1. Proficiency Rates

The PSSA is a standardized test administered throughout the Commonwealth to all public schools in grades three through eight.[47]

When analyzing a charter school's performance against the Chapter 4 standards, the Commonwealth Court has held that:

> A consistently low percentage of students scoring proficient or better on the PSSA constitutes a failure to satisfy Chapter 4 student performance requirements and is a valid ground for nonrenewal of a school's charter under Section 1729-A(a)(2) of the Charter School Law where the charter schools' proficiency rates are lower than those of its school district's schools as a whole and no clear pattern of significant improvement in its PSSA results is shown.

New Hope, at 737.

In addition to considering a charter school's proficiency rates on their own, the School District also compares the performance of the charter school's students to the average performance of students in Similar Schools, Charter Schools and District Schools comparison groups.[48] The Similar Schools group consists of all students in the same grades at the schools that most closely

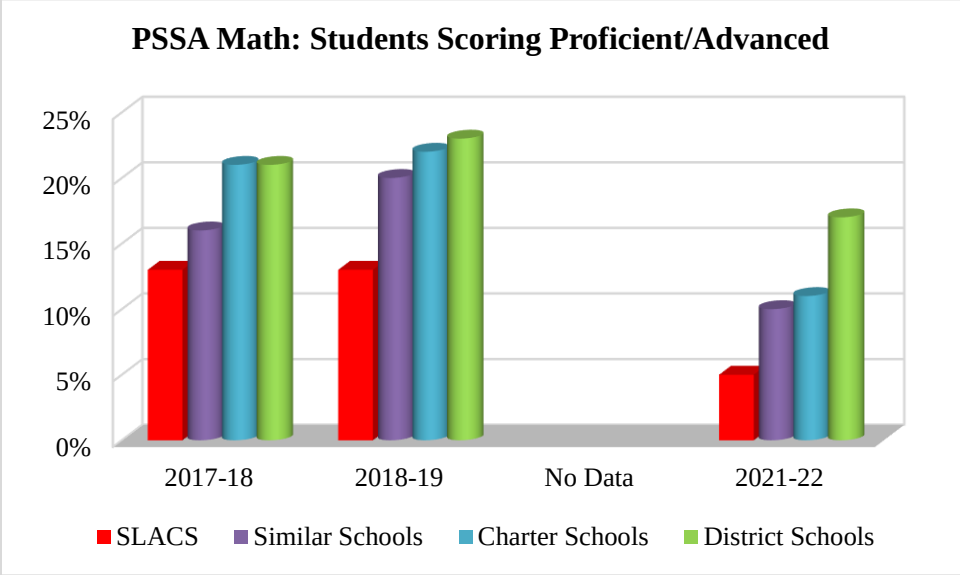
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47 *See* Tr. vol. 4 at 539:13-18.

48 *See* Tr. vol. 4 at 537:17-538:23, 540:5-541:6, 543:11-22, 557:14-20; Ex. SDP13 at 7.

match the percentages of students at the evaluated school who are: (a) economically disadvantaged, (b) require special education services, and/or (c) English Learners ("ELs").[49]

As shown in the following chart, the percentages of students scoring Proficient or Advanced in Math at SLACS have declined and were also significantly lower than the percentages at the comparison schools in all measured years of the Charter term:[50]



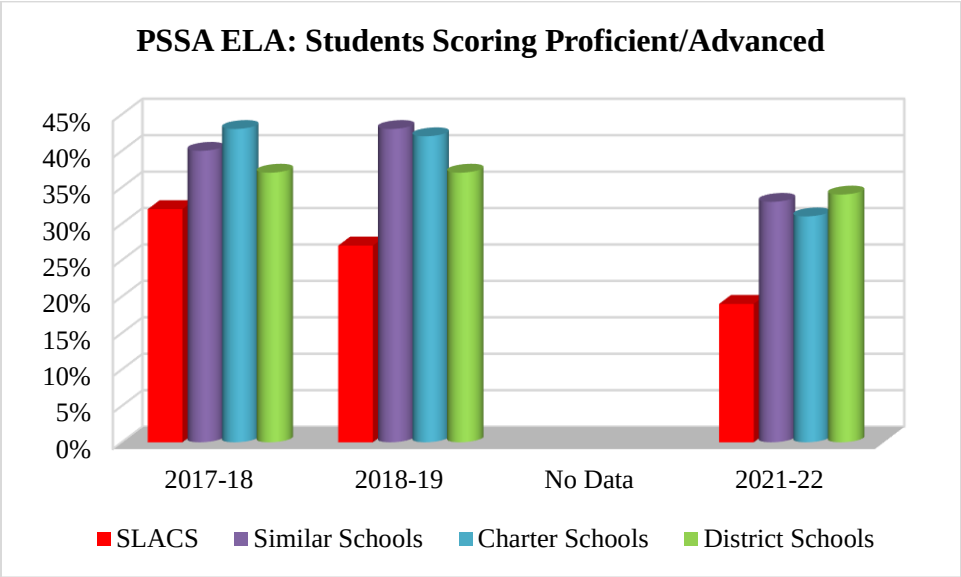
As shown in the following chart, the percentages of students scoring Proficient or Advanced in ELA at SLACS have also declined and are were also significantly lower than the percentages at the comparison schools:[51]

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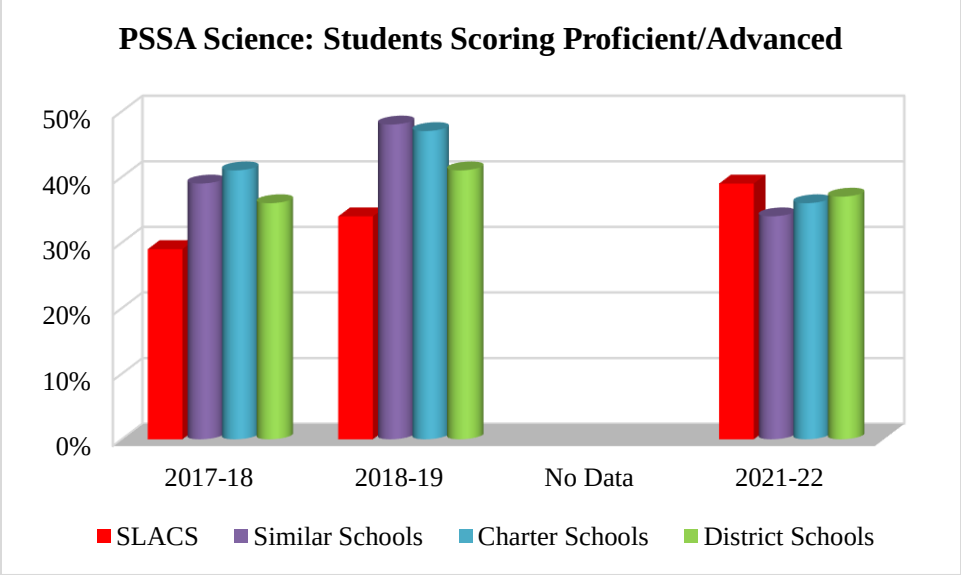
[49] *See* Tr. vol. 1 at 119:20-120:6; Tr. vol. 4 at 532:20-533:5, 540:5-20; Ex. SDP13 at 3.

[50] *See* Ex. SD89 at 1. Due to the COVID-19 pandemic, the PSSA exams scheduled for the spring of 2020 were cancelled, so no data is available for the 2019-20 school year, and the CSO could not rely on the limited data available for the 2020-21 school year because the exam was optional and administered late with very low participation rates. *See* Tr. vol. 4 at 547:14-548:17.

[51] *See* Ex. SDP89 at 2.



As shown in the following chart, the percentages of students scoring Proficient or Advanced in Science at SLACS improved, but were significantly lower than the percentages at the comparison schools in two of the three measured years:[52]



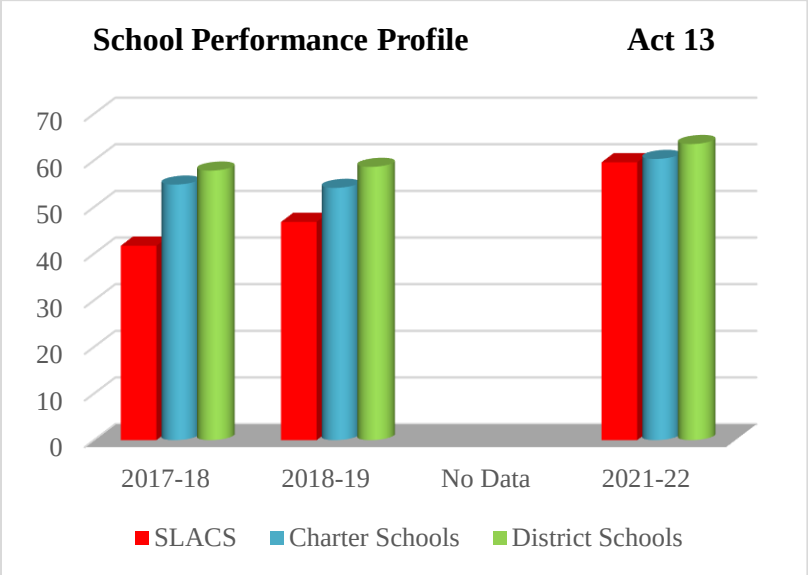
52 *See* Ex. SDP89 at 3.

2. School Performance Profile and Act 13 Scores

During the term of the 2017 Charter, SPP data was also available for the 2017-18 and 2018-19 school years, after which it was unavailable due to the pandemic and then replaced by Act 13 Building Level Scores for the 2021-22 school year.[53] As explained by SLACS's expert witness:[54]

> The Act 13 is a Pennsylvania law, and it's used to evaluate school performance and teacher performance. And it's a legacy. It inherited its form from the School Performance Profile which is identified in the ACE-R Report. . . .
>
> In any case, the format is very similar to the academic success indicator in that it uses—it calculates a single score based on proficiency performance of a school in a year, PVAAS growth performance in school in a year, and attendance. . . .

Act 13 scores are calculated differently because they include a weighting of economically disadvantaged rates, so they are not directly comparable to the previous SPP scores.[55] However, as shown in the following chart, SLACS's SPP and Act 13 scores were both lower than the average scores of the Charter Schools and District Schools comparison group schools.[56]



53 *See* Tr. vol. 4 at 547:14-548:17, 576:10-14.

54 *See* Tr. vol. 8 at 1586:21-1587:9.

55 *See* Tr. vol. 4 at 576:15-22, 577:10-15.

56 *See* Ex. SDP15 at 4. For the reasons discussed in footnote 50 above, these results were not measured for the 2019-20 and 2020-21 school years. Neither party presented this comparison for Similar Schools. *See* Tr. *passim*.

3. Average Growth Index Scores

PDE also uses Average Growth Index ("AGI") scores to track students' academic growth from year to year.[57] AGI measures the degree of progress students are making over time, so that can also be considered in addition to whether they have actually met the proficiency standard. For example, a student might meet the growth standard by progressing from Below Basic to Basic proficiency, without achieving the standard of Proficient or Advanced. An AGI score indicates the extent to which students have made the expected amount of growth in a given year. A score of less than negative two constitutes "significant evidence" that the school did not meet PDE's standard for academic growth, and a score in the range of negative two to negative one constitutes "moderate evidence" that a school did not meet the standard.[58]

As shaded in yellow and red in the following table, SLACS failed to meet PDE's academic growth standard in nine of the twelve measured subjects and years during the term of its 2017 Charter:[59]

PVAAS Average Growth Index Values				
School Year	Math	ELA	Grade 4 Science	Grade 8 Science
2017-18	-3.42	-5.48	-6.41	-3.38
2018-19	2.13	-2.17	-5.58	-1.45
No Data				
2021-22	-1.29	1.54	-1.97	0.86

Legend	
< -2.0	Significant evidence that the school did not meet the standard
-2.0 to -1.0	Moderate evidence that the school did not meet the standard
-1.0 to 1.0	Evidence that the school met the standard
1.0 to 2.0	Moderate evidence that the school exceeded the standard
> 2.0	Significant evidence that the school exceeded the standard

57 *See* Tr. vol. 4. at 517:8-17.

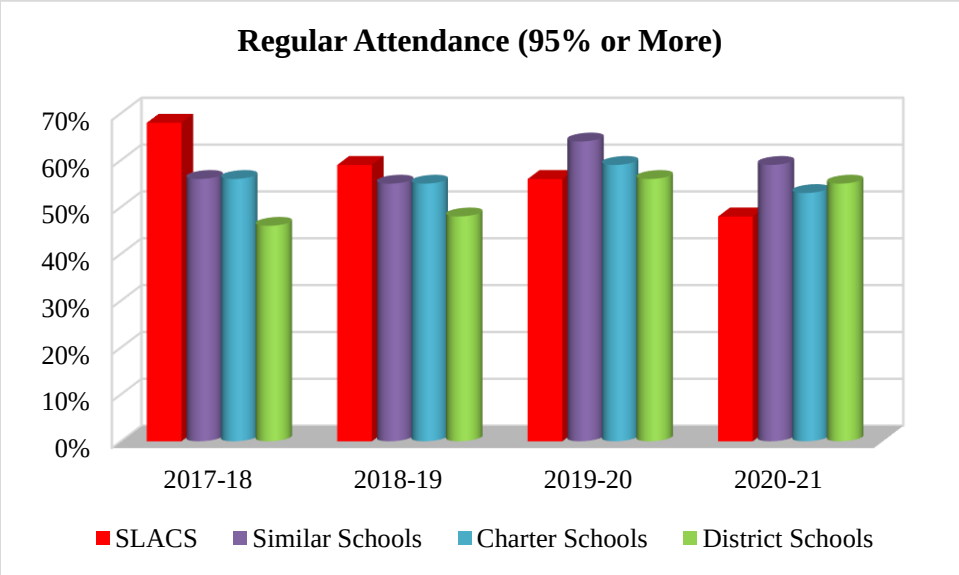
58 *See* Tr. vol. 4 at 563:8-24.

59 *See* Tr. vol. 4 at 562:13-17, 669:4-24; Ex. SDP15 at 2; Ex. CS101 at 1-2. Due to the COVID-19 pandemic, no PVAAS data was available for the 2019-20 school year and the CSO could not rely on the limited data available for the 2020-21 school year. *See* Tr. vol. 4 at 565:2-18.

4. Attendance Rates

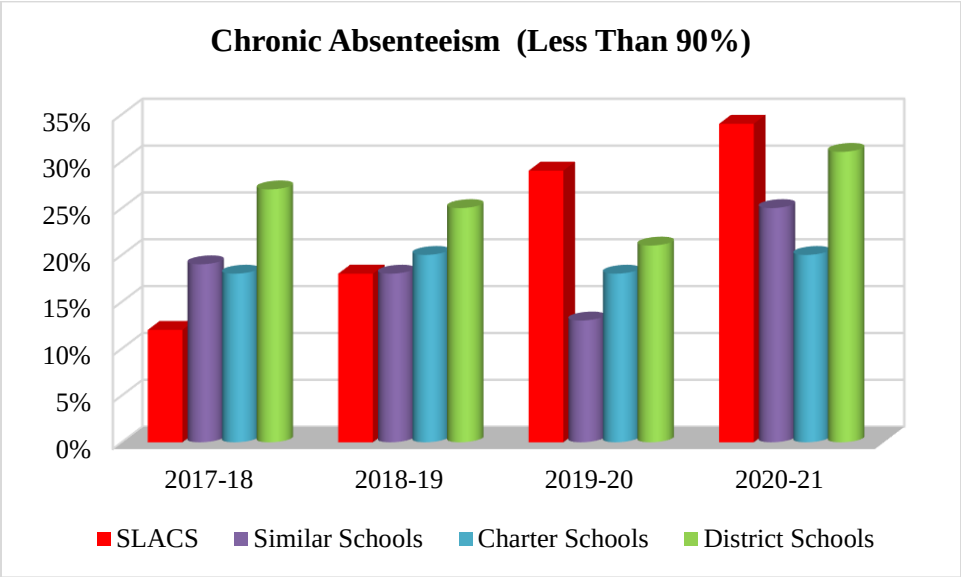
The School District also tracks student attendance. This is important because if students do not attend school regularly, there is a high risk that they will fail academically and drop out before graduating.[60]

As shown in the following chart, the percentages of students who attended 95% or more of their instructional days at SLACS have consistently declined, and have fallen below the percentages at the comparison schools:[61]



Another important attendance metric is the percentage of chronically absent students, which is defined as students who miss at least ten percent of a school's instructional days.[62] As shown in the following chart, the percentages of chronically absent students at SLACS have steeply and consistently increased and have risen above the percentages at all of the comparison schools:[63]

60 *See* Tr. vol. 9 at 1684:14-1649:2.
61 *See* Ex. SD15 at 3; Tr. vol. 2 at 178:19-179:5.
62 *See* Ex. SD15 at 3; Tr. vol. 2 at 179:6-11.
63 *See* Ex. SD15 at 3.



C. Failure to Meet Generally Accepted Standards of Fiscal Management

A chartering school district is also authorized to revoke a charter if the charter school fails to meet generally accepted standards of fiscal management. 24 P.S. § 17-1729-A(a)(3). Case law from CAB and the appellate courts has provided guidance regarding the standards of fiscal management on which a revocation or nonrenewal may be premised. Examples include overspending a school's budget, operating with budget deficits, failing to conduct timely audits, having a negative fund balance, and having unhealthy financial metrics during the charter term. *See, e.g.*, *Renaissance* (nonrenewal upheld where charter school failed to complete timely audits); *Renaissance Acad. of Pittsburgh Alt. of Hope ("RAPAH") Charter Sch.*, CAB Docket No. 2007-03 (June 29, 2007) (non-renewal upheld where charter school had a deficit of several hundred thousand dollars for multiple years and had entered into a 30-year debt); *Ronald H. Brown Charter Sch.*, CAB Docket No. 2005-08 (Jul. 19, 2006) ("*Ronald H. Brown (CAB)*"), *aff'd.*, 928 A.2d 1145 (Pa. Cmwlth. Ct. 2007) ") ("*Ronald H. Brown (Cmwlth.)")* (upholding revocation where charter school had multiple years of negative fund balances and overspent its budget); *Thurgood Marshal* (fiscal mismanagement sufficient to support revocation where charter school overspent its budget

by over $140,000; failed to make employer contributions to PSERS; failed to timely pay creditors; placed itself in a budget deficit of over $50,000; and failed to ensure timely audits were performed); *Creative Educ. Concepts Charter Sch.*, CAB Docket No. 1999-15 (Mar. 15, 2000) (revocation upheld where charter school operated at a loss); *Delaware Valley* (nonrenewal upheld due to missed PSERS payments, unhealthy financial metrics and overbilling the district).

In *Delaware Valley*, a nonrenewal was upheld based upon financial mismanagement where the charter school had unhealthy financial metrics, including a current ratio of less than 1.0 and only 6-10 days of cash on hand. *Id*., at 39.

Mr. Hanser has a Master's degree in Public Administration with a focus on Public Finance and Budgeting and served as the CSO's assistant director for finance and facilities from July 2017 through August 2021. As such, he is knowledgeable about the generally accepted standards of fiscal management used to ensure that an entity is operating in a responsible manner.[64]

As part of the CSO's renewal evaluation, Mr. Hanser reviewed SLACS's audited financial statements[65] and found that the SLACS had failed to comply with generally accepted standards of fiscal management in the following respects:

- In fiscal years 2019 and 2020, SLACS had an average of only 2 and 18 days of cash on hand, respectively.[66] Average days of cash on hand is the number of days a school could

64 *See* Tr. vol. 5 at 717:1-718:9.

65 *See* Tr. vol. 5 at 718:10-719:5, 721:22-723:11. SLACS's audited financial statements were admitted into evidence by agreement. *See* Ex. J1 at 7 ¶ 39, J2 at 2 ¶ 6; Ex. SDP59-SDP62; Ex. CS107. An initial version of SLACS's audited financial statement for fiscal year 2022 was published on November 1, 2022, but a reissued version (Ex. CS107) was posted on January 3, 2023. *See* Ex. J1 at 7 ¶ 40, J2 at 2 ¶ 6.

66 *See* Ex. SDP13 at 17.

operate without receiving additional revenue.[67] Having less than 30 days of cash on hand does not meet this standard.[68]

- In fiscal years 2019, 2020, 2021 and 2022, SLACS's current ratios were 0.31, 0.52, 0.77 and 0.88, respectively.[69] Current ratio is the ratio of short-term assets to long-term liabilities, which measures whether a school has enough resources to pay its debts and obligations over the next year.[70] A current ratio of less than one does not meet this standard.[71]
- In fiscal years 2019, 2020 and 2022, SLACS's non-restricted fund balances were -12.2%, -12.9% and -6.69%, respectively.[72] Nonrestricted fund balance is the amount a school is worth as a percentage of its total annual revenue, after removing certain items such as property, equipment and long-term debt, calculated as total non-restricted fund balance divided by total revenue.[73] A value of less than 0% does not meet this standard.[74]
- In fiscal years 2020 and 2022, SLACS's debt ratios were 0.95 and 0.94, respectively.[75] Debt ratio is the percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.[76] A debt ratio greater than 0.92 does not meet this standard.[77]

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67 *See* Tr. vol. 5 at 738:24-739:7; Ex. SDP13 at 26.
68 *See* Tr. Vol 5 at 738:11-15.
69 *See* Ex. SDP13 at 17, SDP91.
70 *See* Tr. vol. 5 at 728:18-24; Ex. SDP13 at 26.
71 *See* Tr. vol. 5 at 787:8-11.
72 *See* Ex. SDP13 at 18, SDP91.
73 *See* Tr. vol. 5 at 729:15-730:3; Ex. SDP13 at 26.
74 *See* Tr. vol. 5 at 740:4-10.
75 *See* Ex. SDP13 at 18.
76 *See* Tr. vol. 5 at 730:4-10; Ex. SDP13 at 26.
77 *See* Tr. vol. 5 at 740:17-22.

- In fiscal years 2018, 2019 and 2020, SLACS's debt service coverage ratios were 0.35, 035 and 0.99, respectively.[78] Debt service coverage ratio measures whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest and lease payments.[79] A debt service coverage ratio of less than one does not meet this standard.[80]

In addition, in fiscal years 2019 and 2020, SLACS had unassigned fund balances of -$1,184,141 and -$1,325,019, respectively. [81] When an unassigned fund balance is negative, the school does not have reserves to draw from and owes more money than it has.[82]

Many of SLACS's financial difficulties stem from its borrowing of $10.26 million in 2017 ("2017 Bonds") to acquire real estate in Philadelphia at the intersection of 58th Street and Whitby Avenue ("Whitby Site") and to demolish its existing structures and prepare the ground for construction of a new facility suitable for a major expansion of enrollment.[83] In an effort to obtain the additional financing it would need to actually build the new facility, SLACS began to rapidly increase its enrollment.[84] This in turn required SLACS to incur additional expense to lease a second building in Philadelphia at 6901 Woodland Avenue ("Woodland Site").[85] In the last two school-years, however, SLACS's enrollment has sharply declined.[86] In addition, no construction financing has been obtained.[87] Under these circumstances, it seems doubtful that the new facility will ever be built.

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78 *See* Ex. SDP13 at 18.
79 *See* Tr. vol. 5 at 730:11-731:6; Ex. SDP13 at 26.
80 *See* Tr. vol. 5 at 741:5-11.
81 *See* Tr. vol.5 at 756:2-4; Ex. SDP60 at 11, SDP61 at 11.
82 *See* Tr. vol. 5 at 756:2-9.
83 *See* Ex. J1 at 8 ¶¶ 50-51; Ex. SDP3, SDP66A-66M.
84 *See* Ex. SDP84.
85 *See* Ex. J1 at 3 ¶ 13.
86 *See* Ex. SDP84.
87 *See* Tr. vol.7 at 1393:10-17.

In fiscal years 2019 and 2020, SLACS failed to comply with covenants in the debt agreement associated with the 2017 Bonds, which required SLACS to maintain a debt service coverage ratio of 1.1, an unrestricted cash balance equal to at least 5% of its operating expenses, and at least 45 days of cash on hand at the end of the fiscal year.[88] SLACS's auditors reported that these failures to comply with covenants were Events of Default and noted that, "Upon the occurrence of any Event of Default, the remainder [of] loan payments payable under the agreement may be immediately due and payable. In addition, the School's facilities may be subject to a forced sale or foreclosure under the mortgage on the facilities."[89]

In fiscal years 2019 and 2020, SLACS had to obtain more than a million dollars in cash advances from its business management firm to support immediate cash needs resulting from operational losses.[90] Moreover, SLACS's budget for the 2022-23 school year relied on enrollment of approximately 872 students, but its actual enrollment was only 585 students as of February 6, 2023. None of this bodes well for SLACS's continuing financial viability.

For all of these reasons, SLACS has not complied with generally accepted standards of fiscal management during the term of its 2017 Charter.

D. Violations of Other Applicable Laws

As listed previously in Section II.A.2 above, SLACS has also violated numerous legal provisions from which it has not been exempted. This also is sufficient grounds on its own for nonrenewal of the 2017 Charter. *See* 24 P.S. § 17-1729-A(a)(5).

88 *See* Ex. SDP60 at 23, SDP61 at 24-25.
89 *See* Ex. SDP61 at 24.
90 *See* Ex. SDP60 at 20 n.7, Ex. SDP61 at 21.

III. DEFENSES ASSERTED

SLACS has asserted various defenses, but none of them are sufficient to overcome the grounds for nonrenewal outlined in Section II above.

A. Dr. Schuh's Academic Analysis

SLACS hired Dr. Alex Schuh to provide an alternative analysis of its academic performance.[91] However, the approach Dr. Schuh advocates is contrary to the Framework under which SLACS agreed to be evaluated in its charter, and is riddled with invalid assumptions and dubious methodology.

1. Alternative Comparison

Instead of comparing SLACS's performance to the performance at Similar Schools, Charter Schools and District Schools, Dr. Schuh used a different comparison group based on other schools' proximity to SLACS, within a two-mile radius,[92] His justification for this comparison is an assumption that these schools would be similar to SLACS because of their geographic proximity, due to the resources available in their neighborhoods or the level of "neighborhood poverty."[93]

Dr. Schuh admits that his type of comparison group is not authorized under SLACS's 2017 Charter, and that the poverty levels of neighborhoods may not fully align to the actual demographics of the student population within a school.[94] His analysis is also unsound for many other reasons.

First, it must be recognized that a two-mile radius would encompass an area *four-miles* wide (because the diameter of a circle is twice the size of its radius). In addition, students do not

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91 *See* Tr. vol. 8 at 1560:11-1562:12, Ex. CS41, CS45, CS83, CS111, CS112.
92 *See* Tr. vol. 8 at 1580:18-1581:11; Ex. CS83 at 21-22, 27-29; Ex. CS109.
93 *See* Ex. CS83 at 27.
94 *See* Tr. vol. 9 at 1684:23-1685:10, 1696:15-1697:1.

live at their schools. As illustrated by Figures 1 and 2 below,[95] the attendance zones (catchment areas) of schools within a two-mile radius of SLACS's schools extend well beyond Dr. Schuh's four-mile-wide circle. This would expand the distance between students' residences in the included zones to as much as 5.5 miles. In a city like Philadelphia, where neighborhoods can vary substantially within a few blocks, a comparison that groups students by the distance between their schools is far less credible than one that groups them by their actual demographic similarities.

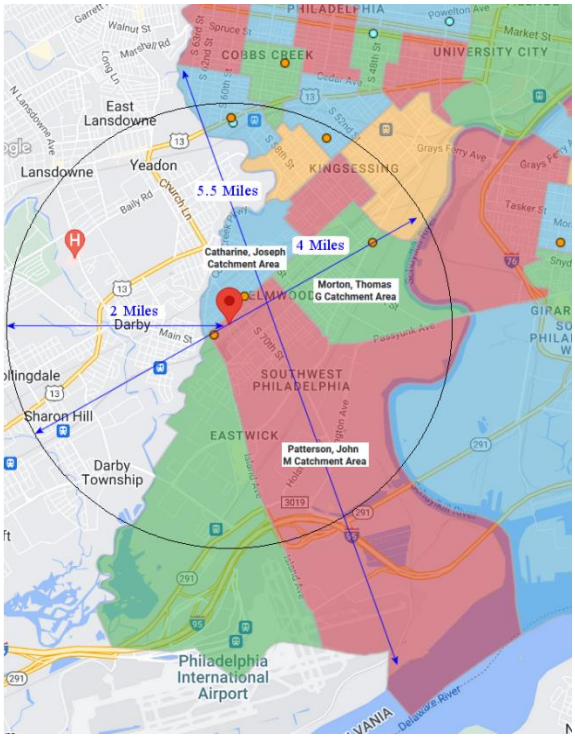


Figure 1: Attendance Zones Around 7101 Paschall Ave.

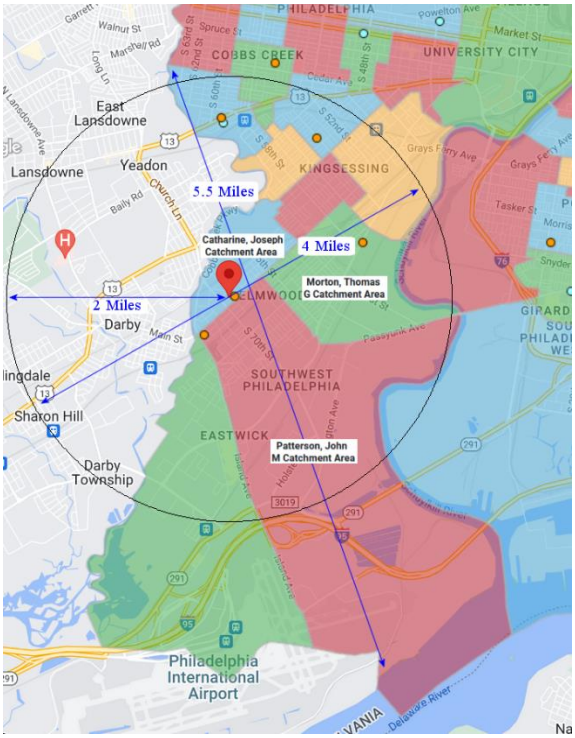


Figure 2: Attendance Zones Around 6901 Woodland Ave.

Second, the School District's students can attend schools in other neighborhoods and most charter schools also have citywide admissions.[96] This severely undermines Dr. Schuh's assumption that a school's location is a valid proxy for the "resources" and "poverty levels" of its students.

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95 I take judicial notice of these catchment area maps pursuant to Pa. R. Evid. 201(b)(2) and (c)(1) because they are not subject to reasonable dispute and can be accurately and readily determined from sources whose accuracy cannot reasonably be questioned. *See* https://webapps1.philasd.org/school_finder.

96 *See* Tr. vol. 4 at 544:16-546:21.

Third, SLACS also has citywide admissions[97] and many of its students do not even live in Philadelphia.[98] This severely undermines Dr. Schuh's assumption that SLACS's locations are a valid proxy for the "resources" and "poverty levels" of its own students.

Fourth, Dr. Schuh did not provide any data to compare the actual student demographics within his alternative comparison schools to the demographics that he assumed would exist.[99]

Fifth, Dr. Schuh did not include all schools located in 19142, 19143 or 19153 zip codes, or the schools outside of Philadelphia that are also in his 2-mile radius, even though his comparisons included SLACS's data for students in those areas.[100] This made his analysis an apples-to-oranges comparison.

Even with all these flaws, SLACS did not consistently perform better than Dr. Schuh's alternative comparison schools. The District School closest to SLACS is John M. Patterson ("Patterson"), a K-4 school. A larger percentage of Patterson students scored proficient or advanced on the 2018-19 and 2021-22 ELA exams, the 2021-22 Math exam and the 2017-18 and 2018-19 Science exams, than SLACS students did in those same years. At the Joseph Catharine School ("Catharine"), a K-5 District School located one mile from SLACS, a higher percentage of students scored proficient or advanced on the 2017-18, 2018-19 and 2021-22 ELA exams, the 2021-22 Math exam, and the 2017-18, 2018-19 and 2021-22 Science exams than SLACS students did in those same years.[101] When compared to the performance of charter schools within Dr. Schuh's 2-mile radius, SLACS had a lower percentage of students scoring proficient or advanced on the PSSA in each subject area and in each school year than

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97 *See* Tr. vol. 4 at 598:14-21.

98 *See* Tr. vol. 7 at 1359:23-1360:24.

99 *See* Tr. vol. 9 at 1696:12-1697:1; Ex. CS83 at 27-29.

100 *See* Tr. vol. 9 at 1687:21-24, 1697:12-21, 1701:14-20.

101 During the 2018-19 school year, 189 of SLACS students lived in the Catharine and Patterson attendance zones. *See* Ex. SDP93.

Philadelphia Montessori CS ("Montessori") and Independence Charter School West ("Independence") except for Montessori's 2017-18 Math exam and Independence's 2021-22 Science exam.[102] Thus, Dr. Schuh's alternative approach would not support renewal of SLACS's charter even if SLACS were not bound by its agreement to use the same Framework as all other schools.

2. Internal Assessments

Dr. Schuh also advocated relying upon SLACS' internal benchmarks instead of the uniform state standards that SLACS agreed to be measured by in its 2017 Charter.[103] The CSO does not rely upon internal assessments, because they vary from school to school and are applied in different ways.[104]

Moreover, SLACS provided Dr. Schuh with limited STAR Assessment data in only certain grades, subjects and years, even though SLACS has administered the STAR Assessment to all students in grades three through eight throughout the entire term of the 2017 Charter.[105] Dr. Schuh acknowledged that his review of this data was limited to the available scores in the STAR assessment database and that the data did not represent all of the students in the school who took the test each year.[106] He reported this limited data in Tables 4a and 4[b] of his report.

- In Reading, his Table 4a reflects *declines* in the number of SLACS's students performing at or above the benchmark from the fall to the spring in the 2017-18, 2018-19, 2020-21 and 2021-22 school years (the 2019-20 assessments were incomplete due to the pandemic).[107]

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102 *See* Ex. CS109.
103 *See* Ex. CS83 at 11-13.
104 *See* Tr. vol. 4 at 517:18-519:6, 520:2-521:24.
105 *See* Tr. vol. 9 at 1607:23-1610:5.
106 *See* Ex. CS83 at 12.
107 *See* Ex. CS83 at 12; Tr. vol. 9 at 1617:7-15, 1619:3-1620:3.

- In Math, his Table 4[b] reflects *declines* in the number of SLACS's students performing at or above the benchmark from the fall to the spring in the 2018-19 school year, no change in 2021-22 school year, and small increases in the 2017-18 and 2019-20 school years.[108] Results in Math were omitted for 2020-21 due to students receiving outside help from family members without the school's knowledge during online testing in the fall.[109]
- Dr. Schuh acknowledged that the "overall trend in students performing at the benchmark in Math and English decreased over the charter term."[110]
- Moreover, the percentage of students who met the STAR assessment benchmarks did not correlate with the percentage of students who scored proficient or advanced on the PSSA in ELA and Math. For example, although 24.32% of SLACS's students in grades 3-8 scored at or above the STAR assessment benchmark for Math in the spring of the 2021-22 school year, only 5% scored proficient or advanced on the PSSA.[111] Dr. Schuh did not address those differences and agreed that a student meeting the benchmark on a STAR assessment will not necessarily score proficient or advanced on the PSSA.[112]

3. Alternative Years

Dr. Schuh also endeavored to calculate the overall number of points SLACS might have received under the Framework (i) if the 2020-21 PSSA and PVAAS data had been considered, notwithstanding that only 50% of SLACS students took the PSSA in that school year; or

108 *See* Ex. CS83 at 13; Tr. vol. 9 at 1620:4-14.
109 *See* Ex. CS83 at 13.
110 *Id*.
111 *See* Ex. CS83 at 10, 13.
112 *See* Tr. vol. 9 at 1617:1-6.

alternatively, (ii) if all the 2020-21 attendance data had been excluded. Even with those revised calculations, Dr. Schuh concluded that SLACS would have received a renewal score of 36% under the first scenario and 32% under the second scenario, both of which would still have resulted in a "does not meet standard" rating.[113]

Dr. Schuh also endeavored to calculate the scores that SLACS would have received if the CSO had included data from two years before the 2017 Charter began, as substitutes for the pandemic years when data was either unavailable or incomplete and unreliable.[114] This approach is also contrary to the Framework and inconsistent with the methods used for all other charter schools in the 2021-22 renewal cohort. Moreover, Dr. Schuh's recalculation excluded SLACS's data for the final year of its charter term, which was available to him before he testified in this matter.[115] This cherry-picking of data from the previous charter term while excluding the most recent data from the current term only further undermined Dr. Schuh's credibility.

SLACS is bound by its agreement in the 2017 Charter to be evaluated under the School District's uniformly applied Framework, and cannot rely instead on the far more problematic approach that Dr. Schuh devised for SLACS alone.

B. Impact of the Pandemic

SLACS contends that nonrenewal is not permitted because, due to the COVID-19 pandemic, PSSA results are not available for all five years of its charter term.[116] This assertion cannot be reconciled with the CSL's specification of the same grounds for revocation or

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113 *See* Ex. CS83 at 6 ("If a school earns less than 45% of academic points possible, the school receives a categorical rating of 'Does not meet standard.'"), 17-18 (calculating the revised percentages).

114 *See* Ex. CS83 at 20.

115 *See* Ex. CS83 at 19-20, CS109.

116 *See* Ex. HO29 at 59 ¶¶ 23-27.

nonrenewal "[d]uring the term of the charter or at the end of the term . . . ." 24 P.S. § 17-1729-A(a) The CSL could not have authorized the loss of a charter before the end of a five-year term if it required five years of data to do so.

C. Force Majeure Provision

SLACS's charter provides as follows:[117]

> **Force Majeure**. Neither party shall be liable if the performance of any part or all of this Charter is prevented, delayed, hindered or otherwise made impractical or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence or without unusual expense.

This provision excused SLACS from providing in-person instruction as contemplated by its charter and from conducting other in-person activities, such as fire evacuation drills, when no staff or students were present in the building. However, it did not excuse SLACS from violating other requirements of its charter, failing to meet student performance requirements before and after the remote-instruction period, failing to meet generally accepted standards of fiscal management, violating other provisions of the CSL, or violating other applicable laws when compliance with the CSL was not made impractical or impossible by the pandemic and could have been achieved by reasonable diligence without unusual expense.

D. Gender-Based Lotteries

SLACS asserts that it was permitted to conduct separate lotteries for boys and girls because its charter provided for a "a single-gender educational model."[118] However, a single-gender model does not require the use of separate lotteries. Instead, SLACS could have given all students an equal chance of acceptance without regard to gender, and then assigned those who enrolled to all-

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117 *See* Ex. CS1 at 32 § XVIII.L.

118 *See* Ex. HO29 at 63 ¶ 50.

boys or all-girls classes. SLACS charter says nothing about holding separate lotteries, and there is no evidence that separate lotteries were approved in any other way.

E. Compliance Improvements

SLACS asserts that it has demonstrated improvements with respect its compliance deficiencies over the course of the charter term.[119] While it is true that SLACS has made some improvements, this does not excuse its previous violations.[120]

IV. OTHER ISSUES RAISED AND DETERMINED

The following additional issues were also raised and ruled upon in advance of the hearing.

A. Pending Investigation

In December 2021, the Board announced in a press release that it had initiated an independent investigation by a respected Philadelphia law firm to assess "allegations of racial bias in charter school authorizing practices."[121] As stated in the press release, the Board initiated the investigation "to look into specific allegations of discrimination and any discriminatory effects of charter-authorizing practices more generally. The Board stated its intent "to learn from the past to strengthen charter authorizing practices and build trust in the authorizing system."[122]

SLACS is a black-founded and black-led charter school, meaning that the founding coalition, school leadership, and student body at SLACS are predominantly African American.[123] As such, it sees itself as a potential victim of any bias that might ultimately be found.

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119 *See* Ex. HO29 at 62-64 ¶¶ 46-62.

120 This argument is akin to a driver seeking to avoid accountability for running a red light by arguing that he stopped at other ones later.

121 *See* Ex. CS56.

122 *See* Ex. CS56 at 1.

123 *See* Ex. CS13 at 6-7, CS23 at 5, CS13 at 4.

By letter dated October 20, 2022, SLACS's Counsel requested that this matter be postponed indefinitely, pending the outcome of the investigation, and that I recuse myself from presiding at the hearing because I served as the hearing officer in previous nonrenewal proceedings during the time period under investigation.[124]

The requested postponement was denied because, as stated then: "When the Board of Education adopted its resolution commencing this proceeding, it expressly declined multiple requests to defer nonrenewal hearings until after completion of the independent investigation into allegations of racial bias. I am not aware of any new facts or law which might warrant reconsideration of that decision."[125]

Denials of postponements requested by other charter schools on this same basis have been consistently affirmed. *See, e.g., Universal Daroff Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2021-08, *at* 36-37 (Sep. 6, 2022) (citing additional cases).

SLACS has not alleged or presented any evidence that it was treated differently than other similarly situated charter schools, or that there was a discriminatory purpose for any such disparate treatment.[126] *See PG Publ'g Co. v. Aichele*, 705 F.3d 91, 115 (3rd Cir. 2013). Nor has SLACS alleged or presented any evidence that the School District actually discriminated against any charter school.[127]

The mere initiation of an investigation to address unsubstantiated assertions of bias are insufficient to justify an indefinite delay of this proceeding while SLACS students continue to receive an education that is alleged to be substantially inferior to the education received by students at Similar Schools, District Schools and Charter Schools.

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124 *See* Ex. HO8.
125 *See* Ex. HO9 (citation omitted).
126 *See* Tr. passim.
127 *See* Tr. passim; Ex. HO29.

The requested recusal was also denied because, as stated then: "I have no role in deciding whether to commence nonrenewal proceedings against any charter schools. I merely conduct the hearings on the Board's behalf. I have no doubt that I can do that fairly in this matter, as I have in all others."[128] *See, e.g., Universal Daroff*, at 37 (Upon review of the record, "CAB does not discern any bias on the part of the District's hearing officer.")

For these reasons, SLACS's requests were correctly denied.

B. Request to Subpoena Board Members

On November 25, 2022, SLACS's Counsel requested issuance of subpoenas for nine witnesses, including Board President Joyce Wilkerson and Board Members Reginald Streater and Mallory Fix-Lopez.

The request was granted with respect to six of the witnesses, but denied with respect to Board President Wilkerson and Board Members Streater and Fix-Lopez, for the following reasons:[129]

- Members of the Board of Education ("Board") are the ultimate judges and jurors in this proceeding, because they will determine the facts based on the evidence presented at the hearing, apply the law to those facts and decide whether SLACS' charter will or will not be renewed. The Pennsylvania Rules of Evidence provide that "[t]he presiding judge may not testify as a witness at the trial or other proceeding" and "[a] juror may not testify as a witness before the other jurors at the trial." Pa. R. Evid. 605, 606. The Local Agency Law does not require us to follow technical rules of evidence, 2 Pa. C.S.A. § 553, but the policies underlying these rules are no less important here than they are in a civil trial, because they protect the objectivity and integrity of the adjudicative process.

- Most of the testimony sought from these witnesses would be precluded by the deliberative process privilege, the judicial privilege and/or quasi-judicial immunity. *See Commonwealth v. Vartan*, 733 A.2d 1258 (Pa. 1999); *Pollina. v. Dishong*, 98 A.3d 613 (Pa. Super. Ct. 2014).

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128 *See* Ex. HO9.

129 *See* Ex. HO16.

- All public statements that the witnesses made when the resolution initiating this proceeding was adopted were recorded on video and are available to replay as exhibits.

- Questions about communications with the Board before it adopted the resolution are unlikely to be relevant and material, because the Board's renewal/nonrenewal decision will be based solely on the evidence presented at the hearing; and if any such questions are relevant, they can be addressed to other witnesses who are not serving as the judge and jury.

SLACS's Counsel requested reconsideration of this ruling, but raised no facts or law that had not already been considered, so the ruling was correctly reaffirmed.[130]

V. PUBLIC COMMENTS

Public comments were solicited by the Board from February 10, 2023 through March 12, 2023.[131] In response, the following were received:

A written statement by Leigh Purnell;
A letter from Barlow Enterprises;
A letter from Innovageous;
A letter from African and Caribbean Business Council;
A letter from Enriched Schools;[132] and
An emailed list of typed names.

Leigh Purnell[133] is SLACS's Chief Executive Officer. Her statement described SLACS's students as "kind, loving, curious, sensitive, intelligent, and bold," despite "navigating communities that are burdened with violence and chaos." She also said that at SLACS, "it is our duty to nurture and develop those qualities and to reinforce our Five Core Values . . . to prepare them for the world beyond our doors." Ms. Purnell's letter stated goals that we all support, but the question before us is whether the students are likely to be better nurtured and prepared at other schools, given SLACS's track record to date and continuing financial challenges.

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130 *See* Ex. HO-19.

131 *See* Ex. HO26.

132 Enriched Schools' comment was received a day after the deadline for public comments expired, but it is considered here anyway.

133 *See* Ex. PC1.

Barlow Enterprises, Innovageous and Enriched Schools[134] are vendors that provide products or services to SLACS. Their letters all praise SLACS's commitment and ask that it be given more time to improve. These letters fail to recognize that SLACS has been on a downward slide throughout the entire five-year term of its current charter, whether viewed on its own or in comparison to other schools that faced the same societal and economic challenges. This suggests that providing more time would be unlikely to change SLACS trajectory.

The African and Caribbean Business Council of Greater Philadelphia[135] says that it has served as a "partner" to SLACS for several years. Its letter asks the School District to work with SLACS to develop an alternative to nonrenewal, so it can carry out its planned expansion and avoid further disruption of its students' education after the setbacks caused by COVID-19. I agree that nonrenewal would cause additional disruption, but that can be minimized and would be a price worth paying for a significantly better education.

The final submission is a spreadsheet listing 1,321 names, with associated locations and dates.[136] This list does not state any position on whether SLACS's charter should or should not be renewed, and was not signed by anyone. Moreover, 86% of the listed dates were before any comments were requested. The earliest was June 13, 2022, which was eight months before the comment period began. The listed locations also varied widely both within and well beyond Philadelphia, including distant states and foreign countries. Ms. Purnell sent the list to the Board as an attachment to an email dated March 12, 2023. The email had nothing in its body except her signature block and an image containing SLACS's contact information. However, the email's subject line is: "Petition in Support of Southwest Leadership Academy Charter School." Thus, it

134 *See* Ex. PC2, PC3, PC5, respectively.
135 *See* Ex. PC4.
136 *See* Ex. PC6.

appears to have been intended as an expression of the named individuals' support for renewal of SLACS's charter. There is nothing in the email or the list that explains why the named individuals are opposed to nonrenewal, or describes any facts upon which such opposition is based. Under these circumstances, the list provides little persuasive value to this nonrenewal analysis.

Unlike the submissions in most other nonrenewal proceedings, no supporting comments were submitted by students, teachers, parents, guardians, or residents of the surrounding community.

VI. RECOMMENDATION

As described above, SLACS has failed to comply with material provisions of its charter, failed to meet applicable requirements for student performance, failed to comply with generally accepted standards of fiscal management, and violated applicable laws from which it has not been exempted. *See* 24 P.S. § 17-1729-A. These deficiencies are sufficient to warrant nonrenewal of SLACS's charter, because they are significant, material and fundamental.

Moreover, nonrenewal of SLACS's charter is not likely to undermine the core purpose of the CSL to improve student learning, because the academic comparison data shows that SLACS's students are likely to receive a better education elsewhere.

Accordingly, I recommend nonrenewal of SLACS's charter.

Respectfully Submitted,



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Date: May 6, 2023

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

In the Matter of:

Charter Nonrenewal Proceeding Regarding
Southwest Leadership Academy Charter School

FINDINGS OF FACT AND CONCLUSIONS OF LAW

The Hearing Officer submits the following findings of fact and conclusions of law regarding this nonrenewal proceeding by the School District of Philadelphia ("School District") against Southwest Leadership Academy Charter School ("SLACS").

FINDINGS OF FACT

Introduction

1. The School District is a home rule school district of the first class organized and existing under the Pennsylvania Public School Code and the Philadelphia Home Rule Charter.

2. SLACS is a public charter school operating in southwest Philadelphia with enrollment of students from kindergarten through eighth grade. (Tr. vol. 1 at 55:16-18.)[1]

Procedural Posture

3. At a public meeting on June 23, 2022, the School District's Board of Education ("Board") adopted Action Item No. 90, which resolved to conduct a hearing on alleged charges

[1] The hearing transcripts are cited here as "Tr. vol. [#] at [page]:[line]-[line]" when citing a single page, or Tr. vol. [#] at [page]:[line]-[page]:[line]" when citing multiple pages. Jointly submitted exhibits are cited as Ex. J[#], the School District's exhibits are cited as Ex. SDP[#], SLACS's exhibits are cited as Ex. CS[#], and additional Hearing Officer exhibits included to complete the record are cited as Ex. HO[#]. Some of the exhibits have been redacted to protect students' privacy. Specific page citations refer to pages of the exhibit, not the original page numbering in the document (which may differ, usually because the document includes an unnumbered cover page). Public comments solicited after the hearing are also included with the record and cited as Ex. PC[#].

supporting nonrenewal of SLACS's charter. (Tr. vol. 1 at 9:11-11:18; Tr. vol. 8 at 1493:8-10; Ex. J-1 at 8 ¶ 47; Ex. SDP1.)

4. On July 22, 2022, the Board appointed Rudolph Garcia, Esquire to serve as the Hearing Officer for this proceeding. (Tr. vol. 1 at 4:1-7; Ex. HO1, HO4.)

5. After numerous preliminary tasks were completed (Ex. HO1–HO25), a hearing was held on January 10, 11, 12, 13, 25 and 27, and February 1, 8 and 10, 2023.[2] (Tr. vol. 1-9, *passim*.)

6. Without objection by either Party, the hearing was conducted by videoconference to avoid the risk of inadvertently spreading COVID-19 among the participants and observers. (Tr. *passim*; Ex. HO7.)

7. To avoid unnecessary protraction of the hearing, the Parties stipulated that various uncontested facts were true and that numerous exhibits were admissible, subject to any objections regarding their relevance and/or materiality. (Tr. vol. 1 at 9:11-10:9; Tr. vol. 7 at 1108:9-20; Tr. vol. 8 at 1425:13-1426:1; Tr. vol. 9 at 1725:9-1726:17; Ex. J1-J5.)

8. The School District also presented testimony by the following witnesses in its case against SLACS: Peng Chao (Acting Chief of the School District's Charter Schools Office ("CSO"), Stephanie Waller (the CSO's Director of Engagement and Operations), Edward Rorer (Grant Compliance Monitor and previous Auditor II in the School District's Office of Auditing Services ("OAS"), Rebecca Dunn (the CSO's Director of Data and Reporting), Timothy Hanser (the CSO's former Assistant Director for Finance and Facilities), and Biridiana Rodriguez

[2] The hearing was initially scheduled to begin on or about September 26, 2022. (Ex. SDP1.) However, continuances were granted to accommodate Counsel's schedules, to permit discussion of whether the matter could be resolved by agreement, and to await resolution of a family medical emergency. (Ex. HO7, HO11, HO12, HO23, HO24.)

(Director of the CSO's Quality & Accountability Team). (Tr. vol. 1 at 34:3-125:3; Tr. vol. 2 at 130:22-366:19; Tr. vol. 3 at 375:21-460:10, 462:9-506:4; Tr. vol. 4 at 512:1-694:20; Tr. vol. 5 at 704:2-841:14, 842:8-973:7; Tr. vol. 6 at 980:14-1099:12.)

9. SLACS also presented testimony by the following witnesses in its defense: Leigh Purnell (SLACS's Chief Executive Officer) and Alex D. Schuh (Founder and Director of School Frontiers LLC). (Tr. vol. 7 at 1111:4-1420:15; Tr. vol. 8 at 1427:8-1542:20, 1545:2-1594:19; Tr. vol. 9 at 1600:14-1718:7.)

10. The following exhibits were admitted into evidence:[3]

a. Joint exhibits (the stipulations) J1-J5 (Tr. vol. 1 at 9:11-10:9; Tr. vol. 7 at 1108:9-20; Tr. vol. 8 at 1425:13-1426:1; Tr. vol. 9 at 1725:9-1726:17);

b. School District exhibits SDP1-SDP5, SDP7-SDP17, SDP19-SDP44, SDP46, SDP47, SDP49-SDP68, SDP70-SDP82 and SDP84-SDP97 (Tr. vol. 1 at 9:11-11:18; Tr. vol. 3 at 460:18-461:2, 505:17-24; Tr. vol. 4 at 595:16-696:8; Tr. vol. 5 at 840:8-16; Tr. vol. 6 at 1093:9-1098:1; Tr. vol. 8 at 1425:13-1426:1; Tr. vol. 9 at 1726:10-20); and

c. SLACS exhibits CS1, CS11, CS13, CS14, CS17-CS19, CS21, CS22, CS25-CS33, CS35, CS36, CS38, CS41-CS43, CS49, CS52, CS53, CS56-CS64, CS66-CS81, CS83-CS86, CS88, CS90, CS92, CS94-CS98, CS101-CS104, CS105a-b, CS106a-d, CS107-CS112, CS116a-q and CS117 (Tr. vol. 1 at 11:19-12:7; Tr. vol. 2 at 367:7-368:6; Tr. vol. 3 at 460:18-461:2; Tr. vol. 4 at 695:16-696:8; Tr. vol. 7 at 1108:22-1110:3; Tr. vol. 8 at 1425:13-1426:14, 1515:22-1520:10, 1527:12-1533:4, 1533:16-1534:15, 1542:14-19; Tr. vol. 9 at -1717:10:11-1718:6.)

[3] Some of these exhibits were offered and admitted only for limited purposes, and other exhibits that the parties exchanged were not offered into evidence, as specified in the accompanying Certification of the Record.

11. The Board then solicited public comments from February 10 through March 12, 2023. (Tr. vol. 9 at 1731:1-1732:7; Ex. HO26.)

12. In response, six comments were received. (Ex. PC1-PC6.)

13. After receiving transcripts of the testimony, the Parties also submitted written assertions of their positions on April 3, 2023, including proposed findings of fact and conclusions of law. (Ex. HO27-HO29.)

14. This matter is now ripe for decision.

Background Regarding SLACS's Charter

15. In 2007, the School Reform Commission ("SRC")[4] authorized the issuance of a charter to SLACS for a five-year term commencing on July 1, 2007. (Ex. J1 at 2 ¶ 5.)

16. The application for SLACS's charter proposed an instructional model where boys and girls would be taught in separate classrooms. (Ex. CS13 at 11.)

17. However, in the section that discussed SLACS's proposed admission policy, the application stated:

> [SLACS] will be open to any student who is qualified under the laws of Pennsylvania for admission to a public school. Admission of students will . . . not be limited on the basis of . . . gender . . . .
>
> If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, to students returning to the school in any subsequent years of operation, and to children of founding members of the school.

(Ex. CS13 at 40.)

[4] At that time, the SRC was the School District's governing board, pursuant to Section 691(c) of the Distressed School Law, 24 P.S. § 6-691(c). On July 1, 2018, the Board of Education ("Board") replaced the SRC and became its successor as the School District's governing board.

18. No gender-specific lottery or preference based on gender was proposed in the charter application.

19. In 2012, the SRC renewed SLACS's charter for an additional five-year term (the "2012 Charter"). (Ex. J1 at 5 ¶ 6; Ex. CS103.)

20. The 2012 Charter contained an enrollment cap of 472 students. (CS103 at 10.)

21. The 2012 Charter also contained a requirement that SLACS use its best efforts to "enroll 75% of its students from the attendance zones of the following schools: Catherine Elementary, Morton Elementary, and Patterson Elementary. (CS103 at 11.)

22. Catherine Elementary, Morton Elementary, and Patterson Elementary are public schools operated by the School District in Southwest Philadelphia and are located in the 19142 zip code. (Ex. CS83 at 29.)

23. During the 2016-17 school year, SLACS requested another renewal of its charter. (Ex. J1 at 2 ¶ 7-8.)

Planned Move to Whitby Site

24. In November 2016, SLACS submitted an Amendment Request ("Amendment Request") to the School District in conjunction with its request for renewal. (Ex. J1 at 2 ¶ 8; Ex. SDP3.)

25. The Amendment Request sought to allow SLACS to increase its authorized enrollment and move to a larger building at the intersection of 58th Street and Whitby Avenue ("Whitby Site"), and provided various descriptions for how a new facility would increase the learning opportunities for students and improve the school's climate. (Ex. SDP3.)

26. On December 22, 2016, SLACS also submitted a "Restatement of and Supplement to the Request for Amendment to the Charter of [SLACS]" ("Revised Amendment Request").[5] (Ex. J1 at 2 ¶ 9; Ex. J3 at 2 ¶ 5; Ex. SDP4; Ex. CS116A-CS116Q.)

27. The Revised Amendment Request included the following pertinent representations regarding the proposed relocation and expansion:

> 4. SLACS submitted a document entitled "Amendment Request" in November of 2016. This document is intended to restate and replace the original request and to provide the School Reform Commission with several updates that have occurred since the last submission.
>
> * * *
>
> 7. SLACS has a student retention rate of 90%. *See* 2016 Annual Charter Evaluation, p. 3.[footnote omitted.]
>
> 8. With respect to peer schools identified by the School District of Philadelphia in its School Progress Report ("SPR"), SLACS is [sic] premier school that enjoys a positive school climate. In the 2015-2016 school year, there were zero (0) student expulsions at SLACS.
>
> 9. Based on the 2014-15 SPR, which analyzes school performance in student achievement, progress, and climate, SLACS was ranked 2nd out of 46 in overall score among peer schools and 17th out of 140 overall in the City, and was identified as a "peer leader" in terms of academic growth.[footnote omitted.]
>
> 10. In 2016, SLACS was recognized as a Distinguished School by the Division of Federal Programs at the Pennsylvania Department of Education. Distinguished Schools are schools whose achievement places them in the top 5% of schools serving a majority of economically disadvantaged students.
>
> 11. Student attendance for the 2015-16 school year was 97.15%.
>
> * * *
>
> 15. SLACS has an extensive wait list for available enrollment slots. 414 students are currently on the waiting list for enrollment slots.
>
> **REQUEST**
>
> 16. SLACS now seeks to amend its charter during this renewal period

[5] The copy of Revised Amendment Request that was initially submitted as Exhibit SDP4 did not include the series of additional documents that were attached to the original as exhibits, so those additional documents were later submitted as Exhibits CS116A-CS116Q. (Ex. J3 at 2 ¶ 5.)

to increase its maximum enrollment of Philadelphia students by 608 students across all grades (K-8), and to permit SLACS to move to a new facility which it will construct at 1300 South 58th Street, Philadelphia, PA 19142.

17. The new students would be added in grades K-6 beginning in year 2 of the new charter term (the 2018-19 school year). Then students are added each year as reflected in the chart below. By year 4 of the new charter, all grades in K-8 are full and the phase-in of new enrollment slots is complete:

Grade	Current Enrollment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	54	56	120	120	120	120
1	56	56	120	120	120	120
2	57	56	120	120	120	120
3	54	56	120	120	120	120
4	54	56	120	120	120	120
5	55	56	120	120	120	120
6	55	56	120	120	120	120
7	57	56	60	120	120	120
8	53	56	60	60	120	120
Total	495	504	960	1020	1080	1080

* * *

THE NEW FACILITY

24. SLACS has been planning an expansion to a new facility for the better part of two calendar years. A new facility would empower SLACS to overcome the limitations of the current facility described above and to offer opportunities to more SLACS Philadelphia-area students.

25. In the spring of 2015, the SLACS Board of Trustees directed the school administration to explore the feasibility of the school's expansion. . . .

26. In fulfillment of the directive from the Board, SLACS issued a Request for Proposals for consulting firms to help evaluate a potential move to a new facility for SLACS. As a result of the RFP process, the CBD firm was engaged to evaluate four different properties, including the 7101 Paschall Avenue facility. Each property was to be assessed on whether it could accommodate a facility with the following attributes: (a) accommodation of separate wings for boys and girls; (b) state of the art technology and science laboratory spaces, including outdoor space; (c) adequate space for approximately 1000 students; (d) proper gymnasium and athletic facilities including an athletic track; and (e) ample parking for staff and visitors.

27. As part of its engagement, CBD evaluated four different properties

from a variety of perspectives including ownership arrangements, use considerations, zoning, and physical limitations. The four properties evaluated were: (a) 7101 Paschall Avenue (the current site of the school); (b) 1300 South 58th Street, intersection of 58th and Whitby Avenue (the "Whitby Site"); (c) 70th and Elmwood (former GE Fabrication plant); and (d) 2901 S. 84th Street (former Pepper Middle School).

28. CBD prepared a report outlining its findings. The report ultimately recommended the Whitby Site as the best potential location for a new SLACS facility. Building on the Whitby Site was estimated to cost less than the other three options, and would meet all of the needs identified by SLACS. A copy of CBD's Final Report dated December 17, 2015 is attached hereto as Exhibit "D".

29. CBD's analysis made the following findings:

* * *

c. The Whitby Site could be built as described in the report and could also support alternative plans such as the combination of the gym and cafeteria and elimination of pre-Kindergarten space to save costs; and

d. The acquisition and completion of the Whitby Site would cost approximately $31.5 million dollars, which was the least expensive of the four options, and would provide enough space to meet all of SLACS's facility goals. Ex. E at 6.

30. The Whitby Site is an approximately 6-acre site and the former home of an orphanage. The property is owned by The Church of Bible Understanding. The property contains mature trees and is adjacent to a heavily wooded portion of Cobbs Creek Park.

31. The SLACS Board adopted the recommendation of CBD. In January of 2016, SLACS engaged CBD to issue a Request for Proposals for an architecture firm who would provide a school design based on the criteria SLACS had previously set forth.

32. In April of 2016, following the RFP process, the SLACS Board selected Metcalfe Architecture and Design as architect for the Whitby Site project. AIA form contracts were signed with the Metcalfe firm. A copy of the minutes of the Board meeting held on April 9, 2016, are attached hereto as Exhibit "E".

33. The Metcalfe firm produced floor plans and renderings for the Whitby Site project. The plans are attached hereto as Exhibit "F". As demonstrated in the project plans, the proposed Whitby Site Building:

a. Is a 79,000 sf state of the art educational facility that houses two separate wings, one for boys and one for girls, consistent with SLACS's single-gender model;

b. Houses two science labs, one specifically for students in grades K4 and one for students in grades 5-8, in addition to ample outdoor space which can serve as a learning environment for life and earth sciences;

c. Provides for a regulation-sized track, as well as an indoor gymnasium; and

d. Sufficient space for administrative offices, counseling offices, and school nurse facilities.

34. The building as set forth in the architectural plans has a maximum capacity of approximately 1,195 students.

35. Following the production of the building site plans, SLACS issued an RFP for Owner's Representative services. Of the firms that responded, the CBD firm was selected by SLACS.

36. SLACS entered into an Agreement of Sale for the Whitby Site property on June 26, 2016. An Addendum to the Agreement was executed on December 15, 2016. A copy of the Agreement of Sale and the Addendum thereto is attached hereto as Exhibit "G".

37. The Whitby Site has a zoning designation of RSA-3 which requires a variance or exception in order to permit the use of the property as an educational facility. *See* Phila. Code Sec. 14-1403(1)(c)(.2). SLACS initiated the zoning process and a special exception for the property was obtained by rule of the zoning board of adjustment on September 29, 2016. A zoning certificate was issued on November 1, 2016.

38. SLACS held community meetings in August and September 2016 as part of the zoning process with local community stakeholders. Over 100 families attended the August 2016 meeting. The school held a separate, informational meeting in June 2016 at the Paschall Avenue facility which was similarly well attended. In all meetings, community members supported the relocation of SLACS and the construction of the new facility.

39. SLACS, in coordination with its professional consultants, has sought all relevant City approvals for the proposed construction project, including zoning and building permits. A zoning use permit was officially obtained on November 1, 2016; on November 15, 2016, the City of Philadelphia issued its approval of the building permit application to SLACS. Copies of zoning and building permits are attached hereto as Exhibit "H".

> 40. Following the execution of the Agreement of Sale, SLACS issued an RFP for a construction manager. The INTECH firm was selected by SLACS. Working with INTECH, SLACS has developed (a) a Guaranteed Maximum Price for the various parts of the construction project and (b) a project timeline. A copy of the project timeline, along with the Guaranteed Maximum Price list, is attached hereto as Exhibit "I".
>
> 41. As stated in the updated project timeline, if the Whitby Site Project commences on March 20, 2017, the building can be finished to completion by September 18, 2018. *See* Ex. I.

(Ex. SDP4 at 1-11.)

28. As represented in the Revised Amendment Request, SLACS expected the new facility to be constructed by September 18, 2018, for use during the 2018-19 school year. (Ex. SDP4 at 11 ¶ 41; Tr. vol. 1 at 95:7-12.)

29. SLACS's plan for the new facility included separate wings with space available for equal numbers of boys and girls. (Ex. CS116d at 11.)

30. The Revised Amendment Request also discussed the process that SLACS had started during the summer of 2016 to obtain $40 million in bond financing through the Philadelphia Authority of Industrial Development ("PAID") and a financial plan projecting that SLACS would be able to meet its debt obligations if enrollment was increased as proposed following construction of the new facility. (Ex. SDP4 at 3 ¶¶ 11-12; Ex. CS116n.)

31. The CSO supports the governing board of the School District "in its obligations as the authorizer of charter schools in Philadelphia." (Tr. vol. 1 at 38:10-14.)

32. Mr. Chao summarized the ways in which the CSO provides this support as follows:

> Primarily, we conduct evaluations of existing charter schools, both on an ongoing annual basis and at renewal. We also conduct evaluations of new charter school applications, and we also support charter schools and families either with students enrolled at charter schools or seeking charter school options as they navigate the charter sector.

(Tr. vol. 1 at 38:12-22.)

33. Accordingly, the CSO evaluated SLACS's Amendment Request. (Ex. J1 at 2 ¶ 7.)

34. On April 7, 2017, the CSO issued a renewal evaluation addendum regarding SLACS's Revised Amendment Request. (Ex. J1 at 2 ¶ 10; Ex. SDP5.)

35. On April 13, 2017, the CSO issued a 2016-17 Renewal Recommendation Report for SLACS, recommending a 5-year renewal *with conditions*. (Ex. J1 at 2 ¶ 11; Ex. SDP2 at 8.)

36. On May 1, 2017, the SRC adopted a resolution renewing SLACS's charter for an additional five-year term, from July 1, 2017 through June 30, 2022 ("2017 Charter"). (Ex. J1 at 2-3 ¶ 12; Ex. CS1 at 9 § II.A, 37-43.[6])

37. The 2017 Charter contains the following pertinent provisions:

ARTICLE I. LEGAL REQUIREMENTS, REPRESENTATIONS AND WARRANTIES; GRANT

* * *

B. **Grant of the Charter**. Subject to all of the terms and conditions in this Charter, the School District grants to the Charter Board this Charter to operate the Charter School as a public school under and pursuant to the Charter School Law and all other Applicable Laws (as hereinafter defined).

* * *

F. **Representations and Warranties**. The Charter Board represents and warrants to the SRC and the School District that:

1. It has the power and authority to enter into and perform this Charter; and

2. This Charter, when executed and delivered, shall be a valid and binding obligation of the Charter School, enforceable in accordance with its terms.

* * *

G. **Performance Requirements.** As set forth in the Resolution, the Charter School has agreed to comply with certain performance requirements (the "Performance Requirements") as outlined in this Subparagraph. Failure to comply with the

[6] One provision of the 2017 Charter had been changed prior to full execution, and was inadvertently omitted from Exhibit CS1. Article XII, Section D of the 2017 Charter should read: "The Charter School acknowledges and agrees that it shall not use per-pupil revenues to guaranty financial obligations of its charter management company or services provider, or a related entity." (Ex. J2 at 2 ¶ 5; Ex. CS108.)

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 relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act ("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.

* * *

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 available both on the Charter School's website and in hard copy at the school in English, Spanish, and any additional language the Charter School deems appropriate;

(c) shall provide that families have at least six weeks to complete and return enrollment packets post-lottery acceptance;

(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 this 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, along with each employee's complete timesheet records. Preferably, the annual financial audit will include an annual review of a sample of employee files for appropriate clearances and background checks. In the absence of such an annual audit identified in the annual financial audit, the Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually upon request, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

* * *

8. The Board of Trustees shall submit to the Charter Schools Office signed, complete 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.

* * *

H. <u>Conditions for Renewal</u>. Pursuant to the Resolution, the Charter School must comply with certain conditions for renewal ("Conditions for Renewal") based on the comprehensive renewal review as set forth in this Paragraph. 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. Timely and satisfactory resolution of any Compliance Requirements identified as being out of compliance, as denoted by an "X", in the 2016-17 Renewal Recommendation Report, which shall be attached to the Charter as Exhibit H, for any of the eight (8) categories of Organizational Compliance and Viability: Special Education, English Language Learner, Student Enrollment, Student Discipline, Board Governance, Personnel, Food, Health and Safety, and Timely Reporting. If in the Charter Schools Office's Annual Charter Evaluation or its successor, the Charter School receives a deficiency in any area that was identified deficient in the 2016-

17 Renewal Recommendation Report for two (2) or more consecutive years during the Term of this Charter, the Charter Schools Office may use such a deficiency as grounds for recommending revocation or nonrenewal of the Charter School's Charter.

2. The Charter School shall submit documentation to the Charter Schools Office by June 30, 2017 confirming a policy and program for English Language Learners is in place and supported by staffing that complies with Applicable Laws and specifically includes compliant annual evaluation procedures, and required amount of daily instruction by an appropriately certified and directly employed English as a Second Language teacher.

3. All members of the Charter School's Board of Trustees for calendar year 2016 shall submit Statements of Financial Interest for 2016 to the Charter Schools Office by June 30, 2017 in accordance with the Pennsylvania Public Official and Employee Ethics Act.

4. By June 30, 2017, the Charter School's Board of Trustees shall remove any Trustee that is not eligible to serve on its Board per the Charter School Law and/or its Charter.

ARTICLE II. APPLICABLE LAWS

A. Compliance with Applicable Laws.

1. The Charter School shall comply with the Resolution, School District charter school policies and procedures, common law, court decisions, court orders, the Charter School Law, the Individuals with Disabilities Education Act, 20 U.S.C.S. § 1400 *et seq*., as amended ("IDEA"), sections of the Elementary and Secondary Education Act ("ESEA"), as amended, and all implementing regulations applicable to charter schools, and all other applicable state, federal and local laws, statutes, codes, ordinances, regulations and guidance as in effect from time to time (the "Applicable Laws").

* * *

ARTICLE IV. OPERATIONS AND MANAGEMENT

A. Operation of Charter School. Subject to 24 P.S. § 17-1714-A, the terms of this Charter and Applicable Laws, the Charter Board shall be responsible for the operation of the Charter School and shall decide all matters relating to the Charter School, including but not limited to the following: budgeting, curriculum development, testing, operating procedures, hiring and firing of Charter School staff, student expulsions, contracting with necessary professional and nonprofessional employees and all other powers provided by Applicable Laws.

* * *

I. **Health Service**. The Charter School shall adopt and implement a plan for providing school health services that complies with 24 P.S. § 14-1401 et seq. of the Public School Code and other Applicable Laws. The health services to be provided to students at no cost shall be publicized to students and families in the Charter School's student/family handbook and/or published on the Charter School's website in a manner that is accessible to the general public.

* * *

L. Charter School Facilities.

1. The Charter School shall operate a charter school only at the following location(s): 7101 Paschall Avenue, Philadelphia, Pennsylvania 19142 and 1300 S. 58th Street, Philadelphia, Pennsylvania 19143. . . .

ARTICLE V. CURRICULUM, SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

* * *

B. Special Education.

1. The Charter School, as a LEA, shall provide appropriate special education services in accordance with Applicable Laws and consistent with the requirements of each student's Individualized Education Plan ("IEP"), to all students enrolled in the Charter School.

* * *

C. English Education of English Language Learners.

1. The Charter School will ensure that appropriate policies, staffing and processes for screening, identification and referral for English as a Second Language ("ESL") services is in place prior to the start of each school year.

2. The Charter School shall provide appropriate services, in accordance with Applicable Laws, for students who are English Language Learners ("ELLs"). This includes maintaining a process for post-exit monitoring of ELLS for a period of two years.

3. The Charter School shall administer the ACCESS assessment, or any subsequent replacement in accordance with the Public School Code, annually to each student identified as an ELL.

* * *

ARTICLE VI. STUDENT ENROLLMENT

A. Student Enrollment.

1. 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:

Years	Grades Served	Total Student Enrollment
School Year 2017-2018	K-8	492
School Year 2018-2019	K-8	912
School Year 2019-2020	K-8	972
School Year 2020-2021	K-8	1032
School Year 2021-2022	K-8	1032

* * *

B. Student Admissions.

1. The Charter School shall enroll students in accordance with Applicable Laws and many not exclude students based on race, color, familial status, religious creed, ancestry, sex, national origin, handicap or disability.

2. The Charter School shall implement an admissions policy that complies with Applicable Laws, its Application, and any additional requirements set forth in the Charter Schools Office procedures on admission and enrollment policies. The Charter School is responsible to ensure that the application and enrollment forms request only that information which is permissible to request under Applicable Laws and that the required forms for enrollment are consistent with, and do not extend beyond, those permitted by Applicable Laws.

* * *

E. Student Withdrawals, Suspensions and Expulsions.

1. The Charter School shall adopt a Student Code of Conduct with suspension and expulsion provisions in compliance with Applicable Laws.

* * *

ARTICLE VII. PERSONNEL

A. Personnel.

1. The Charter Board shall be responsible for hiring, firing, supervising and disciplining Charter School staff and shall be responsible for employee relations.

* * *

3. Charter School staff shall be subject to the terms and conditions of employment as established by the Charter Board, including the determination of wages, hours and other conditions of employment.

* * *

B. Licensure and Qualifications of Staff.

1. The Charter School shall ensure that all staff utilized in providing educational services at the Charter School have all necessary licenses, certifications and credentials required by this Charter and Applicable Laws, including without limitation the seventy-five (75%) certification requirement in accordance with the Charter School Law.

2. The Charter School shall ensure that all personnel of the Charter School who provide special education or related services to children with disabilities shall have appropriate certification as required by Applicable Laws.

* * *

C. Background Clearance and Criminal History Checks.

1. The Charter School shall ensure that any personnel who may have direct contact with students shall be required to submit Pennsylvania State Policy and federal criminal history record information prior to being employed by the Charter School, in accordance with 24 P.S. §1-111. This provision shall also apply to individuals who volunteer to work at the Charter School on a part time or full time basis.

2. The Charter School shall ensure that all applicants for a position shall be required to submit the official clearance statement regarding child injury or abuse from the Department of Public Welfare prior to being employed by the Charter School, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2. This provision shall also apply to all others to the extent required by Applicable Law.

3. Requirements for appropriate employee clearances apply for the duration of the Charter term. The Charter School is expected to have a procedure for managing the clearance status of existing employees. Upon suspecting or learning of an incident or event that could affect an employee's clearance status, the Charter School is responsible for retrieving current clearances for an employee. At any time after any processing period provided for in Applicable Laws, an employee does not have current clearances or no longer has clearances that allow for his or her work assignment, the Charter School shall ensure that the employee is not permitted to return to work at any of the school facility(ies) authorized for the operation of the Charter School herein until such time that current and complete clearances are obtained and on file at the Charter School.

* * *

ARTICLE IX. TESTING, REPORTS AND SURVEYS

* * *

B. Charter School Annual Reports. By August 1st of each year, the Charter School shall certify and submit through the PDE website or such other means required by PDE the Charter School's complete Annual Report in accordance with Applicable Laws, including but not limited to 24 P.S. § 17-1728-A and 22 Pa. Code § 711.6, in the form prescribed by the Secretary. This complete and certified Annual Report shall also be submitted to the Charter Schools Office, after submission to PDE, pursuant to Charter Schools Office procedures.

* * *

ARTICLE X. ACCOUNTABILITY

A. Charter School Performance Framework.

1. The Charter School agrees to participate in the School District's charter school performance framework and monitoring system. 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 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 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. If the Charter School continues to fail to meet standards for academic success, organizational compliance and

viability, and/or financial health and sustainability, the Charter Schools Office may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.

B. <u>Academic Accountability</u>.

* * *

3. Data sources used by the Charter Schools Office to evaluate academic success may include, but are not limited to, student level data received from (i) the Charter School or from another entity under agreement with the Charter School, (ii) the School District's School Progress Report ("SPR") or its replacement, (iii) the Commonwealth's School Performance Profile ("SPP") or its replacement, (iv) the federal accountability SEA report card prepared by PDE, or its replacement; and (v) the National Student Clearinghouse.

4. For each year during the Term of this Charter, the Charter School shall achieve academic success as defined in the charter school performance framework, which may be updated annually by the Charter Schools Office. Any revision to the charter school performance framework during the Term of this Charter shall be provided to the Charter School in writing and shall be published on the Charter Schools Office website. During the 2016-17 school year, academic success in the charter performance framework is minimally defined as: (i) meeting or exceeding the average proficiency of two of three comparison groups – the School District-operated schools, charter schools and SPR peer group schools – in Math, reading/English Language Arts and Science on the PSSA or relevant Keystone exam for the same grade band, (ii) meeting or exceeding the stateside growth indicator as measured by the Average Growth Index ("AGI") consistent with PDE's definitions, (iii) student attendance rates that are at or above the 50th percentile and improving during the term of the Charter . . . . Academic performance of students in historically underserved student subgroups is also evaluated to assess equity of outcomes for these students. Assessment of this is within the overall charter performance framework and may be in academic success and/or organizational compliance and viability.

* * *

C. <u>Charter Board Governance and Management</u>.

* * *

2. The Charter Board agrees to maintain Board minutes and records of its meetings, decisions and resolutions consistent with the Sunshine Act and the Pennsylvania Nonprofit Law.

* * *

D. <u>Charter School Financial Accountability</u>.

* * *

4. The Charter School agrees to submit, consistent with the reporting guidelines established by the Charter Schools Office, the Board approved annual budget for the Charter School. If the annual reporting requirement submission deadline is after the first day of the school year for the Charter School, the annual Board approved budget shall be submitted no later than the first day of the school year.

* * *

E. The Charter School acknowledges and agrees that failure to meet, in all material respects, the accountability criteria specified in this Charter, in whole or in part, constitutes grounds for nonrenewal or revocation of this Charter.

* * *

<u>ARTICLE XVIII. MISCELLANEOUS</u>

* * *

F. <u>Public Official and Employee Ethics Act</u>. The Charter School acknowledges that all Charter School trustees and administrators must comply with the Public Official and Employee Ethics Act and that all Charter School trustees and administrators shall submit their completed Statements of Financial Interests forms by May 1st to the Charter School, with copies to the School District by the deadline established in the annual calendar of reporting requirements established by the Charter Schools Office.

* * *

I. <u>Appendices and Exhibits</u>. The parties agree to the terms and conditions of this Charter and the Exhibits that are attached hereto and incorporated herein by reference.

(Ex. CS1 at 2-32.)

38. The 2017 Charter was signed by SLACS's Board Chair and Board Secretary. (Ex. CS1 at 34.)

39. A Statement of Assurances signed by SLACS's Board President was attached to the 2017 Charter as Exhibit C, agreeing to additional terms and conditions related to SLACS's operations. (Ex. CS1 at 46-48.)

40. Guidelines pertaining to the provision of special education services were attached to the 2017 Charter as Exhibit C-1, which state in pertinent part:

> 1) Each charter school is responsible for providing a free appropriate public education to students with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) team to require specially designed instruction. . . . Students provided such services by the Charter School and with a valid Nora, CER and IEP shall be considered eligible for additional special education payment to the Charter School. Charter Schools are required to input relevant data in Infinite Campus or its equivalent (valid dates of NOREP, ER and IEP) and submit the first page of the IEP to the School District. Assuming valid NOREP and ER, payments are effective as of the date listed in the IEP.
>
> * * *
>
> 7) Continuation of the additional special education payment is contingent on the Charter School maintaining current and valid IEP, NOREP and ER documentation. . . .
>
> 8) Verification of students' eligibility for the additional special education funding shall be based on the Charter School's performance of all necessary procedures relative to the evaluation and re-evaluation for special education services in accordance with eh timelines and criteria specified by law.

(Ex. CS1 at 49-50.)

41. Exhibit D to the 2017 Charter also confirmed the SLACS's responsibility to maintain up-to-date child abuse clearances, criminal record checks by the Pennsylvania State Police and FBI and Act 168 documentation. (Ex. CS1 at 51.)

42. If there are any enrollment or admissions criteria or enrollment preferences that a charter school is authorized to use when it enrolls students, those preferences or criteria would be identified in the charter application or in Article VI, Section B of the charter itself. (Tr. vol. 1 at 62:23-63:11.)

43. In SLACS's 2012 Charter, Article VI, Section B stated only that SLACS would "use its best efforts to enroll 75% of its students from the attendance zones of the following

schools: Catharine Elementary, Morton Elementary and Patterson Elementary . . . .” Otherwise, SLACS was free to enroll students citywide. (Tr. vol. 1 at 65:1-18; Ex. CS103 at 11-12 § VI.B.)

44. The 2012 Charter did not provide any enrollment preferences for girls or boys or permit SLACS to limit enrollment based on the gender of an applicant or the availability of space in a male or female single-gender classroom. (Ex. CS103 at 11-12 § VI.B; Tr. vol. 1 at 63:12-64:12, 67:4-24.)

45. The 2017 Charter did not contain the 75% language found in the 2012 Charter and does not contain any allowance for a single-gender lottery. (Ex. CS1 at 14-15 § VI.B; Tr. vol. 1 at 99:16-100:7.)

46. By signing the 2017 Charter, SLACS agreed to participate in the Charter School Performance Framework (“Framework”). (*E.g.*, Ex. SDP6 at 21-22; Ex. CS1 at 21-22 § X.)

Bond Financing for Whitby Site

47. The first year of the term of the 2017 Charter was the 2017-18 school year. (Ex. CS1 at 9 § III.A.)

48. On or about November 1, 2017, at SLACS’s request as the Borrower, the Philadelphia Authority for Industrial Development (“PAID”) issued charter school revenue bonds (“2017 Bonds”) in the aggregate principal amount of $9,720,000 (Series 2017A) and $540,000 (Series 2017B) to enable SLACS to finance, refinance or reimburse costs of acquisition of the Whitby Site’s land, demolition of existing structures on the site, remediation of the site, reimbursement of certain expenditures related to the acquisition and the financing, and certain possible future construction on the site. (Ex. J1 at 8 ¶¶ 50-51; Ex. SDP66A-SDP66M.)

49. The Loan Agreement for the 2017 Bonds requires SLACS, among other things, to: (i) achieve a Debt Service Coverage Ratio (“DSCR”) of at least 1.10 for each fiscal year (“FY”),

commencing with FY 2018; (ii) maintain at least 45 days of cash on hand on each June 30, commencing June 30, 2018; and (iii) maintain an unrestricted fund balance on each June 30 in an amount not less than 5% of its operating expenses for the prior FY. (Ex. SDP66H at 36-37 § 8.05(e)(i), § 8.05(f)(i), § 8.05(g).)

50. If SLACS was unable to comply with the DSCR requirement within 12 months of any initial non-compliance, the Owners of the 2017 Bonds had the right to direct the Trustee to require SLACS to engage a management consultant. (Ex. SDP66H at 36 § 8.05(e)(ii).)

51. Pursuant to the 2017 Bond documents, SLACS discloses certain financial information and other information to its bondholders and the general public by posting it on the Electronic Municipal Market Access ("EMMA") website (each, an "EMMA Notice"). (Ex. J1 at 9 ¶¶ 52-54; Ex. SDP67, SDP68, SDP70, SDP71, SDP73.)

Addition of Woodland Avenue Site

52. During the 2017-18 school year, SLACS submitted a second amendment request ("Second Amendment Request") to the School District, seeking to add an additional facility at 6901 Woodland Avenue while continuing to use its currently authorized location at 7101 Paschall Avenue, so that it could accommodate anticipated increases in student enrollment prior to completion of its new facility on the Whitby Site at 1300 S. 58th Street. (Ex. J1 at 3 ¶ 13.)

53. The Second Amendment Request explained that the new facility at the Whitby Site would not be completed when previously projected due to delays in securing financing for its construction, but provided a new schedule under which it would be ready for all students in time for 2021-22 school year. (Ex. SDP7 at 4-5; Tr. vol. 1 at 104:7-105:7.)

54. On June 13, 2018, the CSO issued a 2017-18 Charter Amendment Evaluation Report recommending approval of the Second Amendment Request. (Ex. J1 at 3 ¶ 14; Ex. SDP7.)

55. However, the CSO noted its "concern" that as a result of its obligations regarding the 2017 Bonds, SLACS might not meet its minimum debt service coverage ratio as required in bond covenants for fiscal years 2021 and 2023. (Ex. SDP7 at 9.)

56. On June 21, 2018, the SRC adopted Resolution SRC-3, granting the Second Amendment Request. (Ex. J1 at 3 ¶ 15; Ex. SDP8.)

57. As amended by Resolution SRC-3, the 2017 Charter authorizes SLACS to operate out of 6901 Woodland Avenue; 7101 Paschall Avenue, and the Whitby Site. (Ex. J1 at 8 ¶ 49.)

School Operations During the 2017 Charter

First Year (2017-18)

58. On July 8, 2017, SLACS'S Board of Trustees ("Charter Board") selected Leigh Purnell as SLACS's new principal. (Tr. vol. 7 at 1118:3-13; Ex. SDP49 at 4.)

59. Ms. Purnell replaced Alphonso Evans, who served as SLACS's school leader during the 2012 Charter but resigned effective June 22, 2017. (Tr. vol. 7 at 1127:6-14; Ex. SDP49 at 4.)

60. Ms. Purnell continued to serve as SLACS's Chief Academic Officer ("CAO")/Principal[7] until she became SLACS's Chief Executive Officer ("CEO") in July 2022. (Tr. vol. 7 at 1339:16-21.)

61. Ms. Purnell earned a Bachelor's degree from Howard University and a Master's degree in Elementary Education from Cheyney University. She also holds a K-12 Principal Certificate (Administrator II) and Instructional II Elementary Education Certificate (K-6), and is

[7] The Charter Board's minutes describe Ms. Purnell's position as "Principal," but her full title was "CAO/Principal." (Tr. vol. 7 at 1118:3-1119:2.)

currently working towards obtaining her Superintendent's Letter of Eligibility. (Tr. vol. 7 at 1114:18-1115:20.)

62. Ms. Purnell's job duties as CAO/Principal included the implementation and continued development of SLACS's instructional plan, fulfillment of the school's mission and vision, supervision of instructional staff, and directing school actions in the areas of curriculum, discipline, and attendance. (Tr. vol. 7 at 1119:3-10.)

63. SLACS's Chief Financial Officer ("CFO") was Mark Allen during the term of the 2017 Charter. (Tr. vol. 7 at 1116:13-22.)

64. Ms. Purnell and Mr. Allen both reported directly to the Charter Board. (Tr. vol. 7 at 1116:3-15.)

65. Ms. Purnell presented a "CAO/Principal Report" to the Charter Board at each of its meetings to apprise its members of her activities in areas related to instructional staff, professional development, school operations, student supports, curriculum, student discipline, and attendance, among others. (Tr. vol. 7 at 1121:9-11:22:5; Ex. SDP50 at 15-16.)

66. Mr. Allen also presented a "Financial Report" to the Charter Board at many of the meetings he attended. (Tr. vol. 7 at 1125:2-10; Ex. SDP49-SDP53.)

67. Ms. Purnell's reports to the Charter Board were attached to many, but not all, of the minutes that were provided to the CSO during its annual evaluations. (Ex. SDP49-SDP53.)

68. When Ms. Purnell assumed her duties as CAO/Principal in July 2017, she took steps to prepare the school for the 2017-18 school year, including review of written curriculum materials. (Tr. vol. 7 at 1129:5-8.)

69. SLACS had no written teacher in-service plan when Ms. Purnell began and there were multiple vacancies in various staff positions. (Tr. vol. 7 at 1129:18-30:14.)

70. Ms. Purnell found that SLACS's implementation of its math curriculum was incomplete, in that it did not use the publisher's print materials and manipulatives designed specifically for the program. (Tr. vol. 7 at 1130:15-1132:16.)

71. Ms. Purnell also found that SLACS had been using an internally-designed curriculum for English Language Arts ("ELA") that was not research-based, not sufficiently rigorous, and did not allow students to have consistent access to real texts. (Tr. vol. 7 at 1133:10-1134:21.)

72. Ms. Purnell established an ELA Committee in order to work toward horizontal and vertical alignment of the ELA curriculum. The ELA Committee worked toward these goals throughout the 2017-18 school year and Ms. Purnell reported the committee's progress to the Charter Board. (Tr. vol. 7 at 1135:2-1136:12; Ex. SDP49 at 16.)

73. After reviewing different curriculum products available, the ELA Committee selected the American Reading Company's ("ARC") reading curriculum, which was rolled out to students in kindergarten through second grade beginning in the 2018-19 school year. (Tr. vol. 7 at 1153:6-1154:6.)

74. SLACS also took steps during the 2017-18 School Year toward the planned expansion, including acquiring the Whitby Site, razing existing structures and remediation of the land. (Tr. vol. 7 at 1395:13-24.)

Second Year (2018-19)

75. SLACS rolled out the American Reading Company curriculum to 3rd and 4th grade students in the 2019-20 school year. (Tr. vol. 7 at 1153:9-1154:10; Ex. SDP50 at 46.)

76. In furtherance of the planned expansion, there was a substantial increase in enrollment during the 2018-19 school year, which presented a number of challenges for SLACS. (Ex. SDP5 at 8.)

77. In September 2018, there were 188 girls and 237 boys on SLACS's waiting list for open enrollment seats. (Ex. SDP50 at 11.)

78. Serving more students required the hiring of more staff, including teachers, and filling vacant special education positions. While SLACS took affirmative steps to fill all of the positions that would be necessary to serve the new students, it did not begin the 2018-19 school year fully staffed. (Tr. vol. 7 at 1141:24-1142:9.)

79. Ms. Purnell reported to the Charter Board regularly on her progress toward achieving SLACS's staffing goals. (Ex. SDP49-SDP53.)

80. SLACS employed an appropriately certified special education coordinator in the 2017-18 school year, but she left before the 2018-19 school year began. (Tr. vol. 7 at 1142:3-9; Ex. SDP36 at 9.)

81. A special education coordinator candidate was identified by September 2018, but she did not begin until January 2, 2019. In the interim, SLACS contracted with a special education consultant to serve students with disabilities during the first four months of the 2018-19 school year. (Ex. SDP50 at 11.)

82. It was challenging for SLACS to meet the educational needs of all the new students because its enrollment nearly doubled in the four youngest grades:

Year	K	1st	2nd	3rd
2017-18	52	53	58	60
2018-19	100	97	95	106

(Ex. SDP84.)

83. Mrs. Purnell testified that many of the new students arrived at SLACS without sufficient documentation regarding their needs:

> So primarily the challenges that we faced in the 2018-19 school year were managing the special education and behavioral needs of the newly enrolled students. For a number of those students, if they did have special education needs we may or may not have gotten that documentation. There were some students who had undiagnosed special education needs, or undiagnosed emotional disturbances that we had to manage while also working to assess and then plan a program for.

(Tr. vol. 7 at 11432-11.)

84. Students presenting with special needs required SLACS to hire more staff, contract for "speech and language services, as well as vision therapy, occupational therapy, physical therapy," and provide for "registered behavior technicians, . . . staff members who were trained in applied behavior analysis, and in addition to psychologists, to provide testing and staff members who were trained to be able to provide functional behavior assessments . . . ." (Tr. vol. 7 at 1144:19-1145:16.)

85. The influx of students in the 2018-19 school year also affected the school's climate and culture initiatives, as students new to the school displayed "aggression and violence [that] had not been seen since the first year the school opened." (Tr. vol. 7 at 1146:18-1147:24.)

86. Ms. Purnell identified companies that provide alternative education for disruptive youth, but they only contracted with large charter networks and the School District, not with single independent charter schools. (Tr. vol. 7 at 1149:1-21.)

87. By December 8, 2018, SLACS had already spent 66% of its budget for special education services. (Tr. vol. 7 at 1144:12-18; Ex. SDP50 at 26.)

88. In June 2019, Ms. Purnell reported to the Charter Board that SLACS had experienced "an increase in extreme behaviors and discipline challenges" during the 2018-19 school year and was amending its Code of Conduct for the following year "to more explicitly

define behavioral consequences so that students and parents understand expectations," would "hold smaller parent orientation sessions in the summer so that parents will be able to ask questions and sign the parent compact" and "provide more robust and frequent feedback to teachers on their instructional practices as well as classroom management." (Ex. SDP50 at 58-59.)

89. SLACS admits that due to its significant expansion related during the 2018-19 school year, it was unable to meet the unrestricted cash balance and days of cash on hand requirements in its bond documents. (HO29 at 17 ¶ 97; Ex. SDP60 at 23 n.10.)

Third Year (2019-20)

90. SLACS's Assistant Principal resigned in August 2019. (Tr. vol. 7 at 1155:8-12; Ex. SDP51 at 3.)

91. In addition, Mr. Allen suffered a cardiac arrest in September 2019 and was unable to resume his duties for the remainder of the 2019-20 school year. (Tr. vol. 7 at 1156:6-18.)

92. SLACS relied on its business services provider, Boost Ed, for the day-to-day financial operations of the school during Mr. Allen's extended absence. (Tr. vol. 7 at 1156:19-1157:4.)

93. As CFO, Mr. Allen was the lead employee responsible for securing bond financing for construction of the new facility at the Whitby Site. (Tr. vol. 7 at 1177:18-24.)

94. SLACS admits that during the 2019-20 fiscal year, it was unable to meet the debt service coverage ratio, unrestricted cash balance, and days of cash on hand requirements in its bond documents. (Ex. HO-29 at 18 ¶ 102; Ex. SDP61 at 22-23.)

95. On March 6, 2020, Governor Tom Wolf issued a Proclamation of Disaster Emergency ("3/6/20 Proclamation") in response to the threat of imminent disaster and emergency posed by the COVID-19 pandemic. (Ex. J1 at 2 ¶ 18; Ex. CS57.)

96. The 3/6/20 Proclamation noted that "this threat of imminent disaster and emergency has already caused schools to close . . . ." (Ex. CS57 at 2.)

97. The 3/6/20 Proclamation provided for suspension or waiver of any law or regulation that the Pennsylvania Department of Education ("PDE") was authorized to administer or enforce "for such length of time as may be necessary to respond to this emergency." (Ex. CS57 at 3.)

98. Governor Wolf issued amendments to the 3/6/20 Proclamation on June 3, August 31 and November 24, 2020, and on February 19 and May 20, 2021. (Ex. J1 at 4 ¶ 19; Ex. CS58-CS62.)

99. In addition, on March 11, 2020, Mayor of Philadelphia James Kenney issued a Declaration of Extraordinary Circumstance that suspended certain prerequisites for promulgation of temporary regulations pertaining to the threat of COVID-19. (J1 at 4 ¶ 20; CS63.)

100. On March 17, 2020, Mayor Kenney and City of Philadelphia Health Commissioner Thomas Farley jointly issued an Emergency Order that temporarily prohibited operation of non-essential businesses, to prevent the spread of COVID-19. (J1 at 4 ¶ 21; CS64.)

101. From March 2020 through April 2022, Mayor Kenney issued various amendments, restatements, and supplemental orders in connection with COVID-19. (J1 at 4 ¶ 22; CS66-CS81.)

102. Due to these pandemic related restrictions, all schools in the Commonwealth were required to remain closed for in-person instruction from March 2020 until the end of the 2019-20 school year. (Tr. vol. 7 at 1379:3-15.)

103. At the direction of PDE, SLACS, create a "Continuity of Education Plan," detailing how it would provide remote instruction to students while its school buildings were closed. (Tr. vol. 7 at 1159:3-1161:12; Ex. CS19.)

104. SLACS also submitted a continuity of education plan to the CSO on a form it had provided. (Tr. vol. 7 at 1164:15-1165:3; Ex. CS20.)

105. Ms. Purnell summarized how SLACS handled the transition to remote learning as follows:

> [W]e wanted to figure out a way for students to be able to fully participate in learning. In the very beginning, we were told that we were going to be closed for—our buildings rather were going to be closed for two weeks. And so in anticipation of that first two weeks, teachers actually volunteered to come into the school to put together grade level packets with two weeks' worth of work, with special education modifications and modifications for English Language Learners, and then we mailed all of those packets out on March 17th. We also had teachers create Google Classrooms for those students. In those packets, we provided the students with the information for how they would need to access their Google Classrooms. So all of our students had an email address, but they didn't necessarily all use it. So we had to train them to use their email address for Southwest Leadership, as well as how to be able to access the Google Classroom. And then beginning in the second phase, which was March 30th, then out assignments were no longer being distributed on paper, but they were being distributed to students each day via their Google Classroom. Teachers were asked to submit remote learning plans. What we did was to have teachers provide live instruction each day and then to record that instruction and archive that instruction in their Google Classroom because not all students, based on whatever their home circumstances happened to be, would be able to participate in live instruction, but we wanted to make sure that all students had access to the same information.

(Tr. vol. 7 at 1160:2-61:12.)

106. Before the pandemic, Ms. Purnell's "professional experience with distance learning" was "very limited" and Christina Green, SLACS's assistant principal, did not have "any experience with distance learning or remote instruction." (Tr. vol. 7 at 1162:5-15.)

107. As a brick-and-mortar charter school, SLACS was not established to provide virtual or cyber instruction to its students. (Ex. CS1.)

108. SLACS coordinated with students who were receiving school-based mental health services to ensure there was not an interruption in contact for those students and arranged for meals to be distributed to families experiencing food insecurity. (Tr. vol. 7 at 1166:15-1167:2.)

109. In the beginning months of the COVID-19 Pandemic, SLACS struggled with keeping track of students, because "the only way that we knew if students were engaging with the school was if they logged in or if they submitted their assignments," so SLACS used non-instructional staff, social workers and counselors to check in with the students and their families. (Tr. vol. 7 at 1166:5-14.)

110. On April 23, 2020, Governor Wolf announced a statewide safety plan to provide residents and businesses with a path to recovery from the COVID-19 pandemic, which included, inter alia, "Red, Yellow, and Green Phases of reopening." (Ex. CS66 at 2.)

111. During the "Red Phase," schools and non-essential businesses would not be permitted to offer in-person services. During the "Yellow Phase," businesses, including schools, would be permitted to conduct in-person operations subject to implementation of required health-related measures, such as universal masking consistent with industry-specific requirements; isolation protocols to prevent individuals with COVID-19 related symptoms from remaining onsite; erection of clear barriers where members of the public would enter the building; social distancing in accordance with industry-specific guidelines issued by the Commonwealth and the City; handwashing; and establishing protocols for cleaning and disinfection, among others. (Ex. CS66 at 6-7.)

112. The Philadelphia Department of Public Health and the Children's Hospital of Philadelphia also issued guidance for operation of schools during the COVID-19 pandemic. (Tr. vol. 7 at 1180:2-8; Ex. CS66 at 6.)

Fourth Year (2020-21)

113. In July 2020, Ms. Purnell anticipated that SLACS would resume in-person instruction at the start of the 2020-21 school year pursuant to a health and safety plan. (Tr. vol. 7 at 1178:8-1179:7.)

114. However, in August 2020, Ms. Purnell recommended and the Charter Board decided that SLACS would continue to provide only remote instruction until at least January 15, 2021. (Tr. vol. 7 at 1181:7-18; Ex. SDP52 at 6.)

115. Ms. Purnell described some of the remote-instruction challenges that SLACS experienced in September 2020 as follows:

> Well, we would have issues such as children pretending to be staff members in Zoom. We would have students who were not behaving appropriately while on Zoom, possibly not dressed appropriately while on Zoom. We also had issues of parents joining into the class or parents disrupting class in order to address teachers directly or to address other students directly. We had students who were skilled at looking like they were participating in class while actually playing a video game that was set up right next to their computer. So these were some of the behavior management issues that we had.
>
> We also had issues where students would log on to Zoom and they wouldn't turn their camera on, and so that way they thought that we thought that they were in class while they were doing other things.

(Tr. vol. 7 at 1183:7-24.)

116. Given the state of the pandemic, SLACS's Charter Board recognized in December 2020 that in-person instruction was not likely to resume in January 2021 as previously anticipated. (Ex. SDP52 at 15.)

117. Ms. Purnell's report to the Charter Board on March 13, 2021 described how SLACS was preparing for a return to in-person learning. (Tr. vol. 7 at 1193:2-1195:24; Ex. CS88 at 21-22.)

118. In April 2021, SLACS began using a voluntary, "concurrent instruction" model, in which students could attend in person two days per week, or four days if special education-eligible, and attend remotely on the remaining days. (Tr. vol. 7 at 1221:3-8, 1169:9-1170:6.)

119. During the 2020-21 school year, SLACS also continued its efforts to secure financing for the construction of its new facility by engaging Baker & Company, LLC to facilitate the preparation of a written 5-year strategic plan. (Tr. vol. 7 at 1176:9-1177:17; Ex. SDP52 at 13; Ex. CS17.)

Fifth Year (2021-22)

120. At the start of the 2021-22 school year, SLACS resumed in-person instruction full-time for all students. (Tr. vol. 7 at 1221:9-15, 1169:1-10.)

121. Reintroducing staff and students to the school building required a number of adjustments, such as putting a weekly COVID-19 testing regimen in place for staff, checking all building visitors for symptoms of COVID-19, and complying with social distancing, face covering and contact tracing requirements. (Tr. vol. 7 at 1201:12-23, 1200:5-1210:6; Ex. SDP52 at 23.)

122. In addition, SLACS engaged an environmental consulting company to assess its school buildings and make recommendations for adequate and proper ventilation, to reduce the spread of COVID-19 among the students and staff. (Tr. vol. 7 at 1208:20-1209:9; Ex. CS88 at 1-7.)

Student Enrollment

123. SLACS educates students in kindergarten ("K") through 8th grade. (Ex. J1 at 8 ¶ 48.)

124. During the term of the 2017 Charter, SLACS's enrollment in each school year was as follows: 492 students in 2017-18; 676 students in 2018-19; 706 students in 2019-20; 747

students in 2020-21; 714 students in 2021-22; and 614 students in the 2022-23 school year.[8] (Ex. SDP84; Tr. vol. 4 at 602:7-603:2; Tr. vol. 7 at 1356:10-18.)

125. In 2018-19, when the enrollment was 184 students larger than the prior year, almost all of the increases were in grades K-3. (Ex. SDP84.)

126. SLACS's target enrollment for the 2020-21 school year was 875 students. (Ex. SDP51 at 22.) As of October 1, 2020, SLACS had only enrolled 747 students. (Ex. SDP84.)

127. Early in the 2022-23 school year, prior to the November 3, 2022 snapshot found in Exhibit SDP84, a total of 635 students were enrolled at SLACS. Of those 635 students, approximately 80% reside in the 19142, 19143 and 19153 zip codes, 8% reside in various zip codes and school districts in Delaware County, and the remainder reside in other zip codes in Philadelphia. (Ex. CS25; Tr. vol. 7 at 1320:15-1322:12, 1358:18-1359:8, 1360:4-1361:10.)

128. SLACS enrolled students from Delaware County in all school years during the 2017 Charter term. Ms. Purnell did not introduce a zip code analysis for any school year other than 2022-23. (Tr. vol. 7 at 1361:11-1362:3; Tr. vol. 8 at 1497:12-18.)

129. As of February 1, 2023, SLACS did not have any wait list for enrollment. (Tr. vol. 7 at 1362:4-7.)

130. By February 6, 2023, SLACS's enrollment in K-8 was down to 585 students. (Ex. J5 at 3 ¶ 8; Ex. SDP95.)

131. SLACS budgeted revenue for the 2022-23 school year was based on enrollment of approximately 872 students. (Tr. vol. 7 at 1359:14-22.)

[8] These enrolment totals are as of as of October 1st for each year except 2021-22, which is the total as of November 3rd. (Ex. SDP84.)

Charter Schools Office Evaluations

Annual Review Process

132. Each year, the CSO issues an Annual Charter Evaluation ("ACE") report to each brick-and-mortar charter school in Philadelphia, including a Renewal Recommendation Report ("ACE-R") in the school's renewal year. (Tr. vol. 1 at 49:2-12.)

133. The CSO provided ACEs to SLACS for the 2017-18, 2018-19, 2019-20 and 2020-21 school years, and an ACE-R for the 2021-22 school year. (Ex. J1 at 3 ¶ 16; Ex. SDP9-SDP13.)

134. ACEs and ACE-Rs provide annual feedback to charter schools about the extent to which they are complying with legal requirements and generally accepted standards of fiscal management, and how their students are performing academically from year to year, including how their performance compares to students at other schools evaluated under the same Framework. (Tr. vol. 2 at 131:12-133:6.)

135. The CSO also uses the ACEs and ACE-Rs to address compliance with any specific renewal conditions in a charter school's charter. (Tr. vol. 2 at 134:8-135:5.)

136. The ACEs are designed, in part, to put charter schools on notice of potential issues or areas of noncompliance that need to be remedied. (Tr. vol. 2 at 187:9-17.)

137. The CSO uses its Framework to evaluate all charter schools consistently, and ensures that charter schools understand the evaluation process and criteria by providing the Framework to each charter school directly and publishing it on the CSO's website. (Tr. vol. 1 at 42:7-10; Ex. J1 at 5 ¶ 24.)

138. The School District's Policy 401 explains that the "Board is committed to a Charter School Performance Framework that establishes clear and transparent standards for academic performance, financial health, governance and operations." (Ex. CS94 at 6.)

139. Mr. Chao described the Framework, generally, as follows:

> The Charter School Performance Framework is a framework or guide broken up into three domains, academic success, organizational compliance and viability, and financial health and sustainability. It is meant to serve as a guide for schools, the public, our Board, the Charter Schools Office itself to make sure that everybody understands how schools are performing against the various standards within each of those domains.

(Tr. vol. 1 at 39:13-21.)

140. The Framework has evolved over time. The current version became effective in July 2021, but its nomenclature has been in existence since 2015 or 2016. (Tr. vol. 1 at 40:4-6; Ex. J1 at 5 ¶ 24; Ex. CS43.)

141. Prior to updating the Framework, the CSO informs the charter sector of the potential changes and collects their feedback to make sure there is a solid understanding of the changes. (Tr. vol. 1 at 42:16-43:3.)

142. The CSO also has "an open door policy" for charter schools to ask any questions they may have about the Framework at any time. (Tr. vol 1 at 43:9-16.)

143. To the best of Mr. Chao's knowledge, SLACS has never reached out to the CSO with any questions about the Framework or its components. (Tr. vol. 1 at 44:1-7.)

Renewal Review Process

144. SLACS was one school in a cohort of schools whose charter term ended June 30, 2022. This cohort of schools was reviewed by the CSO during the course of the 2021-22 school year. (Ex. J1 at 5 ¶ 27.)

145. The CSO held two "Renewal Kick-Off" webinars for the charter schools in the 2021-22 cohort, one on May 5, 2021 for charter school staff, and one on May 6, 2021 for charter school board members. (Ex. J1 at 5 ¶ 28; Ex. CS21, CS22.)

146. Prior to these webinars, the CSO sent an 18-page document titled Renewal Document Review Guidance to SLACS and the other schools in the renewal cohort, which

provided submission requirements for the renewal document review aligned with the Framework's standards in the organizational compliance domain, described each standard and provided guidance for each standard. (Tr. vol. 5 at 852:1-15; Ex. SDP74 at 2-19.)

147. This guidance document was emailed to SLACS's school leader, Ms. Purnell, on May 4, 2021. (Ex. J1 at 5 ¶ 29; Ex. SDP74.)

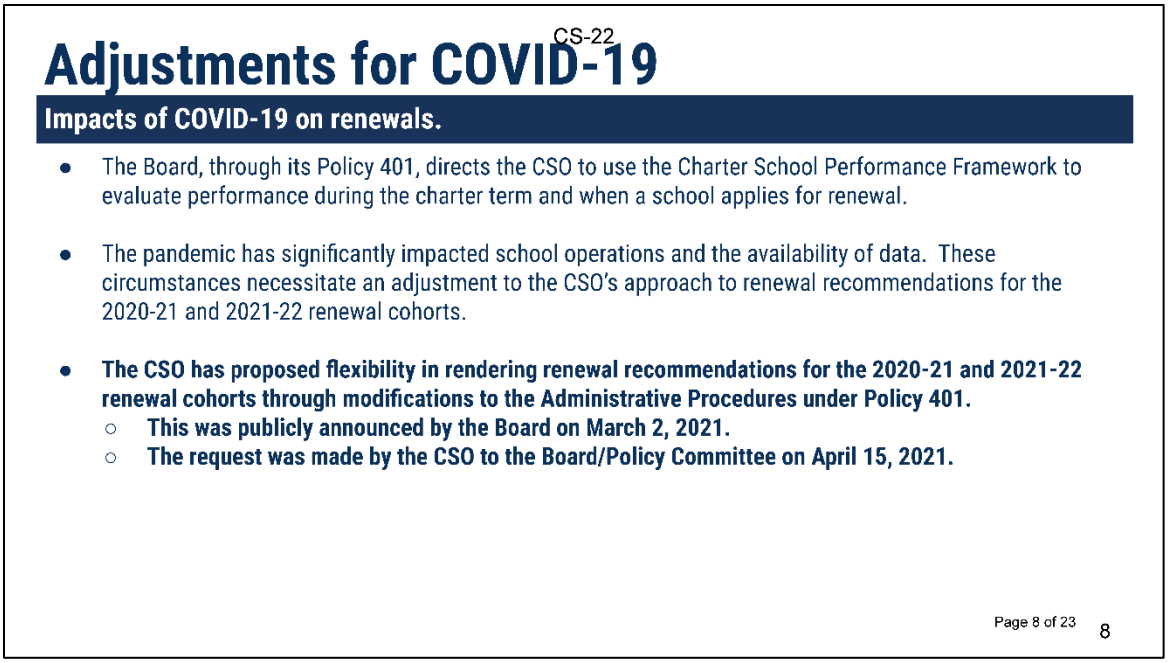
148. Ms. Purnell, attended both of the webinars. (Tr. vol. 7 at 1222:10-17, 1403:14-15, 1404:8-13.)

149. The webinars were designed to introduce the 22 charter schools in the cohort to the process components and the timeline for the renewal review. (Tr. vol. 5 at 847:4-14.)

150. The presentations at the webinars contained slides addressing adjustments that the CSO would be making for the 2021-22 renewal cohort, including identifying which domain categories would be impacted. (Ex. CS21 at 8-10, CS22 at 8-10.)

151. For the academic success domain, the slides explained that the testing data would be limited to the first two years of the charter term instead of four years. (Ex. CS21 at 9, CS22 at 9.) The slides also referenced the modifications to the Administrative Procedures and a timeline for the renewal process, including presentation to the Board in April-May 2022 (Ex. CS21 at 12, CS22 at 12.)

152. One of the slides presented was as follows:



(Ex. CS21 at 8, CS22 at 8.)

153. This slide did not rule out nonrenewal for any charter school in the 2021-22 cohort, nor did any of the other slides. (Ex. CS21, CS22; Tr. vol. 5 at 854:10-15, 855:24-856:4.)

154. Ms. Purnell testified at the hearing that it was her understanding after the May presentations that, due to the lack of some data that the CSO would ordinarily have access to and difficulties in gaining access to school sites for visits or to review documents, all charter schools in the 2020-21 and 2021-22 renewal cohorts would be granted renewals with or without conditions. (Tr. vol. 7 at 1223:13-23.)

155. Ms. Purnell further testified that Dr. Christina Grant (the CSO's Chief at that time) said something during the webinars that led her believe this, although she could not recall the specific words that Dr. Grant used and never contacted Dr. Grant to ask for any clarification about the issue. (Tr. vol. 7 at 1403:17-1404:19.)

156. Ms. Purnell's understanding was inconsistent with the information provided in the Administrative Procedures and the webinar presentations on May 5 and 6, 2021.

157. On May 7, 2021, Ms. Rodriguez sent Ms. Purnell an email outlining next steps for the review process and included copies of the slides presented at the webinars on May 5 and 6, 2021. (Ex. SDP75; Ex. J1 at 5 ¶ 30.)

158. Additional email messages between the CSO's staff and Ms. Purnell regarding the renewal review also said nothing about excluding nonrenewal. (Ex. J1 at 5 ¶ 31; Ex. SDP14, SDP76, SDP77.)

159. On cross-examination, Ms. Purnell admitted that the presentation slides do not say that all charter schools in the 2021-22 renewal cohort would be recommended for renewal. (Tr. vol. 7 at 1402:3-7, 1404:23-1405:3.)

160. She further admitted that she did not have any conversations with anyone in the CSO that would have given her the impression that the only options would be a renewal with or without conditions. (Tr. vol. 7 at 1403:3-9.)

161. The following individuals participated in the evaluation summarized by SLACS's 2021 ACE-R:

a. Mr. Chao, who has served as the School District's acting chief of charter schools since approximately June 2021, prior to which he worked in the CSO as a coordinator, a manager, a director and the executive director. (Tr. vol. 1 at 37:20-38:9; Tr. vol. 2 at 141:23-142:1.)

b. Stephanie Waller, who has served as the CSO's director of engagement and operations for the last year and a half, after previously working in the CSO as a project manager, then as an assistant director. (Tr. vol. 3 at 377:18-378:9.)

c. Timothy Hanser, who left the CSO before the 2021-22 school year began, but has continued to provide evaluations of financial health and sustainability for the CSO

in a consulting capacity. (*Id*., at 714:8-19.) Mr. Hanser served as the CSO's assistant director for finance and facilities from July 2017 through August 2021. In that role, he evaluated the financial health of all of the charter schools and generated values that filled in the standards for financial health and sustainability on the CSO's reports. (Tr. vol. 5 at 712:15-716:18.) Among other degrees, Mr. Hanser has a Master's degree in Public Administration with a focus on Public Finance and Budgeting. (*Id*., at 712:1-6.)

d. Biridiana Rodriguez, who has been the CSO's director of quality and accountability since August 2021, and has been employed in the CSO in other positions since July 2018. (Tr. vol. 5 at 844:9-14.) Ms. Rodriguez managed the renewal evaluation process for the 22 charter schools in the 2021-22 cohort, which included SLACS. (Tr. vol. 5 at 846:6-13.)

e. Rebecca Dunn, who has been the CSO's director of data and reporting since October 2021, after previously working in the CSO as a senior strategy analyst since November 2019. (Tr. vol. 4 at 513:16-23.)

f. Edward Rorer, who is a certified internal auditor and certified fraud examiner. Mr. Rorer worked in the School District's Office of Auditing Services ("OAS") as an Auditor II from November 2004 through February 2022 and now works in a different department as a grant compliance monitor. (Tr. vol. 3 at 464:10-465:9.)

162. The CSO typically sends a monthly newsletter to charter school leaders and staff with updates regarding compliance deadlines, potential resources for students or staff, and other kinds of general announcements. The CSO also provides updates to charter school leaders as needed on an *ad hoc* basis. (Tr. vol. 3 at 379:20-380:8.)

163. The CSO also publishes Renewal Category Business Rules ("Business Rules") that explain how its ratings are determined for the organizational compliance and viability domain. (Ex. CS35; Tr. vol. 1 at 46:3-24.)

164. A draft of the Business Rules for the 2021-22 renewal cohort was provided to the charter schools in May 2021, to give them an opportunity to ask questions and provide feedback, and the rules were provided to them again in July 2021 when they were finalized. (Tr. vol. 1 at 44:11-45:22; Ex. CS35.)

165. Some charter schools in the 2021-22 renewal cohort requested additional clarity regarding the Business Rules, but SLACS did not. (Tr. vol. 6 at 1092:16-1093:6.)

166. The CSO also reviews the Annual Reports submitted by charter schools to PDE, including those that SLACS submitted for the 2017-18, 2018-19, 2019-20 and 2020-21 school years on the dates of the signed affirmations at the end of each report. (Ex. J1 at 3, 7 ¶¶ 17, 42: Ex. SDP13, SDP36-SDP39.)

167. If a charter school is meeting the applicable legal requirements, meeting generally accepted standards of fiscal management, and is in good financial health, that should render a "Meets Standard" rating across the rating categories. (Tr. vol. 2 at 135:20-136:10.)

168. Ms. Rodriguez summarized the CSO's review process for the 2021-22 renewal cohort as follows:

> Schools [in the renewal cohort] received feedback on their renewal submissions in the Fall of 2021 and were given the opportunity to submit any missing documentation that was outlined in the renewal review process. In December, we began to engage schools around the renewal site visit, including questionnaires about what the CSO should expect to see as it pertains to the school's mission implementation, as well as scheduling preferences for a month in the coming spring.
>
> And then in February, schools received a draft organizational compliance report that included findings, again, finalized findings from the summer and fall feedback that they received through renewal recommendation. And we began to do renewal

site visits in February through March for the 22 schools.

> Following those visits, the schools received a draft ACE-R that included academic and financial findings as well, and had a preview window to respond to those findings in the draft ACE-R, and that ultimately concluded the reevaluation process. Then the CSO made a presentation to the Board in late spring.

(Tr. vol. 5 at 848:2-849:2.)

169. On February 1, 2022, the CSO gave SLACS a preview of findings in the organizational compliance domain of the Framework, along with a blank form that could be used to respond. SLACS provided responses to some of the findings, and then the CSO provided feedback on each response. (Ex. SDP22.) Based on SLACS's responses, the CSO made favorable changes to two of its seven preliminary findings. (Ex. SDP22; Tr. vol. 5 at 860:22-863:14.)

170. The CSO performed a site visit at SLACS on March 29, 2022. (Tr. vol. 5 at 858:13-15.)

171. The following day, Ms. Rodriguez sent an email to Ms. Purnell regarding requested organizational compliance documents that were not produced at the site visit, "to provide the School the opportunity to provide any additional documentation available so that the comments found in the report are an accurate reflection of the School's practices." (Ex. SDP14; Tr. vol. 5 at 864:14-867:24.)

172. Ms. Rodriguez gave Ms. Purnell until April 6, 2022 to submit the missing documentation and attached spreadsheets to her email listing the information that was missing for each of the reviews and what the rating for each standard would be without the missing documents. (Ex. SDP14; Tr. vol. 5 at 864:14-867:24.)

173. SLACS submitted some additional documents, which were considered by the CSO. (Tr. vol. 5 at 868:22-869:4.)

Academic Success

174. Ms. Dunn testified at the hearing about the Academic Success domain and the manner in which the CSO evaluates charter schools within that domain. (Tr. vol. 4 at 512:1-694:20.)

175. Ms. Dunn has a master's degree from the University of Pennsylvania in Statistics, Measurement, Assessment and Research Technology, which involved coursework in statistics, advanced statistics including multi-variable analysis, ANOVAs, information on evaluation of school performance and teacher performance frameworks, and electives in educational policy. (Tr. vol. 4 at 638:13-639:7.)

176. To evaluate the academic performance of charter schools, the CSO reviews the school's Pennsylvania System of State Assessment ("PSSA") proficiency data, Keystone Exam scores (if applicable), School Performance Profile ("SPP") scores (which are now called Act 13 building level scores), the Pennsylvania Value Added Assessment System ("PVAAS"), the Average Growth Index ("AGI"), and attendance data. (Ex. SDP13 at 3, 5-8; Tr. vol. 4 at 516:18-517:7.)

177. SLACS educates students in K-8th grade, so its students take the PSSA examinations in ELA and Math in grades 3-8 and in Science in grades 4 and 8. (Tr. vol. 4 at 539:13-18.)

178. The State did not administer PSSA exams during the 2019-20 school year due to the COVID-19 pandemic, so no proficiency data is available for any school in that school year. (Tr. vol. 4 at 547:14-22.)

179. PSSA exams were administered in the 2020-21 school year, but there were significant declines in participation compared to prior years, with some as low as 20%. in addition, the exams were administered at different times, including the following fall when students were already in the next grade. (Tr. vol. 4 at 547:23-548:17, 549:13-550:6.)

180. For these reasons, the CSO did not rely on PSSA and PVAAS data for any charter school in the 2021-22 renewal cohort. (Tr. vol. 4 at 550:13-23.)

181. The School District's Performance Office ("DPO") receives internal performance data from some charter schools in non-mandatory data packets for purposes unrelated to the CSO's performance evaluations. (Tr. vol. 4 at 522:1-20, 526:9-12.)

182. However, the CSO has never collected or used internal assessment data from charter schools for its ratings in the Academic Success domain, or for its recommendations, because:

> there are so many different assessments that are used internally by schools throughout the charter sector. In addition, it is really difficult to be able to norm those across schools.
>
> For example, schools can provide an assessment and actually set what base level they want to look at for proficiency. So you may have one school that says a student who received 30 percent proficiency on exam is likely to be proficient on the PSSA exam, but another school on that same subject, same grade level, may actually assign a higher proficiency value to predict proficiency on a PSSA exam.

(Tr. vol. 4 at 517:18-519:6, 521:3-15.)

183. During the hearings, Ms. Dunn provided PSSA proficiency data for SLACS and various comparison groups, including data from the 2014-15, 2015-16 and 2016-17 school years to show the trajectory of SLACS's performance from the prior charter term through the term of the 2017 Charter. (Tr. vol. 4 at 547:2-8; Ex. SDP15 at 1-3, SDP89 at 1-3.)

184. The CSO compared SLACS performance to the performance of students in the same grades at schools run by the School District ("District Schools") and a Similar Schools Group ("Similar Schools"). (Ex. SDP13 at 7; Tr. vol. 4 at 557:14-20.)

185. The Similar Schools group is comprised of the same type of schools as the charter school being evaluated (elementary, middle school, K-8, or high school) with similar percentages of English Learners ("ELs") (+/-7.5%), economically disadvantaged students (+/-10%) and

students receiving special education services (+/-5%). (Tr. vol. 4 at 532:22-533:5, 540:9-20; Ex. SDP13 at 3.)

186. The CSO began using this formulation of the Similar Schools comparison group during the 2016-17 school year. (Tr. vol. 4 at 642:7-9.)

187. The Similar Schools group is part of the CSO's Framework. The schools comprising a charter school's Similar Schools group might remain the same from year to year, or might change if the demographics shift, so the composition of each charter school's Similar Schools is determined each year and reported in the CSO's ACEs and ACE-Rs. (Tr. vol. 4 at 541:7-542:10.)

188. The CSO's ACEs and ACE-Rs for SLACS identify Similar Schools for each year of the 2017 Charter term. (Ex. SDP9 at 2, SDP10 at 3, SDP11 at 3, SDP12 at 3, SDP13 at 3.)

189. At the hearing, Ms. Dunn updated the performance data included in the ACE-R to include the most recent information available. (Ex. SDP89.)

190. The CSO had not yet determined the composition of the Similar Schools group for the 2021-22 school year, so she used SLACS's 2020-21 Similar Schools for her 2021-22 comparison. Thus, the final Similar Schools comparison might be slightly different once SLACS's 2022 ACE is issued after the hearing. (Ex. SDP89 at 1-3; Tr. vol. 4 at 542:17-543:9, 556:13-557:8.)

191. The CSO also included a Charter Schools comparison group in the data presented at the hearing, comprised of all Philadelphia brick-and-mortar charter schools serving students in grades 3-8.[9] (Tr. vol. 4 at 543:13-18; Ex. SDP15, SDP89.)

[9] The Charter Schools group includes SLACS, so this comparison slightly understates any difference between SLACS's scores and the average scores of other charter schools. (Tr. vol. 4 at 544:6-9.)

Pennsylvania System of State Assessment

192. For each of the comparison groups, the rate reported is the percentage of students in grades 3-8 who scored proficient or advanced on the PSSA. (Tr. vol. 4 at 539:16-23, 544:3-5.)

193. As shown in Table 1 below, the proficiency of SLACS's students on the Math PSSA has consistently declined since the 2014-15 school year. Moreover, substantially smaller percentages of students in grades 3-8 have scored proficient or advanced in Math at SLACS than at the Similar Schools, Charter Schools and District Schools.

Table 1 - PSSA Math (Grades 3-8)
Percent of Students Scoring Proficient/Advanced

School Year	SLACS	Similar	Charter	District
2014-15	19%	N/A	18%	18%
2015-16	16%	N/A	18%	17%
2016-17	15%	14%	21%	20%
2017-18	13%	16%	21%	21%
2018-19	13%	20%	22%	23%
2019-20	No PSSAs	No PSSAs	No PSSAs	No PSSAs
2020-21	Poor Data	Poor Data	Poor Data	Poor Data
2021-22	5%	10%	11%	17%

(Ex. SDP15 at 1, SDP89 at 1.)

194. As reflected in the updated data above, the Math proficiency of students in grades 3-8 declined at all the schools in the 2021-22 school year, but they remained substantially lower at SLACS than at the Similar Schools, Charter Schools and District Schools.

195. As shown in Table 2 below, the proficiency of SLACS's students has consistently declined on the ELA PSSA exam since the 2016-17 school year. Moreover, smaller percentages of students in grades 3-8 have scored proficient or advanced in ELA at SLACS than at the Similar Schools, Charter Schools and District Schools.

Table 2 - PSSA ELA (Grades 3-8) Percent of Students Scoring Proficient/Advanced				
School Year	SLACS	Similar	Charter	District
2014-15	41%	N/A	40%	33%
2015-16	39%	N/S	40%	33%
2016-17	44%	36%	42%	35%
2017-18	32%	40%	43%	37%
2018-19	27%	43%	42%	37%
2019-20	No PSSAs	No PSSAs	No PSSAs	No PSSAs
2020-21	Poor Data	Poor Data	Poor Data	Poor Data
2021-22	19%	33%	31%	34%

(Ex. SDP15 at 1, SDP89 at 2.)

196. As reflected in the updated data above, the 2021-22 ELA proficiency of students in grades 3-8 did not decline as much at the District Schools as it did at SLACS, the Similar Schools and the Charter Schools.

197. As shown in Table 3 below, in contrast to Math and ELA, the percentage of SLACS's students scoring proficient or advanced in Science improved during the term of the 2017 Charter. Nevertheless, smaller percentages of students in grades 4 and 8 scored proficient or advanced in Science at SLACS than at the Similar Schools, Charter Schools and District Schools during the 2017-18 and 2018-19 school years.

Table 3 - PSSA Science (Grades 4, 8) Percent of Students Scoring Proficient/Advanced				
School Year	SLACS	Similar	Charter	District
2014-15	35%	N/A	45%	38%
2015-16	28%	N/S	43%	38%
2016-17	24%	35%	39%	33%
2017-18	29%	39%	41%	36%
2018-19	34%	48%	47%	41%
2019-20	No PSSAs	No PSSAs	No PSSAs	No PSSAs
2020-21	Poor Data	Poor Data	Poor Data	Poor Data
2021-22	39%	34%	36%	37%

(Ex. SDP15 at 2, SDP89 at 3.)

198. As reflected in the updated data above, the 2021-22 Science proficiency of students in grades 4 and 8 increased at SLACS while it declined at the Similar Schools, Charter Schools and District Schools.

Average Growth Index

199. PVAAS measures evidence of a student's growth from one year to the next within an Average Growth Index (AGI), as part of the State's accountability system. PDE uses a numeric and color-coding system to report this PVAAs growth data. (Tr. vol. 4 at 562:7-564:15.)

200. PVAAS is a component of the Future Ready Index ("FRI"). (Tr. vol. 4 at 564:19-21.)

201. As discussed previously in paragraphs 178-180 above, due to the COVID-19 pandemic, no PVAAS data was available for the 2019-20 school year and the CSO could not rely on the limited data available for the 2020-21 school year. (Tr. vol. 4 at 565:2-18.)

202. SLACS's AGI results were as follows:

Table 4. PVAAS Average Growth Index Values

School Year	Math	ELA	Grade 4 Science	Grade 8 Science
2017-18	-3.42	-5.48	-6.41	-3.38
2018-19	2.13	-2.17	-5.58	-1.45
2019-20	No PSSA	No PSSA	No PSSA	No PSSA
2020-21	Poor Data	Poor Data	Poor Data	Poor Data
2021-22	-1.29	1.54	-1.97	0.86
< -2.0	**-2.0 to -1.0**	**-1.0 to 1.0**	**1.0 to 2.0**	**> 2.0**
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

(Ex. SDP15 at 2; Ex. CS101 at 1-2.)

Other Future Ready Index Standards

203. PDE created the Future Ready Index (FRI) and introduced it in the 2017-18 school year as part of its responsibilities under the Every Student Succeeds Act ("ESSA"). (Tr. vol. 4 at 534:16-535:4.)

204. The FRI reports the aggregate percentages of students scoring proficient or advanced on PSSA and Keystone Exams; PVAAS growth data; "On Track Measures" for English Language Proficiency and Regular Attendance; Early Indicators of Success metrics in Grade 3 Reading and Grade 7 Mathematics; and College and Career Measures, including Career Standards Benchmark and graduation rate data. (*E.g.*, Ex. SDP88.)

205. The FRI's English Language Proficiency metric measures performance on the ACCESS exam. (Tr. vol. 4 at 572:14-573:1.)

206. Following the approval of Action Item No. 90, PDE issued its 2021-22 FRI report for SLACS. In addition to the PSSA proficiency and PVAAS growth data for the 2021-22 school year shown in Table 4 above, the FRI shows that SLACS's students did not meet PDE's English Language proficiency and Regular Attendance standards. (Ex. SDP88 at 5.)

School Performance Profile and Act 13 Scores

207. A charter school's SPP score is also part of the CSO's Framework. (Tr. vol. 4 at 534:10-12.) Through the SPP, each school is provided with a building level academic score on a scale of 0-100.

208. During the 2017 Charter term, SPP data was available for the 2017-18 and 2018-19 school years. In those years, SLACS's SPP scores were significantly lower than the average scores of both all District Schools and all Charter Schools in Philadelphia:

Table 5 - Pennsylvania School Performance Profile			
School Year	SLACS	District Average	Charter Average
2017-18	41.7	54.8	57.8
2018-19	46.8	54.1	58.6

(Ex. SDP13 at 3, SDP15 at 4; Tr. vol. 4 at 678:10-16.)

209. PDE has not issued any SPP scores since the 2018-19 school year. (Tr. vol. 4 at 576:10-13.)

210. For the 2021-22 school year, Act 13 Building Level Scores replaced the SPP building level score. As described by SLACS's expert witness:

> The Act 13 is a Pennsylvania law, and it's used to evaluate school performance and teacher performance. And it's a legacy. It inherited its form from the School Performance Profile which is identified in the ACE-R Report. . . .
>
> In any case, the format is very similar to the academic success indicator in that it uses—it calculates a single score based on proficiency performance of a school in a year, PVAAS growth performance in school in a year, and attendance. . . .

(Tr. vol. 8 at 1586:21-1587:9.)

211. The Act 13 score is calculated differently than SPP, because it includes a weighting of economically disadvantaged rates. (Tr. vol. 4 at 576:16-22, 577:10-15.)

212. After the issuance of the ACE-R and the adoption of Action Item No. 90, PDE published Act 13 building level scores for the 2021-22 school year. SLACS's Act 13 building level score for 2021-22 was lower than the average scores of both all District Schools and all Charter Schools in Philadelphia:

Table 6 - Pennsylvania Act 13 Building Level Scores			
School Year	SLACS	District Average	Charter Average
2021-22	59.6	60.3	63.5

(Ex. SDP15 at 4.)

School Progress Report on Education and Equity

213. As part of its Framework, the CSO's ACEs use some of the data in the DPO's School Progress Report on Education and Equity ("SPREE"), including attendance data and, for high schools, college readiness metrics. (Tr. vol. 2 at 238:16-19.) The DPO began issuing SPREE reports during the spring of 2022, based upon data from the 2020-21 school year. As of the time of the hearings, only one SPREE report has been issued for each school in Philadelphia. The DPO collects information through a data packet and includes enrollment and demographic information entered into Infinite Campus, the student information system used by the School District and charter schools. (Tr. vol. 4 at 522:21-526:8.)

214. The demographic information provided in SPREE reports includes the school's rates of special education students, ELs and economically disadvantaged students. The rates of special education students and ELs are all taken from information that schools input themselves in Infinite Campus and then confirm in data packets. For economically disadvantaged students, the SPREE provides the school's self-reported data. (Tr. vol. 4 at 526:17-530:14.)

215. For its ACEs and ACE-Rs, the CSO calculates economically disadvantaged rates based upon SNAP benefits or direct certification data from the State, instead of relying upon whatever the schools provided to the DPO for its SPREEs. After obtaining the data from the State, the CSO verifies it with each charter school by giving the school an opportunity to comment before the ACE or ACE-R is finalized and published. (Tr. vol. 4 at 530:15-532:8.)

216. The economically disadvantaged data in the SPREE reports is not used by the CSO to determine the Similar Schools Group for any charter school. (Tr. vol. 4 at 533:10-15.)

217. SLACS had the opportunity to review the economically disadvantaged rates in its ACEs and ACE-Rs during the 2017 Charter term and never communicated any disagreement with

the data. (Tr. vol. 4 at 532:9-19.) SLACS also did not present any evidence during the hearing disputing those percentages.

Student Attendance

218. The CSO analyzes the attendance of all charter schools in Philadelphia from two perspectives: the percentage of students who attend for 95% or more of the school days, and the percentage of students who are chronically absent. The CSO compares each charter school's attendance data to the Similar Schools and District Schools comparison groups. (Ex. SDP13 at 5, 8.) At the hearing, the CSO also provided additional data to show how SLACS's attendance compared to the Charter Schools comparison group. (Ex. SDP15 at 3.)

219. Each charter school reports its student absences to the CSO in an annual data packet, and the CSO obtains each students' days enrolled from enrollment records that the charter schools input to the District's student information system. (Ex. SDP13 at 27.) The CSO uses this information to calculate the rate of each student's attendance on school days while enrolled. (Tr. vol. 4 at 591:7-13.)

220. These attendance and chronic absenteeism metrics are part of the CSO's Framework. (Tr. vol. 4 at 590:21-24, 595:20-23.)

221. The Framework defines "Regular Attendance" as "percentage of students attending 95% or more instructional days." (Ex. SDP13 at 27.)

222. For the 2019-20 school year, the attendance rates were calculated by the CSO through March 13, 2020, because that was the last day that students attended in person. This information was included in the ACEs and ACE-Rs for informational purposes only, because it was not a full year of data and therefore not fully comparable to prior years. (Tr. vol. 4 at 593:16-24.)

223. The CSO calculated attendance rates for the full 2020-21 school year because PDE required all public schools to continue to operate, to take attendance and maintain the data whether their instruction was in-person, virtual or hybrid, and to provide the attendance data to PDE. (Tr. vol. 2 at 326:18-327:18; Tr. vol. 4 at 594:3-10, 644:12-17, 685:1-22.)

224. PDE also expected schools to enforce the truancy laws during the pandemic, which is tied to attendance, and included attendance data for the 2020-21 school year in its FRI. (Tr. vol. 2 at 327:19-24; Tr. vol. 4 at 646:19-647:3, 686:18-687:14.)

225. Attendance is a metric required under ESSA, and PDE did not receive a waiver from the United States Department of Education to forego the reporting of attendance during the pandemic. (Tr. vol. 4 at 646:19-647:3, 686:18-687:14.)

226. The following table provides a comparison of SLACS's regular-attendance percentage in the last year of its previous charter term to its regular-attendance percentages during the current 2017 Charter term, and compares regular attendance at SLACS with regular attendance at the Similar Schools, Charter Schools and District Schools:

Table 7 - Percent of Regular Attendance

School Year	SLACS	Similar	Charter	District
2016-17	81%	49%	55%	41%
2017-18	68%	56%	56%	46%
2018-19	59%	55%	55%	48%
2019-20	56%	64%	59%	56%
2020-21	48%	59%	53%	55%

(Ex. SDP15 at 3.)

227. As shown in Table 7 above, the percentage of SLACS students attending 95% or more days of school steeply declined continuously, while the percentages at the Similar Schools and District Schools increased and the average percentages at the Charter Schools have been relatively stable (even during the pandemic).

228. The Framework defines "Chronic Absenteeism" as the "percentage of students attending fewer than 90% of school days." (Ex. SDP13 at 27.)

229. The following table provides a comparison of SLACS's chronic-absenteeism percentage in the last year of its previous charter term to its chronic-absenteeism percentages during the current 2017 Charter term, and compares chronic absenteeism at SLACS with chronic absenteeism at the Similar Schools, Charter Schools and District Schools:

Table 8 - Percent of Chronic Absenteeism				
School Year	SLACS	Similar	Charter	District
2016-17	7%	23%	19%	30%
2017-18	12%	19%	18%	27%
2018-19	18%	18%	20%	25%
2019-20	29%	13%	18%	21%
2020-21	34%	25%	20%	31%

(Ex. SDP15 at 3.)

230. As shown in Table 8 above, the percentages of SLACS's students who were chronically absent steeply increased continuously, while the percentages at the Similar Schools and District Schools decreased until the pandemic and the average percentages at the Charter Schools have been relatively stable (even during the pandemic).

231. Ms. Purnell admitted that SLACS had "challenges with respect to consistent student attendance," both prior to the pandemic and during the pandemic, which SLACS attempted to address through parental calls, postcards, truancy reporting processes, and entering into a memorandum of understanding with the Philadelphia District Attorney's Office for the Project Go effort to address truancy beginning in the 2021-22 school year. (Tr. vol. 7 at 1235:20-1238:6.)

Organizational Compliance and Viability

Student Discipline

232. For the "Student Discipline" category, SLACS was found to be out of compliance with the "Code Due Process" standard in its 2019 ACE because its Code of Conduct did not fully identify formal hearing due process rights, and with the "Expulsion Process" standard evaluated at renewal in the 2021 ACE-R. (Ex. SDP13 at 13.)

233. The 2019 ACE found SLACS's "Code Due Process" to be noncompliant because SLACS's Code of Student Conduct did not outline the student's right under Chapter 12 for the student or family to request recordings of formal hearings during the expulsion process. (Tr. vol. 5 at 917:1-918:16; Ex. SDP33.) Ms. Rodriguez explained that:

> if a student were to be suspended or expelled or recommended for expulsion, those are actions taken by the school for removal of a student, and therefore, it is a CSO stand that all parents, families of students be fully aware of the rights and protections to them during the process.

(Tr. vol. 5 at 919:9-15.)

234. The 2021 ACE-R also found SLACS's "Expulsion Process" to be noncompliant because the hearing notices provided to families of students facing expulsion did not fully outline student rights and compliance with Chapter 12. This was because none of the hearing notices for 27 students who were recommended for expulsion provided families with the names of witnesses against the students and copies of the statements and affidavits of those students. (Ex. SDP34A-R, SDP35; Tr. vol. 5 at 920:1-9, 926:14-22, 927:19-928:4.)

235. The CSO reviews the totality of what the charter school indicates to have sent to the student and their family as part of the hearing notice. (Tr. vol 6 at 1032:13-1033:9, 1034:10-14, 1034:24-1035:5.)

236. At the nonrenewal hearing, Ms. Purnell contended that SLACS's expulsion-hearing notices were part of a packet of documents sent to the parents by certified mail and/or email that also included the supporting evidence, including student statements. (Tr. vol. 7 at 1329:3-1330:12.) However, SLACS did not present any corroborating evidence such as notices that included those documents or emails showing what was attached.

237. To the contrary, the only expulsion file introduced in this proceeding included findings of fact that identified a one-page letter with its envelope and certified mail receipt (Ex. SDP34A at 9-11) as the student's hearing notice (Ex. SDP34A at 2 ¶ 4), and identified the type of documents Ms. Purnell described (Ex. SDP34A at 12-36) as exhibits that were introduced at the disciplinary hearing (Ex. SDP34A at 3 ¶ 11.b-i), not as part of a packet that was provided in advance.

238. Moreover, the only documents provided to the CSO were the hearing notices (without attachments) and the expulsion packets that were submitted to the Charter Board for its consideration of a student's expulsion. (Tr. vol. 6 at 1077:20-1079:7; Tr. vol. 7 at 1336:15-23, 1337:4-1338:1.)

Special Education

239. In the "Special Education" category, SLACS was found to be out of compliance with the "Child Find Notice" standard in the 2019 and 2020 ACEs because its website contained an inactive link to its child find notice, which prevented anyone from viewing or downloading it. Charter schools are required to provide the child find notice on their websites under Chapter 711. (Ex. SDP13 at 9; Tr. vol. 6 at 928:12-929:24.)

240. Ms. Purnell testified that she took steps to correct the child find issue by working with SLACS's webmaster to verify that the link was broken and repair it. SLACS's repaired the

issue prior to the CSO's review in the final year of the charter term, which is why the finding did not recur in the 2021 ACE. (Tr. vol. 7 at 1227:1-23.)

241. At the hearing, Ms. Purnell testified that the child find link was not working during the 2018-19 school year and did not dispute the finding in the 2019 ACE, but said that she did dispute the finding in the 2020 ACE because the link was working when she tried it before the 2020-21 school year began. (Tr. vol. 7 at 1406:11-1407:24.) However, this testimony sems to have mistakenly confused the 2018-19 and 2019-20 school years with the 2019-20 and 2020-21 school years covered by the 2019 and 2020 ACEs. (Ex. SDP11, SDP12.)

242. SLACS did not dispute the noncompliant findings during the preview window for the 2019 ACE or the 2020 ACE. (Tr. vol. 5 at 930:1-22.)

243. During the hearing, SLACS introduced information about a PDE Bureau of Special Education ("BSE") review that was conducted during the 2017 Charter term. (Tr. vol. 7 at 1242:2-21.) The BSE report was issued before the ACE-R, but SLACS had until July 14, 2022 to address the areas of noncompliance identified by BSE, so the ACE-R's rating for the "BSE Findings" standard was "TBD" (to be determined). (Ex. SDP13 at 10.)

244. On July 14, 2021, BSE issued a Charter School Corrective Action Verification/Compliance and Improvement Plan ("BSE Plan") for SLACS based upon a site visit conducted on December 7, 2020, during which BSE reviewed a sampling of ten special education files. (Ex. J4 at 2 ¶ 5; Ex. SDP92.)

245. This BSE Plan included "out of compliance" findings related to SLACS's Child Find annual public notice requirements, and various findings related to evaluations not being timely conducted, notices not being properly or timely given, IEPs not being completed within timelines, Notice of Recommended Educational Placements ("NOREPs") not being in files and

documents lacking required signatures of participants including parents. (Ex. SDP92 at 1, 10-15, 27, 28.)

246. SLACS was required to implement corrective actions for all of the non-compliant items identified in the BSE Plan by July 14, 2022. (Ex. J4 at 2 ¶ 5.)

247. This BSE Plan is what the ACE-R described in its comments regarding the "BSE Findings" standard. (Ex. J4 at 2 ¶ 6.)

248. The BSE subsequently issued a closeout letter dated October 24, 2022, confirming that the noncompliance cited in the BSE Plan had been corrected. (Ex. JE 4 at 2 ¶ 7; Ex. CS32.)

English Learners

249. In the "English Learners" category, SLACS was found to be out of compliance with the "ESL Policy" standard in the 2021 ACE-R, the "EL Timely Evaluation" standard in the 2019 and the 2021 ACEs, and the "ESL Access" standard in the 2019 ACE. (Ex. SDP13 at 11.)

250. PDE's Basic Education Circular entitled "Educating English Language Learners (ELL)" dated July 1, 2017 ("ELL BEC"), states in pertinent part:

> The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students who are English learners (ELs). The information included should be used in designing, staffing, and evaluating effective programs for ELs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the Every Student Succeeds Act (ESSA), and regulations and caselaw under those statutes.

(Ex. SDP25 at 1.)

251. In a section titled Language Instruction Educational Program ("LIEP"), the ELL BEC further states: "LEAs are required to thoughtfully and deliberately plan, resource, and evaluate their LIEP. The plan and evaluation results must be made available to all staff working with ELs as well as parents of ELs." (Ex. SDP25 at 3.)

252. Compliance with these LIEP requirements is included within the CSO's "ESL Policy" standard. (Tr. vol. 6 at 1072:8-1073:8.)

253. The "ESL Policy" standard also assesses compliance with other aspects of the ELL BEC, including processes and timeline for identifying students, processes for notifying families, exit reclassification criteria, and program models that are appropriate for providing English as a Second Language services. (Tr. vol. 5 at 900:14-23.)

254. SLACS was rated noncompliant with the "ESL Policy" standard in the 2021 ACE because its ESL policy during the 2021-22 school year did not include a description of the planning process for redesignating former EL students as active EL students if there were persistent language acquisition needs, as required by the ELL BEC. (Ex. SDP19; Tr. vol. 5 at 902:8-904:19.)

255. SLACS did not submit a revised ESL policy to the CSO for review until after the preview window had closed, and the revised policy it submitted then still did not meet the criteria for the ESL Policy standard, because it did not include proper review of a home language survey, use of an appropriate screener, and eligibility scores for EL identification and placement. (Ex. SDP21, SDP22; Tr. vol. 5 at 904:24-907:19.)

256. SLACS was rated noncompliant with the "EL Timely Evaluation" standard in the 2019 ACE and 2021 ACE-R because the 2019 ACE found that SLACS had not identified 1 of its 21 EL students, and the 2021 ACE found that SLACS had not identified 1 of its 11 EL students, within the first 30 days of the school year. (Ex. SDP13 at 11, SDP23, SDP24; Tr. vol. 5 at 908:1-911:20, 913:10-914:1.)

257. This was an important deficiency, because "[t]imely evaluation is critical to ensure that students are receiving services that are necessary and outlined in the Basic Education Circular,

particularly for any students who are identified as having limited English proficiency." (Tr. vol. 5 at 911:14-20.)

258. If one of the students who was not timely evaluated had attendance issues that precluded timely evaluation, SLACS could have provided that information to the CSO. (Tr. vol. 6 at 1073:17-1074:2.)

259. SLACS was also rated noncompliant with the "ESL ACCESS" standard in the 2019 ACE because SLACS had not administered the ACCESS assessment to 2 of its 21 EL students. (Ex. SDP13 at 11, SDP23; Tr. vol. 5 at 911:21-913:9.)

260. Three parents refused to allow their children to take the ACCESS assessment in the 2020-21 school year while SLACS was providing virtual instruction, so SLACS did not administer it to 3 of its 11 EL students that year, but the CSO did not rate any charter school for ESL ACCESS compliance in 2021. (Ex. SDP13 at 11; Tr. vol. 5 at 914:2-915:17; Tr. vol. 6 at 1003:11-19, 1090:14-1091:1.)

261. Although Ms. Purnell testified that SLACS took steps to remediate the various English Learner deficiencies in its ACEs, the only remediation that she discussed was participation since the 2019-20 school year in a Title III Consortium Memorandum of Understanding ("MOU") by the Delaware County Intermediate Unit ("DCIU") for best practices, professional development, adult ESL programs, parent workshops, summer programs for students, consultation services and having a staff member who provides coordination for EL services. (Ex. CS27; Tr. vol. 7 at 1238:7-1242:1.)

262. Notwithstanding the relationship with DCIU, Ms. Purnell agreed that it remains SLACS's responsibility to identify and place EL students, annually assess them and maintain compliant and effective LIEP for them. It is not DCIU's responsibility under the Title III MOU to

undertake those responsibilities on behalf of SLACS, and DCIU did not prepare SLACS's LIEP. (Ex. CS27; Tr. vol. 7 at 1413:1-1414:5.)

263. Ms. Purnell did not address or dispute the noncompliant findings for the ESL Policy, EL Timely Evaluation and ESL ACCESS standards in the ACE for any year. (Tr. *passim*.)

264. Ms. Rodriguez acknowledged that a point calculation error had incorrectly led to an overall rating for the English Learners Category of "Does Not Meet Standard" instead of "Approaches Standard," but explained that correcting that error would still result in the same overall rating of "Does Not Meet Standard" for the Organizational Compliance domain. (Tr. vol. 6 at 1021:6-14, 1076:11-22.)

Annual Reports

265. Charter schools are required to submit Annual Reports to PDE by August 1st for the preceding school year. (Tr. vol. 4 at 605:11-13.)

266. The Annual Reports provide an overview of financial information, employee certifications and additional information. (Tr. vol. 4 at 604:22-605:3, 606:3-8.)

267. The CSO reviews the timeliness of charter schools' Annual Reports and relies on the information they contain for the certification status of the school leader and special education personnel. (Tr. vol. 4 at 607:9-18, 611:10-14.)

268. The dates that SLACS submitted its Annual Reports to PDE for the 2017-18, 2018-19, 2019-20 and 2020-21 school years can be ascertained by the dates of the signed affirmations at the end of each report. (Ex. J1 at 3 ¶ 17; Ex. SDP36-SDP39.)

269. According to those affirmations:

a. SLACS 2017-18 Annual Report was submitted late, on August 7, 2018 (Ex. SDP36 at 26; Tr. vol. 7 at 1343:11-15);

b. SLACS 2018-19 Annual Report was submitted late, on August 5, 2019 (Ex. SDP37 at 24; Tr. vol. 7 at 1343:16-19);

c. SLACS 2019-20 Annual Report was submitted late, on November 16, 2020 (Ex. SDP38 at 34; Ex. CS84; Ex. J1 at 4 ¶ 23; Tr. vol. 7 at 1344:1-8);

d. SLACS 2020-21 Annual Report was submitted on time, on July 29, 2021. (Ex. SDP39 at 33); and

e. SLACS 2021-22 Annual Report was submitted on time, on August 1, 2022 (Ex. CS11 at 21.)

270. The last two Annual Reports were not submitted late because, in July 2021, SLACS contracted with a management services company to help it submit them on time. (Tr. vol. 7 at 1234:16-1235:6, 1411:4-8.)

Special Education Certifications

271. In their Annual Reports, charter schools state the number of their special education staff who are appropriately certified. (*E.g.*, Ex. SDP38 at 14.)

272. SLACS reported the following information regarding its special education professional staff during the 2017 Charter term:

School Year	Appropriately Certified	
	Teachers	Coordinator
2018-19	2 of 5 (40%)	1 of 1 (100%)
2019-20	2 of 5 (40%)	0 of 1 (0%)
2020-21	2 of 3 (67%)	0 of 1 (0%)
2021-22	4 of 4 (100%)	0 of 1 (0%)

(Ex. SDP37 at 12, SDP38 at 14, SDP39 at 6; Ex. CS11 at 3.)

273. According to SLACS 2021-22 Annual Report, which was submitted after Action Item No. 90 was approved, SLACS also employed 2 school nurses who were not appropriately certified. (Ex. CS11 at 3.)

274. SLACS did not offer any evidence to dispute this data. (Tr. *passim.*)

Enrollment Materials and Process

275. In the "Enrollment" " category, SLACS was found to be out of compliance with the "Enrollment Materials" standard in the 2018 ACE (for not differentiating between required and optional documents), the 2019 ACE (for not requiring proof of age or residency and not differentiating between requested and required documents) and the 2020 ACE (for not differentiating between required and requested items). (Ex. SDP13 at 12.)

276. As part of its annual evaluations, the CSO reviews each charter schools' enrollment packet, which is the set of documents that the school provides to families in order to confirm a student's enrollment. (Tr. vol. 3 at 383:4-10.)

277. PDE's Basic Education Circular entitled "Enrollment of Students" ("Enrollment BEC") guides the CSO's review of the enrollment materials to check their compliance with applicable legal requirements. (Tr. vol. 3 at 383:4-385:22; Ex. SDP30, SDP31.)

278. The Enrollment BEC requires documentation of the following categories of information before enrolling a child and allowing the child to attend school: (1) proof of the child's age; (2) immunizations required by law; (3) proof of residency; (4) parent registration statement; and (5) home language survey. (Ex. SDP30 at 1-2, SDP31 at 2-3.)

279. It also states that a school "may not request or require" a social security number. (Ex. SDP30 at 3, SDP31 at 6.)

280. Through a calendar of collections that the CSO produces with submission deadlines and information about what is due, the CSO instructs charter schools to provide "any and all documentation shared with families to confirm a student's enrollment." (Tr. vol. 3 at 393:18-394:9.)

281. Once the charter schools submit their enrollment materials, the CSO provides feedback and a preview window so they can see their tentative ratings and request any corrections before the ACE is finalized and published. (Tr. vol. 3 at 394:10-395:5.)

282. For the 2018 ACE, the CSO reviewed the enrollment packet SLACS provided to families during the 2018-19 school year for enrollment in the 2019-20 school year. (Tr. vol. 3 at 386:22-387:4; Ex. SDP26.) That enrollment packet included multiple documents that are not required for enrollment, including a charter school enrollment notification form, a sign-out sheet for student pickup, a records release request form, a parent consent form about walks to the park and library, a notice of directory information, a student information form, a media release form, an emergency contact form, a physical examination form, and a private dentist form. (Ex. SDP26; Tr. vol. 3 at 388:18-393:14.)

283. SLACS was found to be out of compliance with the Enrollment Materials standard in the 2018 ACE because its enrollment packet did not differentiate between what families were required to submit for enrollment, and the other requested documents. (Ex. SDP13 at 12; Tr. vol. 3 at 387:22-388:6.)

284. As Ms. Waller explained:

> The issue here is that there is no way to tell at what point in that [enrollment or admission] sequence or at what point in that cycle the school is requesting information from families. So you can imagine, it's important to have a media release or a permission slip to take walks, however, you cannot require that prior to confirming the enrollment of a student. It shouldn't be required of an applicant. And there's no way to tell in this packet what is required when.

(Tr. vol. 3 at 406:9-18.)

285. SLACS did not provide any feedback to the CSO to dispute this finding. (Tr. vol. 3 at 395:6-14.)

286. For the 2019 ACE, the CSO reviewed the enrollment packet SLACS provided to families during the 2019-20 school year for enrollment in the 2020-21 school year. That enrollment packet was similar to the packet SLACS used in the previous year. (Ex. SDP27; Tr. vol. 3 at 396:6-399:1.)

287. SLACS received its findings of noncompliance with the Enrollment Materials standard in the 2018 ACE before submitting its enrollment packet to the CSO for the 2019 ACE. (Tr. vol. 3 at 397:20-398:2.)

288. Nevertheless, SLACS was found to be out of compliance with the Enrollment Materials standard again in the 2019 ACE because SLACS's enrollment packet still did not differentiate between what families were required to submit for enrollment and the other requested documents. (Ex. SDP13 at 12.)

289. SLACS was also found to be out of compliance with the Enrollment Materials standard in the 2019 ACE because it did not require proof of age or residency. This was because the enrollment packet did not provide any information about what types of proof of age and proof of residence were required, other than inclusion of a form for the affidavit of residency. (Ex. SDP27.)

290. Once again, SLACS did not provide any feedback to the CSO to dispute these findings. (Tr. vol. 3 at 402:20-403:6.)

291. For the 2020 ACE, the CSO reviewed the enrollment packet SLACS provided to families during the 2020-21 school year for enrollment in the 2021-22 school year. That enrollment packet was similar to the packet SLACS used in the previous two years. (Ex. SDP28; Tr. vol. 3 at 403:21-404:19.)

292. SLACS received its findings of noncompliance with the Enrollment Materials standard in both the 2018 ACE and the 2019 ACE before submitting its enrollment packet to the CSO for the 2020 ACE. (Tr. vol. 3 at 404:20-405:8.)

293. Nevertheless, SLACS was found to be out of compliance with the Enrollment Materials standard again in the 2020 ACE because SLACS's enrollment packet still did not differentiate between what families were required to submit for enrollment and the other requested documents. (Ex. SDP13 at 12.)

294. Once again, SLACS did not provide any feedback to the CSO to dispute this finding. (Tr. vol. 3 at 407:11-17.)

295. At the hearing, Ms. Purnell testified that SLACS sent a letter to parents with the enrollment packet "instructing them to come to the school and telling them what things they need to bring with them and what forms they will be asked to complete when they arrive," but SLACS did not introduce such a letter as an exhibit and SLACS did not provide it to the CSO as part of its enrollment packet. (Tr. vol. 7 at 1229:21-5, 1230:19-20, 1410:6-17.)

296. When Ms. Waller was asked if she knew whether any of SLACS's enrollment packets were provided to parents with a cover letter or other information, she reiterated that the CSO asks charter schools to submit "everything they share with families" and "all communication and all documents provided to families," so if a letter with any additional instructions is not submitted to the CSO, the assumption is that such a letter was not sent to families. (Tr. vol. 3 at 441:1-14.)

297. SLACS was found to have complied with the Enrollment Materials standard in its 2021 ACE because it had corrected the deficiencies found in the 2018, 2019 and 2020 ACEs. (Tr. vol. 7 at 1228:2-10; Ex. SDP13 at 12.)

298. For the 2021 ACE-R, the CSO reviewed the enrollment packet SLACS provided to families during the 2021-22 school year for enrollment in the 2022-23 school year. (Ex. SDP13.)

299. The "Lottery and Waitlist Process" and "Enrollment Process" standards are additional parts of the Enrollment category that are evaluated only in the renewal year. (Ex. SDP13 at 12.)

300. The 2021 ACE-R found SLACS to be out of compliance with the Lottery and Waitlist Process standard, because SLACS conducted separate enrollment lotteries by gender, which is not permitted by its 2017 Charter (*Id*.)

301. The 2021 ACE-R also found SLACS to be out of compliance with the Enrollment Process standard, because out of 20 student files reviewed, 6 were missing a parent registration statement and 3 included a prohibited item. (*Id*.)

302. The Lottery and Wait List Process standard was added to the Enrollment category sometime after SLACS's 2016 ACE-R and was only evaluated at renewal, so it was evaluated for the first time in SLACS's 2021 ACE-R. (Tr. vol. 2 at 330:15-19; Tr. vol. 3 at 408:22-24, 454:11-14, 457:4-17; Tr. vol. 7 at 1287:9-19; Ex. SDP2 at 18.)

303. The CSO evaluates compliance with this standard by determining whether the charter school's lottery implementation matches any enrollment preferences articulated in its charter agreement. (Tr. vol. 3 at 411:7-18.)

304. SLACS's lottery results from the spring of 2021 for the 2021-22 school year were broken down by grade and gender, so Ms. Waller asked why and Ms. Purnell explained that SLACS conducted two separate lotteries, one for each gender. This was problematic, because the 2017 Charter did not allow SLACS to conduct its lottery that way. (Tr. vol. 3 at 407:24-408:17, 412:13-417:24, 420:5-17; Ex. SDP32; Ex. CS1.)

305. None of the CSO's previous Enrollment Policy reviews during the 2017 Charter term provided any indication that separate lotteries would be conducted for male and female students. (Tr. vol. 3 at 421:15-21.)

306. After the ACE-R found noncompliance with the Lottery and Wait List standard, SLACS took steps to revise its enrollment policy for the 2022-23 school year to include information about its dual lotteries and how applicants who identify as nonbinary or choose not to provide their gender would be assigned to one of the two separate lotteries. By the time of the hearing in this proceeding, the CSO had advised SLACS that those changes were not sufficient by sharing a noncompliant rating for the Enrollment Policy standard again during the preview window for the 2022 ACE. (Tr. vol. 3 at 421:22-422:23, 424:8-425:7.)

307. The 2017 Charter states that SLACS "shall enroll students in accordance with Applicable Laws and may not exclude students based on . . . sex . . . ." (Ex. CS1 at 14 § VI.B.1.) It also does not contain any enrollment preferences. (*Id.*)

308. In addition, SLACS's lottery and wait list processes also violate this non-discrimination policy in its bylaws: "the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of . . . gender . . . ." (Tr. vol. 3 at 427:11-15; Ex. CS14 at 1.)

309. The CSO evaluates the Enrollment Process standard by reviewing a random sample of 20 student files to see if the items required for enrollment (proof of age, proof of residency, immunization record, home language survey and parent registration statement) were received and are present in the files. (Tr. vol. 3 at 428:1-429:22.)

310. Of the 20 files SLACS provided, two were missing proof of age, one was missing proof of residency, three were missing immunization records, one was missing a home language

survey (and six other files had home language surveys that were blank or missing information), and six were missing parent registration statements. In addition, three contained copies of social security cards, which is a prohibited item. (Ex. SDP29; Tr. vol. 3 at 430:16-434:9.)

311. SLACS had the opportunity to provide any of the missing documentation, but provided. (Tr. vol. 3 at 437:13-438:17.)

Financial, Enrollment and Special Education Records

312. As part of the renewal review process, staff members of the School District's Office of Auditing Services ("OAS") also review certain financial, enrollment and special education records. (Ex. J1 at 5-6 ¶ 32.)

313. OAS sends an engagement letter advising the charter school of the review, sends a list of the documents to be reviewed (including the general ledger and financial statements) and schedules a date and time for a visit to review requested documents at the charter school, including enrollment files and special education files. (Tr. vol. 3 at 466:20-468:7.)

314. OAS requested SLACS's general ledger and other documents on November 8, 2021, but SLACS did not provide them until January 12, 2022. (Ex. J1 at 6 ¶¶ 33-34; Ex. SDP81, SDP82.)

315. Mr. Rorer had sent an email to Mr. Allen on January 13, 2022 identifying a sample of 40 transactions in SLACS's general ledger for which he wanted to see supporting documentation at a site visit on January 24, 2022. Mr. Rorer selected the sample to review what SLACS was spending money on, whether the transactions were documented, whether there were any past due balances on the invoices, and whether the transactions were an appropriate use of public funds. (Ex. SDP82 at 1; Tr. vol. 3 at 475:6-476:20.)

316. One of the things Mr. Rorer looks for is past due balances or some other indication that a charter school does not pay its bills on time. (Tr. vol. 3 at 482:19-483:4.)

317. As a certified auditor and fraud examiner, Mr. Rorer expects all charter schools to maintain records of transactions and documentation of purchases. The documentation should either be maintained on-site at the charter school or, if maintained at a third-party location, the charter school should be able to access the documentation to provide it to Mr. Rorer. In this case, SLACS had 11-days' notice of the disbursement documentation that Mr. Rorer intended to review while on-site. (Tr. vol. 3 at 501:12-503:11.)

318. Mr. Rorer conducted his site visit at SLACS on January 24 and 25, 2022. (Tr. vol. 3 at 465:10-466:2, 475:6-18; Ex. J1 at 5-6 ¶ 32.)

319. During his site visit, Mr. Rorer reviewed the supporting documentation that Mr. Allen provided for some of the identified disbursements, worked on enrollment testing, reviewed student files, and reviewed a selection of special education files with SLACS's director of special education, Dr. Bernard Jones. (Tr. vol. 3 at 477:20-478:4.)

320. Mr. Rorer conducted the disbursement testing in Mr. Allen's office, with Mr. Allen present the entire time. Mr. Rorer spoke with Mr. Allen about the documentation that was or was not provided as the records were reviewed. Mr. Allen referred to a printed copy of the disbursements spreadsheet and looked for the missing documentation while Mr. Rorer was there, but no documentation was found for 17 of the 40 transactions. (Tr. vol. 3 at 478:5-18, 479:24-481:5.)

321. Mr. Rorer updated his disbursements spreadsheet with notes of what was and was not provided during the site visit. (Tr. vol. 3 at 481:12-24; Ex. SDP86.)

322. On January 26, 2022, Mr. Rorer sent an email to Mr. Allen with a summary of his enrollment testing and financial review. (Ex. J1 at 6 ¶¶ 35, 38; Ex. SDP79, SDP85.)

323. Mr. Rorer had reviewed enrollment records and attendance data for 72 of the 702 students on SLACS's 2019-20 student list. He found that ten students billed to the School District were never enrolled at SLACS or were billed with incorrect withdrawal dates. The summary he provided identified those students and their corresponding discrepancies. (Ex. J1 at 6 ¶ 35; Ex. SDP85.)

324. For the financial review, Mr. Rorer again informed Mr. Allen that 17 of the 40 transactions did not have supporting documentation. (Ex. SDP85.)

325. In preparation for the hearing, Ms. Purnell and Mr. Allen obtained documentation regarding the 17 transactions by asking vendors to reissue their invoices or searching for the documentation in other SLACS records. (Tr. vol. 7 at 1267:11-23, 1269:1-1271:24; Tr. vol. 8 at 1474:5-11, 1476:10-1482:5; Ex. CS98.)

326. However, Ms. Purnell acknowledged that SLACS was not able to provide supporting documentation for transactions during Mr. Rorer's site visit and took no steps to provide the missing documentation at any time during the rest of the 2021-22 school year. (Tr. vol. 8 at 1475:1-21.)

327. Moreover, several of the invoices obtained in preparation for the hearing reflect that SLACS's payments were overdue by several months, including invoices for curricular materials, professional development, and transportation of special education students. (Tr. vol. 8 at 1478:4-1481:6.)

328. In his special education file review, Mr. Rorer looked for each sampled students' IEP and NOREP to see if the dates in the IEP matched the dates for which SLACS was paid at the

special education rate and to look for the parents or guardians' signatures on those forms to ensure that they were involved in the process and agreed to the placement. (Tr. vol. 3 at 488:6-489:7.)

329. While on-site, Mr. Rorer told Dr. Jones if any documentation was missing or was being flagged so he could look for any additional documentation in SLACS's files while Mr. Rorer was still there. (Tr. vol. 3 at 490:10-491:5.)

330. On January 27, 2022, Mr. Rorer sent an email to Dr. Jones and Mr. Allen regarding the special education files with an accompanying spreadsheet. (Ex. J1 at 6 ¶ 36; Ex. SDP80.)

331. Mr. Rorer had reviewed 20 of SLACS's education files and found that 25% of them were missing an active IEP for a range of dates. As a result, Mr. Rorer concluded that the School District had overpaid SLACS by $42,115.07. (Tr. vol. 3 at 491:19-494:4; Ex. SDP80.)

332. SLACS has never provided any additional paperwork for the special education students whose files Mr. Rorer reviewed, and did not introduce any evidence at the hearing to dispute his findings regarding those students. (Tr. vol. 3 at 494:5-13.)

333. Because Mr. Rorer only reviewed the files for 20 of SLACS's 96 special education students, overpayments might also have been made for some of the other 76 students whose files were not checked. (Tr. vol. 3 at 505:4-7.)

334. The School District deducted the $42,115 overpayment for special education students and an additional $30,580 overpayment for the enrollment errors from the amount otherwise due to SLACS in June 2022 for per-pupil payments. (Ex. CS97; Ex. J1 at 6 ¶ 37.)

Background Checks and Clearances

335. The CSO conducts a background and clearance check for charter school employees at renewal, by collecting documents for a sample of ten employees who worked for the school during the previous school year. The CSO reviews the information provided based upon the date

of hire provided by the school to check that each sampled employee had valid continuous checks and clearances in place. Each employee is reviewed to see if they have a PA criminal background check, Pennsylvania child abuse clearance, FBI background check, as well as an Act 168 form for all employees hired after December 31, 2014. Clearances must be updated every five years. SLACS was given an opportunity to provide any missing clearances based upon trackers supplied by the CSO during the renewal review process. (Tr. vol. 5 at 881:5-886:19, 891:21-892:2; Tr. vol. 6 at 1058:3-5, 1088:14-22; Ex. SDP40-SDP43.)

336. A summary of the CSO's final findings based upon a review of all SLACS submissions were memorialized in a spreadsheet. (Ex. SDP44.) Of the ten personnel files reviewed, the following documents were missing:

a. Four of the ten employees did not have a valid Pennsylvania criminal background check on file at all times during the Charter term based on their date of hire.

b. Three of the ten employees did not have a valid Pennsylvania child abuse history clearance on file at all times during the Charter term based on their date of hire.

c. Five of the ten employees did not have a valid FBI federal background check on file at all times during the Charter term based on their date of hire.

d. None of the eight employees hired on or after January 1, 2015 had Act 168 documentation in their files.

(Tr. vol. 5 at 887:14-890:5, 892:11-898:13; Tr. vol. 6 at 993:23-994:2, 1087:23-1088:3; Ex. SDP43.)

337. SLACS did not introduce any of the missing clearances or background checks during the nonrenewal proceedings or otherwise dispute the findings for this standard. (Tr. *passim.*)

Other School Health and Safety Issues

338. The CSO's ACE-R found SLACS to be out of compliance with the following standards in the Category of "Food, Health, and Safety":

a. "Food Safety" in the 2018 ACE due to food safety inspections being noncompliant;

b. "Health Services Policy" in the 2019 ACE due to the policy not including immunization requirements and not acknowledging responsibility to provide physical and dental exams;

c. "Emergency Preparedness" in the 2021 ACE due to having six violations with respect to evacuation drills and three violations with respect to fire suppressions systems; and

d. "Water Quality" in the 2019 ACE due to not posting evidence of water testing to SLACS's website as of the time of the CSO's review.[10]

(Ex. SDP13 at 15.)

339. The CSO reviews the official Food Facility Evaluation Reports from the Philadelphia Department of Health's website with respect to the Food Safety standard. In the 2017-18 school year, SLACS had three noncompliant food safety inspections. (Tr. vol. 4 at 623:10-627:10; Ex. SDP44.)

340. For the Health Services Policy standard, SLACS was found not to be compliant because its student health services policy did not always clearly outline all required student health, dental and vision screenings and include provisions on immunization requirements or SLACS's

[10] The Pennsylvania Board of Health requires schools to upload results of water quality testing and make them publicly available on the school's website. (Tr. vol. 4 at 632:3-12.)

responsibility to provide physical and dental examinations. (SDP13 at 15; Tr. vol 7 at 41257:4-1258:7.)

341. For the Emergency Preparedness standard, SLACS was found not to be compliant based upon an official report from the City of Philadelphia's Department of Licenses & Inspections ("L&I"), which found multiple Fire Code violations at both the Paschall Avenue school and the Woodland Avenue school on August 20, 2020. (Tr. vol. 4 at 627:18-630:24; Ex. SDP46, SDP47.)

342. At the hearing, Ms. Purnell did not dispute the findings that SLACS failed to comply with the Food Safety and Emergency Preparedness findings.

343. Ms. Purnell also did not dispute the findings that SLACS failed to comply with the Health Services Policy and Water Quality standards during the 2018-19 school year. (Tr. vol. 7 at 1257:4-1259:2, 1259:14-1260:9; Tr. vol. 8 at 1429:1-8.)

Charter Board Governance

344. Within the category of "Board Governance," the CSO's ACE-R found SLACS to be out of compliance during the charter term with the following standards:

a. The "Sunshine Act" standard as previously noted in the 2019 ACE, because the Charter Board's minutes failed to identify citizens who appeared before the Charter Board and the subject of their testimony, and for a noncompliant executive session;

b. The "Board Oversight" standard as previously noted in the 2018 ACE, the 2020 ACE and the 2021 ACE, because the Charter Board's minutes failed to specify votes on the budget and/or personnel salaries;

c. The "Board Accessibility" standard as previously noted in the 2021 ACE because SLACS's website failed to mention an opportunity for public comment; and

d. The "Statements of Financial Interest" standard as previously noted in the 2018 ACE, the 2019 ACE and the 2020 ACE, because SOFIs were not provided for board members and/or school leaders, or were improperly completed.

(Ex. SDP13 at 16, SDP49-SDP53.)

345. During the 2017-18 school year, the Charter Board's minutes failed to disclose the names of members of the public who spoke at the meetings and the nature of their comments on the following meeting dates: September 8 and October 9, 2018, and January 8, February 9 and April 13, 2019. (Tr. vol. 5 at 944:17-945:23; Tr. vol. 7 at 1344:15-1348:14; Ex. SDP50 at 1-2.)

346. During the same school year, the Charter Board's minutes failed to specify the purpose of executive sessions held on December 8, 2018, January 8, 2019, and June 8, 2019. (Tr. vol. 5 at 941:24-944:9; Ex. SDP50 at 1-2.)

347. This also failed to comply with SLACS's bylaws, which provide as follows:

> Section 13. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive sessions must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified by Sunshine Law of the State of Pennsylvania, as may be amended from time to time.

(Ex. CS14 at 5.)

348. SLACS's bylaws also provide the Charter Board with the powers to hire, evaluate, and terminate employees, adopt an annual budget, and approve the compensation of all employees of the School." (Ex. CS14 at 2-3.)

349. School budgets are required to be adopted by June 30th each year, before the new school year begins on July 1st. (Tr. vol. 5 at 933:6-10.)

350. SLACS's Charter Board minutes do not reflect adoption of a budget by June 30th for any of the 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21 school years. (Ex. SDP49-SDP52.)

351. During the 2019-20 and 2020-21 school years, the Charter Board's minutes also do not reflect approval of personnel compensation, except for one promotion in August 2019. (Tr. vol. 5 at 953:7-16; Ex. SDP13 at 16, SDP51, SDP52.)

352. The Charter Board's minutes during the 2021-22 school year also reflect proxy voting on behalf of absent members at meetings on March 12 and April 9, 2022, which Ms. Purnell testified "has been a practice of SLACS Leadership's Board." (Tr. vol. 8 at 1432:20-1434:24, 1505:1-1506:14; Ex. SDP53 at 16, 18.)

353. SLACS was rated as noncompliant for the "Board Accessibility" standard in the 2021 ACE, because its website did not explain how public comment could be provided at the Charter Board's meetings. The CSO expects charter schools to provide the general process for how someone can get in contact and register to speak at a public board meeting. (Tr. vol. 5 at 956:21-957:15.)

354. Statements of Financial Interest ("SOFI") are required to be filed annually by May 1st for the previous calendar year. The CSO reviewed compliance with this requirement annually during the 2017 Charter term and reported its findings in SLACS's ACEs. (Tr. vol. 5 at 960:10-961:9; Ex. SDP13 at 16.)

355. The following SOFIs were missing or improperly completed during the Charter term:

a. For 2017, SOFIs were not provided by four Charter Board members and the school leader, four other SOFIs were incomplete, and one other SOFI was illegible;

b. For 2018, four SOFI were incomplete and one of those was not provided by May 1, 2019;

c. For 2019, one SOFI was not provided, and seven were not completed by May 1, 2020.

(Tr. vol. 5 at 967:8-973:3; Ex. SDP13 at 16, SDP54-SDP56.)

356. SLACS did not dispute that the missing SOFIs were not provided and did not produce any of them at the hearing.

Renewal Conditions

357. SLACS was required to comply with the Conditions for Renewal in its 2017 Charter. (Tr. vol. 2 at 349:13-21.)

358. The CSO's ACE-R also found that SLACS had not complied with two of the four renewal conditions in its 2017 Charter:

a. SLACS failed to comply with the first condition because it had noncompliant findings for two or more consecutive years during the term of the 2017 Charter in the category of Board Governance, regarding the for SOFI and Board Oversight standards.; and

b. SLACS failed to comply with the fourth condition because it failed to remove a convicted felon from its Charter Board.

(Tr. vol. 5 at 870:11-872:12; Ex. SDP13 at 28; SDP57.)

359. On June 1, 2015, Ronald Waters pleaded guilty in Dauphin County Pennsylvania to eight felony counts of Accepting Improper Influence. (Ex. SDP57.)

360. In the 2017 Charter, SLACS agreed to remove Mr. Waters from its Charter Board as a condition of the renewal, but then allowed him to continue to serve on the board and vote on

important matters throughout the charter term until he finally resigned on March 30, 2022, while the CSO was conducting its renewal evaluation. (Tr. vol. 5 at 877:21-878:1; Ex. SDP49-SDP53, SDP58.)

361. Ten days later, SLACS's Charter Board honored Mr. Waters with the title "Board of Trustees Member Emeritus for his numerous contributions to SLACS." (Ex. SDP53 at 20.)

Financial Health and Sustainability

Financial Health and Fiscal Management

362. The CSO's ACEs also evaluate a charter school's short-term and long-term financial health, and the school's fiscal management to determine whether the school is being fiscally responsible, staying within the requirements set forth in State law, and adhering to generally accepted standards of fiscal management and accounting practices. (Tr. vol. 5 at 715:20-716:18.)

363. Generally accepted standards of fiscal management are used to ensure that an entity is operating in a fiscally responsible manner. Mr. Hanser has become familiar with these standards through his education, through reviewing the Charter School Law ("CSL"), the Framework, and other third party-entities that evaluate charter schools or non-profit organizations. In addition, the Governmental Accountability Standards Board ("GASB") sets standards for determining what are generally accepted accounting practices for governmental entities and charter schools. (Tr. vol. 5 at 717:2-718:9.)

364. In its ACEs, the CSO evaluates the financial health of charter schools based upon seven standards for short-term and long-term health, and on various fiscal management components. The financial metrics reported are standard financial health metrics used by industry, the nonprofit sector and other charter school authorizers. The metrics are also recommended by

the National Association of Charter School Authorizers ("NACSA"), an organization that supports charter school authorizers nationally. (Tr. vol. 5 at 718:10-719:5, 721:22-723:4.)

365. The CSO uses the charter school's audited financial statements as its source for the values used in its calculation of the metrics it evaluates.[11] (Tr. vol. 5 at 723:5-11.)

366. The short-term financial health metrics reviewed by the CSO are average days of cash on hand, total margin and current ratio. (Ex. SDP13 at 17.)

a. Average days of cash on hand is "the number of days a school could operate without receiving additional money." Having less than 30 days of cash on hand does not meet this standard. (Ex. SDP13 at 17, 26.)

b. Total margin is the percentage of the school's total annual revenue that it did not spend. A total margin of at least 0% meets this standard and a total margin of less than -10% does not meet the standard. (Ex. SDP13 at 17, 26.)

c. Current ratio is the ratio of short-term assets to long-term liabilities, which measures whether a school has enough resources to pay its debts and obligations over the next year. Current ratios of at least 1.1 meets the standard, and ratios of less than 1 do not meet the standard. (Ex. SDP13 at 17, 26.)

367. The long-term financial health metrics are net position, non-restricted fund balance, debt ratio, and debt service coverage ratio. (Ex. SDP13 at 18, 26.)

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[11] SLACS's audited financial statements were admitted into evidence by agreement. (Ex. J1 at 7 ¶ 39, J2 at 2 ¶ 6; Ex. SDP59-SDP62; Ex. CS107.) An initial version of SLACS's audited financial statement for fiscal year 2022 was published on November 1, 2022, but a reissued version (Ex. CS107) was posted on January 3, 2023. (Ex. J1 at 7 ¶ 40, J2 at 2 ¶ 6.) SLACS's IRS-990s for fiscal years 2018, 2019 and 2020 were also admitted by agreement. (Ex. J1 at 7 ¶ 41; Ex. SDP63, SDP64, SDP65.)

a. Net position measures how much a school is worth as a percentage of its annual revenue, calculated as net position divided by total revenue. A net position of at least 16.66% meets the standard and a net position of less than 0% does not meet the standard. (Ex. SDP13 at 18, 26.)

b. Non-restricted fund balance measures how much a school is worth as a percentage of its total annual revenue, after removing certain items such as property, equipment and long-term debt, calculated as total non-restricted fund balance divided by total revenue. A value of at least 16.66% meets the standard and a value of less than 0% does not meet the standard. (Ex. SDP13 at 18, 26.)

c. Debt ratio is the percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets. A debt ratio of 0.85 meets the standard and a debt ratio of 0.92 does not meet the standard. (Ex. SDP13 at 18, 26.)

d. Debt service coverage ratio (DSCR) measures whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest and lease payments. A debt service coverage ratio of 1.1 meets the standard and a ratio of 1.0 does not meet the standard. (Ex. SDP13 at 18, 26.)

368. In its ACE-R, the CSO concluded that SLACS did not meet the standard for Financial Health based upon its short-term and long-term metrics. (Ex. SDP13 at 17.)

369. SLACS's audit for fiscal year 2021 was restated in its audit for fiscal year 2022, but the adjustments made would not have changed the overall rating of "Does Not Meet Standard" for financial health in the ACE-R. (Tr. vol. 5 at 787:20-788:1.)

370. SLACS's audited financial statements for fiscal year 2022 were originally issued on October 26, 2022. (Ex. SDP72 at 5.) However, they were reissued on December 30, 2022, and the reissued version was posted on the EMMA website on January 3, 2023. (Ex. JE2 at 2 ¶ 6; Ex. CS107.) SLACS's witnesses at the hearing did not provide any explanation for why the original financial statements for fiscal year 2022 contained incorrect figures and needed to be reissued.

371. In preparation for the hearing, Mr. Hanser reviewed the reissued financial statements for fiscal year 2022 and calculated that the revised numbers would have changed SLACS ratings for total margin, net position, fund balance and debt ratio from "Does Not Meet Standard" to "Approaches Standard," but the rating for current ratio would still be "Does Not Meet Standard." (Tr. vol. 5 at 807:2-808:3; Ex. SDP91.)

372. The following table shows SLACS's short-term metric results during the 2017 Charter term with figures in red reflecting metrics below the applicable standards:

Fiscal Year	Total Margin (% of Revenue)	Current Ratio	Average Days Cash on Hand
2018	-1.20%	1.33	56
2019	-9.20%	0.31	2
2020	-3.98%	0.52	18
2021 (restated)	9.97%	0.77	44
2022 (original)	-7.03%	0.66	60
2022 (reissued)	0.86%	0.88	60

(Ex. SDP13 at 17; Ex. SDP91.)

373. The following table shows SLACS's long-term metric results during the 2017 Charter term with figures in red reflecting metrics below the applicable standards:

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio
2018	29.0%	3.6%	0.85	0.35
2019	11.0%	-12.2%	0.91	0.35
2020	6.4%	-12.9%	0.95	0.99
2021 (restated)	15.7%	1.03%	0.88	1.56

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio
2022 (original)	7.52%	-6.69%	0.94	Not calculated[12]
2022 (reissued)	14.31%	1.34%	0.87	Not calculated

(Ex. SDP13 at 18; Ex. SDP91.)

374. The unassigned fund balances reported in SLACS's audited financial statements are as follows, with figures in red reflecting deficit positions:

Fiscal Year	Fund Balance
2018	$245,074
2019	-$1,184,141
2020	-$1,325,019
2021	$119,568
2022 (original)	-$833,576
2022 (reissued)	$180,568

(Ex. SDP59-SDP62, 72; Ex. CS107.)

375. When an unassigned fund balance is in a negative or deficit position, it means that the charter school does not have reserves to draw from to cover any other costs and it owes more money than it has. (Tr. vol. 5 at 756:2-9.)

376. In fiscal year 2018, SLACS acquired the Whitby site land for $4.6 million and incurred additional preconstruction costs. (Tr. vol. 5 at 750:4-10; Ex. SDP59 at 8.)

377. For each fiscal year, SLACS's audited financial statements report its long-term debt, including the remaining amount owed for the 2017 Bonds, and the rent expense that SLACS incurred. (*E.g.*, Ex. CS107 at 24-27.)

378. In both fiscal year 2019 and fiscal year 2020, SLACS failed to comply with covenants in the debt agreement associated with the 2017 Bonds that required SLACS to maintain a debt service coverage ratio of 1.1, an unrestricted cash balance equal to at least 5% of its

[12] The financial statements for fiscal year 2022 did not include the information needed for Mr. Hanser to calculate the DSCR for that year. (Tr. vol. 5 at 796:22-797:16.)

operating expenses, and at least 45 days of cash on hand at the end of the fiscal year. (Ex. SDP60 at 23, SDP61 at 24-25.)

379. SLACS's auditors reported that these failures to comply with covenants were Events of Default and noted that, "Upon the occurrence of any Event of Default, the remainder loan payments payable under the agreement may be immediately due and payable. In addition, the School's facilities may be subject to a forced sale or foreclosure under the mortgage on the facilities." (Ex. SDP61 at 24.)

380. In fiscal year 2019, SLACS "was advanced $490,000 by its business management firm to support immediate cash needs resulting from the operational loss." (Ex. SDP60 at 20 n.7.) Assuming no other changes, SLACS's fiscal year 2019 cash balance would have been a deficit without this cash advance. (Tr. vol. 5 at 751:23-752:9.)

381. In fiscal year 2020, SLACS received a loan of $936,400 from the federal Payment Protection Program ("PPP") related to the pandemic, which also increased SLACS's cash on hand in fiscal year 2020. (Tr. vol. 5 at 760:3-9; Ex. SDP61 at 8, 21.) The PPP loan was reported as a liability in fiscal years 2020 and 2021, but it was forgiven in fiscal year 2022, so it was reported as revenue in the fiscal year 2022 audits (original and reissued). (Tr. vol. 5 at 774:22-775:2, 830:5-24; Ex. SDP72 at 6, 7; Ex. CS107 at 7.) The forgiven PPP loan was a one-time revenue source that would not be available in subsequent years. (Tr. vol. 5 at 788:10-15.)

382. In fiscal year 2020, SLACS's business manager advanced an additional $600,000 to support SLACS's cash needs resulting from operational losses, which SLACS was supposed to reimburse with monthly payments of $50,000 from September 1, 2020 to August 31, 2021. This additional cash advance also improved SLACS's cash position and amount of cash on hand. (Ex. SDP61 at 21; Tr. vol. 5 at 759:1-7.)

383. SLACS did not pay the $600,000 cash advance back on the payment schedule reported in its fiscal year 2020 financial statement. At the end of fiscal year 2021, the balance on the cash advance remained at $200,000, which was $100,000 more than it would have been if SLACS made its payments as scheduled. (Ex. SDP62 at 22 n.8; Tr. vol. 5 at 771:6-773:2.)

384. Receiving a cash advance to cover cash needs resulting from an operational loss is a fundamentally different circumstance than, for example, a charter school obtaining a line of credit to protect itself against risk associated with delays in payment from funding sources. SLACS did not present any evidence of delays in payment from local school districts or of state or federal funding sources during fiscal year 2019 or fiscal year 2020. (Tr. *passim*.) SLACS was also paid in full for its enrolled students by the School District during the pandemic. (Tr. vol. 5 at 761:17-762:5.)

385. In addition to payments for the 2017 Bonds, SLACS also incurs rent expenses for two facilities. In fiscal years 2019 and 2020, for example, SLACS's rental expense was more than $800,000 per year. (Ex. SDP60 at 20, SDP61 at 21.)

386. The debt service coverage ratio (DSCR) required by the 2017 Bonds is calculated differently than the DSCR evaluated by the CSO. Mr. Hanser explained that loan or financing agreements look at the organization's total debt service and its obligations on the short term within the next year. In contrast, the CSO also considers the charter school's rent obligations for its facilities, because if a charter school is unable to pay its rent, a default could result in an eviction, rendering the charter school incapable of operating. (Tr. vol. 5 at 732:3-733:18.)

387. Beginning in fiscal year 2021, SLACS received additional federal funding under the Elementary and Secondary School Emergency Relief Fund ("ESSER funds"), which was awarded to public schools as a result of the COVID pandemic. ESSER funds are not recurrent

funding sources and must be used within a finite period of availability, with the deadline dependent on the funding source. (Tr. vol. 5 at 765:5-23.)

388. SLACS's financial statements included a Schedule of Expenditures of Federal and State Awards that reported the amounts of ESSER funds awarded to SLACS, the period of availability of those funds, and the amounts it recognized in fiscal years 2021 and 2022. (Ex. SDP62 at 30; Ex. CS107 at 31.) The grant period ending date for the last ESSER awarded funds is September 30, 2024. (Ex. CS107 at 31.)

389. According to SLACS's reissued financial statements, its revenue from federal funding increased by $1,820,577 in fiscal year 2022. (Ex. CS107 at 14.)

390. The reissued financial statements for fiscal year 2022 did not provide any explanation for the significant difference in the way ESSER funds were reported in the original financial statements for fiscal year 2022. (Tr. vol. 5 at 808:9-19.)

391. As SLACS's enrollment declines, its funding from school districts for students who reside in them also declines. For fiscal year 2022, SLACS budgeted for $12,029,313 but only received $9,041,673 in such local educational agency assistance revenue (approximately $3 million less than anticipated). (Ex. CS107 at 29.)

392. In Pennsylvania, a school year begins on July 1 and ends on June 30. If a public school entity does not adopt a budget by June 30 for the subsequent school year, the school is not permitted to expend any funds between July 1 and the date on which the budget is ultimately adopted. (Tr. vol. 5 at 811:16-813:4.)

393. SLACS's Charter Board did not adopt its budget for the 2022-23 school year until July 9, 2022. (Tr. vol. 5 at 809:24-810:14; Ex. SDP73 at 1.)

394. For the 2022-23 school year, SLACS's budget relied on enrollment of approximately 872 students, but its actual enrollment was only 585 students as of February 6, 2023. (Tr. vol. 7 at 1359:14-22; Ex. J5 at 3 ¶ 8; Ex. SDP95.)

395. Ms. Purnell did not offer any testimony or explanation for (i) why SLACS would have budgeted to enroll 872 students in 2022-23 when only 714 students were enrolled as of October 1, 2021 (Ex. SDP84); and (ii) what steps SLACS has been taking during 2022-23 or would be taking to cut expenditures, staff and programs to make up for the revenue lost due to less enrollment than budgeted.

396. SLACS also did not present any evidence that the Charter Board had taken steps to amend the budget for fiscal year 2023.

397. Not only does the fiscal year 2023 general fund budget rely on enrollment revenue that will not be received, it also relies on an unassigned fund balance from fiscal year 2022 that does not exist. (Tr. vol. 5 at 814:6-816:7; Ex. SDP73 at 3.)

398. According to the reissued financial statements, SLACS's unassigned fund balance at the end of fiscal year 2022 was only $180,568, which is $1,814,800 less than the $1,995,368 that SLACS relied upon in its budget. (Ex. CS107 at 12; Ex. SDP73 at 3.)

399. SLACS did not present any evidence to explain how it plans to be a financially viable entity in light of its decreasing enrollment since the 2020-21 school year (prior to the adoption of Action Item No. 90); its continuing failure to date to meet the enrollment and revenue expectations in its Strategic Plan and its fiscal year 2023 budget; its continuing lease obligations for the existing two buildings and continuing debt obligations for the planned new building; and the history of negative fund balances and failure to meet bond covenant requirements before the

pandemic and reliance on one-time funding sources (PPP and ESSER Funds) in fiscal years 2021 and 2022. (Tr. *passim*.)

400. SLACS did not present any evidence that provides assurances that SLACS will be in a financial position to build the new facility promised in the Amendment Request and Restatement, which was the premise for approval of SLACS's acquisition of the Whitby Site and enrollment expansion from 472 to 1,032 students. (Tr. *passim*.)

Construction of the New Facility at the Whitby Site

401. Construction causes an entity's expenditures to increase. (Tr. vol. 5 at 817:10-19.)

402. Ms. Purnell testified on February 1, 2023 that SLACS had not begun construction of its new facility at the Whitby Site because it does not have the funds to do so. (Tr. vol. 7 at 1393:10-19.)

403. The Charter Board and Mr. Allen were responsible for securing bond financing for construction of the new facility. (Tr. vol. 7 at 1177:18-24.)

404. Ms. Purnell testified that the initial bond issuance was supposed to be for $40 million, but was actually more like $10 million, because:

> what the bondholders wanted to see was that we would be able to maintain the integrity of our program and grow our student body at the rate that we said that we would be able to, and that after that, we would then be able to enter into an additional bond issuance for the remaining amount of money that would be needed to complete the project.

(Tr. vol. 7 at 1393:20-1394:11.)

405. By the end of the 2017-18 school year, SLACS had purchased the land, razed the building that was on it then, and remediated the site for contamination to prepare for construction of the new building. (Tr. vol. 7 at 1395:13-24.)

406. No steps were taken during the 2018-19 school year to move forward with construction beyond making sure that SLACS continued to hold any needed permits, because SLACS did not have the money to move forward. (Tr. vol. 7 at 1396:1-8.)

407. Ms. Purnell did not know of any steps taken during the 2018-19 school year to obtain the money needed to move forward with the construction. (Tr. vol. 7 at 1396:9-11.)

408. Ms. Purnell also did not know of any steps taken during the 2019-20 school year to obtain the money needed to move forward with the construction. (Tr. vol. 7 at 1396:12-15.)

Bond Financing Challenges

409. During the 2020-21 school year, the bondholders required engagement of a management consultant to help bring SLACS back into compliance with the debt service coverage ratio requirements of the 2017 Bonds. (Tr. vol. 8 at 1445:9-1446:6.)

410. On July 1 2020, SLACS hired Redcross, Martin & Associates ("RMA") as its management consultant for that purpose. (Tr. vol. 8 at 1446:10-1447:11.)

411. RMA also replaced BoostEd. (Tr. vol. 8 at 1455:16-24.)

412. SLACS has been paying RMA $8,400 per month for accounting support since July 1, 2020, but the Charter Board's minutes do not reflect any action taken to hire RMA or to approve an agreement with RMA. (Tr. vol. 8 at 1447:12-1449:1; Ex. SDP51, SDP52.)

413. Starting in the 2020-21 school year, SLACS created a Strategic Plan and engaged National Capital Resources ("NCR"), Kutak Rock ("KR"), and Santilli & Thomson ("S&T") to help bring SLACS into compliance with its bond covenants. (Tr. vol. 7 at 1264:12-20, 1396:16-1397:11.)

414. NCR has been providing services to SLACS since the spring of 2021 to help SLACS work toward compliance with the bond covenants, to help SLACS secure additional bond

financing, and to obtain a credit rating from Standard & Poor's. (Tr. vol. 8 at 1457:8-1458:11, 1494:4-20.)

415. SLACS was paying NCR $10,000 per month initially and later changed to payment of an hourly rate. (Tr. vol. 8 at 1459:4-6.) The Charter Board's 2020-21 minutes do not reflect any action taken to hire NCR. (Ex. SDP52.)

416. Rodney Jones from NCR informed SLACS that it should hire someone to serve as borrower's counsel and recommended KR as one of the firms. (Tr. vol. 8 at 1450-17-1451:12.)

417. KR began performing work for SLACS in June 2021. (Tr. vol. 8 at 1449:4-17.) KR's engagement letter states that it was asked to serve as public finance counsel to SLACS "in connection with the undertaking by SLACS to achieve compliance with its various obligations under the documents relating to . . ." the 2017 Bonds. (Ex. CS31 at 1; Tr. vol. 7 at 1265:4-14.)

418. The Charter Board's 2020-21 minutes do not reflect any action taken to hire KR, nor has the Charter Board approved any invoices from or payments to KR. (Ex. CS52; Tr. vol. 8 at 1443:16-1444:21, 1450:8-11.)

419. SLACS entered into a 4-year consulting agreement with S&T effective February 1, 2022, to provide various accounting and financial reporting services, budget services, and management and planning support. (Ex. CS33 at 3.) SLACS agreed to pay S&T $60,000 in the first year, $62,400 in the second year, $64,895 in the third year, and $67,890 in the fourth year of the consulting agreement. (Ex. CS33 at 4.)

420. SLACS entered into the agreement with S&T because the bondholders did not approve of RMA and wanted a different finance firm to be part of the program. (Tr. vol. 8 at 1452:17-24.) Nevertheless, RMA continues to provide services to SLACS, including accounting support, correspondence with the bondholders, and supporting document submissions to EMMA.

Mr. Purnell did not know why SLACS continued to use RMA after hiring S&T. (Tr. vol. 8 at 1453:21-1454:1.)

421. Mr. Purnell does not know how much financing will be needed to construct the facility at the Whitby Site, but knows that "construction costs are probably significantly higher at this time" than the $30 million that was "based on construction estimates from several years ago." (Tr. vol. 7 at 1397:16-22.)

422. SLACS strategic plan relies on increased enrollment. (Tr. vol. 7 at 1397:23-1398:4.)

423. However, SLACS actual enrollment has been significantly less than the enrollment projected in its strategic plan:

School Year	Projected	Actual	Difference
2019-20	782	706	-76
2020-21	844	747	-97
2021-22	901	714	-187
2022-23	957	614	-343
2023-24	1,011	TBD	TBD
2024-25	1,076	TBD	TBD

(Ex. CS17 at 94; Ex. SDP84; Tr. vol. 7 at 1399:4-19.)

424. According to minutes of a Charter Board meeting on May 14, 2022, SLACS has been awarded a $2 million dollar grant from the Commonwealth of Pennsylvania through the Redevelopment Assistance Capital Program. (Tr. vol. 8 at 1303:20-1304:18; Ex. SDP53 at 22.) However, SLACS has not received those funds because they were awarded as a matching grant to supplement other expenditures if and when SLACS moves forward with the new construction. Moreover, Ms. Purnell could not recall whether there was any time limit on the availability of the grant funds. (Tr. vol. 7 at 1400:8-1401:7.)

425. SLACS has never obtained a credit rating through Standard & Poor's.[13] (Tr. vol. 8 at 1503:2-11.)

Renewal Report

426. The CSO provided drafts of its ACE-Rs to the charter schools in the 2021-22 renewal cohort in April 2022, with the ratings in all domains, and gave the schools a week to submit any feedback regarding the ratings. (Tr. vol. 5 at 849:6-22.)

427. SLACS received a draft of its ACE-R and no evidence of any feedback regarding the draft was presented at the hearing. (Ex. SDP78; Tr. vol. 5 at 859:5-860:2; Tr. *passim*.)

428. On May 12, 2022, the CSO issued its final ACE-R for SLACS. (Ex. SDP13; Ex. J1 at 7 ¶ 42.)

429. The ACE-R analyzed SLACS's performance in each of the three Framework domains of academic success, organizational compliance and viability, and financial health and sustainability, and also made findings regarding compliance with the conditions for renewal in SLACS's 2017 Charter. (Ex. SDP13.)

430. The ACE-R's rating for SLACS was "Does Not Meet Standard" in each of the three domains. (Ex. SDP13; Tr. vol. 1 at 122:13-19.)

431. Based upon Mr. Chao's ten years of experience working in the CSO, it is "unusual" for a charter school to receive a "Does Not Meet Standard" rating in all three domains. (Tr. vol. 1 at 122:20-24.)

[13] Prior to the 2021-22 school year, SLACS was focused on bringing its practices into compliance with the bond covenants and could not try to obtain a credit rating until that happened. Because SLACS charter term ended with the 2021-22 school year, SLACS's consultants wanted to wait until the renewal process was completed before trying to obtain the rating. (Tr. vol. 8 at 1503:21-1504:21.)

432. By email dated May 18, 2022, SLACS's Charter Board requested an in-person meeting with Mr. Chao to review the ACE-R. (Ex. J1 at 7 ¶ 43; Ex. SDP87.)

433. By email dated May 20, 2022, Mr. Chao responded that he would be happy to set up a meeting to discuss the report, and asked which areas of the evaluation the Charter Board would like to focus on, so the appropriate people from the CSO could be there to answer any questions. (Ex. J1 at 7 ¶ 43; Ex. SDP87.)

434. No meeting between the Charter Board and CSO staff members occurred in May of 2022. (Ex. J1 at 7 ¶ 44.)

435. On May 23, 2022, SLACS's ACE-R was posted on the CSO's public website. (Ex. J1 at 7 ¶ 45.)

Nonrenewal Notice

436. At a public meeting on May 26, 2022, Mr. Chao presented information to the Board regarding the CSO's evaluation of the 2021-22 renewal cohort, including SLACS. (Ex. J1 at 8 ¶ 46.)

437. The CSO had shared the ACE-Rs for the 2021-22 renewal cohort with the Board prior to the public meeting. (Tr. vol. 2 at 167:9-12, 303:13-16.)

438. The Board had also received the renewal cohort's ACEs for the previous years. (Tr. vol. 2 at 168:22-169:11.)

439. Although SLACS was rated "Does Not Meet Standard" in each of the three domains, Mr. Chao did not recommendation either nonrenewal or renewal, for the following reason:

> For the 21-22 renewal cohort, the [CSO] made a decision to not render an ultimate renewal recommendation for any school that was rated as Does Not Meet Standard in any one or multiple of the three domains of the framework.

> We made this decision because there is an ongoing investigation regarding potential bias in authorizing practices of the School District. And so while that investigation is ongoing, we made the decision to have the Board, the authorizer, direct the [CSO] on how to proceed with schools in this situation.

(Tr. vol. 2 at 136:11-137:9, 302:18-23.)

440. The investigation that Mr. Chao referenced commenced on or around December 1, 2021, which was after the Administrative Regulations had been revised in April 2021 and after the CSO made renewal recommendations for the 2020-21 cohort. (Tr. vol. 2 at 137:10-24; Ex. CS56.)

441. Mr. Chao recognized that the Administrative Regulations state that the CSO will make a recommendation to the Board. Instead of the usual renewal/nonrenewal recommendation however, Mr. Chao determined that while the investigation was pending, it would be more prudent for the CSO to recommend that the Board provide direction regarding the next steps it preferred for schools with a "Does Not Meet Standard" rating in any domain. (Tr. vol. 2 at 165:6-10.)

442. The Board is not bound by any recommendation the CSO makes regarding renewal or nonrenewal of a charter, because it is ultimately the Board that makes the decision to renew or not to renew. (Tr. vol. 2 at 164:6-10, 286:11-287:4.)

443. Mr. Chao presented information to the Board at its public meeting on May 26, 2022 regarding the CSO's evaluation of the charter schools in the 2021-22 renewal cohort, including findings from the ACE-R for SLACS. (Ex. J1 at 8 ¶ 46.)

444. After considering Mr. Chao presentation, the Board's President directed the CSO to draft a potential notice of nonrenewal for SLACS so the Board could consider it at a subsequent meeting. (Tr. vol. 2 at 138:1-21, 302:18-303:4.)

445. Accordingly, the CSO drafted such a notice. (Ex. SDP1.) No member of the Board was involved in drafting the notice. (Tr. vol. 2 at 138:6-16, 302:24-303:4.)

446. A meeting between the Charter Board and CSO staff members eventually occurred on June 8, 2022. (Ex. J1 at 7 ¶ 44.)

447. At that meeting, the ACE-R and some of its underlying findings were discussed, as well as some additional academic information and SLACS's frustrations with the renewal process. (Tr. vol. 1 at 124:7-21.)

448. At its public meeting on June 23, 2022, the Board considered the CSO's findings and adopted Action Item No. 90, instituting this nonrenewal proceeding against SLACS on the following grounds:

> 1. During the 2017-2018 school year, 13% of SLACS students scored proficient or advanced on the Math PSSA exam. During the 2018-2019 school year, 13% of SLACS students scored proficient or advanced on the Math PSSA exam. The percentage of students scoring proficient or advanced on the Math PSSA exam shall be known as the "Math PSSA proficiency rate".
>
> 2. SLACS's Math PSSA proficiency rates did not exceed the proficiency rate of a unique set of schools whose student demographics in rate of poverty, special education and English Learners are similar to SLACS ("Similar Schools") in the two years during the Charter term for which data is available, the 2017-2018 and 2018-2019 school years. Similar Schools average Math PSSA proficiency rates were 16% in the 2017-2018 school year and 20% in the 2018-2019 school year.
>
> 3. SLACS's Math PSSA proficiency rates did not meet or exceed School District proficiency rate in the two years during the Charter term for which data is available, the 2017- 2018, and 2018-2019 school years. School District school average Math PSSA proficiency rates were 21% in the 2017-2018 school year and 23% in the 2018-2019 school year.
>
> 4. SLACS's Math PSSA proficiency rates did not meet or exceed the Charter School proficiency rate in any of the two years during the Charter term for which data is available, the 2017-2018 and 2018-2019 school years. Charter School average Math PSSA proficiency rates were 21% in the 2017-2018 school year and 22% in the 2018-2019 school year.
>
> 5. During the 2017-2018 school year, 32% of SLACS students scored proficient or advanced on the English Language Arts ("ELA") PSSA exam. During the 2018-2019 school year, 27% of SLACS students scored proficient or advanced on the ELA PSSA exam. The percentage of students scoring proficient or advanced on the ELA PSSA exam shall be known as the "ELA PSSA proficiency rate".

6. SLACS's ELA PSSA proficiency rates did not exceed Similar Schools proficiency rate in the two years during the Charter term for which data is available, the 2017-2018 and 2018-2019 school years. Similar Schools average ELA PSSA proficiency rates were 40% in the 2017-2018 school year and 43% in the 2018-2019 school year.

7. SLACS's ELA PSSA proficiency rates did not meet or exceed School District proficiency rate in the two years during the Charter term for which data is available, the 2017- 2018 and 2018-2019 school years. School District school average ELA PSSA proficiency rates were 37% in the 2017-2018 school year and 37% in the 2018-2019 school year.

8. SLACS's ELA PSSA proficiency rates did not meet or exceed the Charter School proficiency rate in the two years during the Charter term for which data is available, the 2017- 2018 and 2018-2019 school years. Charter School average ELA PSSA proficiency rates were 43% in the 2017-2018 school year and 42% in the 2018-2019 school year.

9. During the 2017-2018 school year, 29% of SLACS students in Grades 4 and 8 scored proficient or advanced on the Science PSSA exam. During the 2018-2019 school year, 34% of SLACS students in Grades 4 and 8 scored proficient or advanced on the Science PSSA exam. The percentage of students in Grades 4 and 8 scoring proficient or advanced on the Science PSSA exam shall be known as the "Science PSSA proficiency rate".

10. SLACS's Science PSSA proficiency rates did not meet or exceed School District proficiency rate in the two years during the Charter term for which data is available, the 2017- 2018 and 2018-2019 school years. School District school average Science PSSA proficiency rates were 36% in the 2017-2018 school year and 41% in the 2018-2019 school year.

11. SLACS's Science PSSA proficiency rates did not meet or exceed the Charter School proficiency rate in the two years during the Charter term for which data is available, the 2017- 2018 and 2018-2019 school years. Charter School average Science PSSA proficiency rates were 41% in the 2017-2018 school year and 47% in the 2018-2019 school year.

12. SLACS's School Performance Profile ("SPP") score was 41.7 for the 2017-2018 school year and 46.8 for the 2018-2019 school year.

13. SLACS's SPP scores in the 2017-2018 school year and the 2018-2019 school year were below the average SPP building level score for all School District-operated schools. The School District school building level average SPP score was 54.8 in 2017-2018 and 54.1 in 2018-2019.

14. SLACS's SPP scores in the 2017-2018 school year and the 2018-2019 school year were below the average SPP building level score for all Philadelphia brick and mortar Charter Schools. The Philadelphia brick and mortar Charter

School building level average SPP score was 57.8 in 2017-2018 and 58.6 in 2018-2019.

15. SLACS did not meet the Pennsylvania academic growth standard, as measured by the Average Growth Index ("AGI"), on the Math PSSA exam for all students in the 2017-2018 school year. SLACS's AGI for the Math PSSA exam for all students was -3.42 for the 2017-2018 school year.

16. SLACS did not meet the Pennsylvania academic growth standard, as measured by the AGI, on the ELA PSSA exam for all students in the 2017-2018 school year and the 2018-2019 school year. SLACS's AGI for the ELA PSSA exam for all students was -5.48 for the 2017- 2018 school year and -2.17 for the 2018-2019 school year.

17. SLACS did not meet the Pennsylvania academic growth standard, as measured by the AGI, on the ELA PSSA exam for lowest performing students in the 2017-2018 school year. SLACS's AGI for the ELA PSSA exam for lowest performing students was -3.62 for the 2017-2018 school year.

18. SLACS did not meet the Pennsylvania academic growth standard, as measured by the AGI, on the Grade 4 Science PSSA exam for all students for the 2017-2018 school year and the 2018-2019 school year. SLACS's AGI for the Grade 4 Science PSSA exam for all students was -6.41 for the 2017-2018 school year and -5.58 for the 2018-2019 school year.

19. SLACS did not meet the Pennsylvania academic growth standard, as measured by the AGI, on the Grade 4 Science PSSA exam for lowest performing students for the 2017-2018 school year and the 2018-2019 school year. SLACS's AGI for the Grade 4 Science PSSA exam for lowest performing students was -1.07 for the 2017-2018 school year and -1.83 for the 2018- 2019 school year.

20. SLACS did not meet the Pennsylvania academic growth standard, as measured by the AGI, on the Grade 8 Science PSSA for all students for the 2017-2018 school year and the 2018- 2019 school year. SLACS's AGI for the Grade 8 Science PSSA exam for all students was -3.38 for the 2017-2018 school year and -1.45 for the 2018-2019 school year.

21. During the charter term, the percentage of SLACS students attending 95% or more instructional days has been consistently declining, falling from a high of 68% in the 2017-2018 school year to a low of 48% in the 2020-2021 school year.

22. During the 2019-2020 and 2020-2021 school years, the percentage of SLACS students attending 95% or more instructional days of school did not meet or exceed the Similar Schools average, representing a lower level of performance than Similar Schools. During the 2019-2020 school year, 64% of students enrolled at Similar Schools attended 95% or more instructional days of school. During the 2020-2021 school year, 59% of students enrolled at Similar Schools attended 95% or more instructional days of school.

23. During the 2020-2021 school year, the percentage of SLACS students attending 95% or more instructional days of school did not meet or exceed the School District school average, representing lower performance than School District schools. During the 2020-2021 school year, 55% of School District students attended 95% or more instructional days of school.

24. During the 2019-2020 and 2020-2021 school years, the percentage of SLACS students attending 95% or more instructional days of school did not meet or exceed the Charter School average, representing a lower level of performance than Charter Schools. During the 2019-2020 school year, 62% of all Charter School students attended 95% or more instructional days of school. During the 2020-2021 school year, 57% of all Charter School students attended 95% or more instructional days of school.

25. During the charter term, the percentage of SLACS students who were chronically absent by attending less than 90% of instructional days has been consistently increasing from a low of 12% in the 2017-2018 school year to a high of 34% in the 2020-2021 school year.

26. During the 2019-2020 and 2020-2021 school years, the percentage of SLACS students who were chronically absent by attending less than 90% of instructional days was higher than the Similar Schools average, representing a lower level of performance than Similar Schools. During the 2019-2020 school year, 13% of students at Similar Schools were chronically absent by attending less than 90% of instructional days. During the 2020-2021 school year, 25% of students at Similar Schools were chronically absent by attending less than 90% of instructional days.

27. During the 2019-2020 and 2020-2021 school years, the percentage of SLACS students attending less than 90% of instructional days was higher than School District school average, representing a lower level of performance than School District schools. During the 2019-2020 school year, 21% of students at School District schools were chronically absent by attending less than 90% of instructional days. During the 2020-2021 school year, 31% of students at School District schools were chronically absent by attending less than 90% of instructional days.

28. During the 2019-2020 and 2020-2021 school years, the percentage of SLACS students attending less than 90% of instructional days was higher than Charter School average, representing a lower level of performance than Charter schools. During the 2019-2020 school year, 16% of all Charter School students were chronically absent by attending less than 90% of instructional days. During the 2020-2021 school year, 26% of all Charter School students were chronically absent by attending less than 90% of instructional days. SLACS

29. During the 2018-2019 and 2019-2020 school years, the Child Find Notice on SLACS's website was not connected to an active web link and therefore

inaccessible to parents and guardians, in violation of the provisions of 22 Pa. Code § 711.21.

30. During a review of special education files for twenty (20) students enrolled at SLACS during the 2019-2020 school year, the School District's Office of Auditing Services ("OAS") identified five (5) students for whom valid, current Individualized Education Programs ("IEPs") did not exist.

31. SLACS's English as a Second Language ("ESL") Policy did not include a description of a plan or process for re-designating former English Leaners ("ELs") as active ELs if there are persistent language acquisition needs, in violation of Chapter 4 of the Pennsylvania Code and the PDE Basic Education Circular on Educating English Learners ("EL BEC").

32. SLACS failed to identify certain students as being ELs within thirty (30) days after enrollment or the first day of school, in violation of Chapter 4 of the Pennsylvania Code and the EL BEC. During the 2018-2019 school year, one (1) of twenty-one (21) students were not timely identified, and during the 2020-2021 school year, one (1) of eleven (11) students were not timely identified.

33. SLACS failed to administer the annual state English language proficiency ("ELP") assessment, ACCESS for ELLs, in violation of Chapter 4 of the Pennsylvania Code and the EL BEC to two (2) of twenty-one (21) students during the 2018-2019 school year.

34. SLACS did not have a fully compliant enrollment process in violation of the Charter School Law, the Public School Code, Pennsylvania Department of Education ("PDE") guidance, and the SLACS Charter:

a. During the 2017-2018, 2018-2019, and 2019-2020 school years, enrollment materials did not differentiate between required and requested items.

b. During the 2018-2019 school year, SLACS did not require proof of age or residency as part of enrollment documents.

c. During the Fall 2021 renewal site visit, in the Charter Schools Office's review of twenty (20) student files: (i) six (6) of such files were missing parent registration statements; and (ii) three (3) of such files included social security cards, which are prohibited under the Enrollment BEC.

d. SLACS implemented gender-based lotteries of applicants which is not permitted by the SLACS Charter.

35. During the Charter term, SLACS's Code of Student Conduct was not in compliance with 22 Pa. Code Chapter 12 in that the Code of Conduct during the 2018-2019 school year did not fully identify the formal hearing due process rights.

36. During the Charter term, SLACS did not provide evidence of a expulsion hearing notice that articulated a student's right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses in compliance with 22 Pa. Code § 12.8.

37. During the Charter term, SLACS's special education teachers were not appropriately certified. During the 2018-2019 school, three (3) of five (5) special education teachers were not appropriately certified; during the 2019-2020 school year, SLACS did not submit an Annual Report which is used to provide certification information for special education teachers; and during the 2020-2021 school year, two (2) of three (3) special education teachers were not appropriately certified.

38. During the Charter term, SLACS failed to obtain and maintain in personnel files required Pennsylvania child abuse clearances, FBI federal background checks, Pennsylvania criminal background checks, and Act 168 employment history reviews in violation of SLACS's Charter, the Charter School Law, the Public School Code and PDE guidance:

a. Based on the CSO's review of documents provided by SLACS, four (4) of ten (10) employee files reviewed were missing evidence of valid, current, and legible Pennsylvania Criminal Background Checks for the duration of the Charter term.

b. Based on the CSO's review of documents provided by SLACS, three (3) of ten (10) employee files reviewed were missing evidence of a valid, current, and legible Pennsylvania Child Abuse Clearances for the duration of the Charter term.

c. Based on the CSO's review of documents provided by SLACS, five (5) of ten (10) employee files reviewed were missing evidence of valid, current, and legible FBI Criminal Background Checks for the duration of the Charter term.

d. Based on the CSO's review of documents provided by SLACS, eight (8) of eight (8) employee files reviewed were missing evidence of valid, current, and legible Act 168 employment history reviews for the duration of the Charter term.

39. During the Charter term, SLACS failed to file its Annual Report by the following August 1st for the 2017-2018 and 2018-2019 school years as required by the Public School Code, and SLACS failed to file an Annual Report for the 2019-2020 school year.

40. During the Charter term, SLACS failed two (2) of three (3) safe and clean food facility inspections conducted by the City of Philadelphia Department of Public Health and Office of Food Protection in the 2017-2018 school year.

41. SLACS's student health services policy in effect for the 2018-2019 school year does not clearly outline all required student health, dental and vision screenings and does not include provisions on immunization requirements or its responsibility to provide physical and dental examinations, in violation of 28 Pa. Code Chapter 23, the Public School Code and SLACS's Charter.

42. During the Charter term, SLACS failed Annual Charter School Inspections conducted by the City of Philadelphia Department of Licenses and Inspections. During the 2020-2021 school year, SLACS had six (6) violations of the Philadelphia Fire Code related to evacuation drills and three (3) violations related to fire suppression systems.

43. During the Charter term, SLACS failed to post on its website its most recent water quality testing results during the 2018-2019 school year, in violation of Title 4, Section A-703 of the Philadelphia Administrative Code.

44. The Board of Trustees of SLACS failed to operate SLACS in accordance with SLACS's Bylaws and policies, applicable laws and/or SLACS's Charter and renewal conditions in the SLACS Charter in that:

a. During the 2017-2018 school year, SLACS's Board minutes did not indicate votes on the budget; and during the 2019-2020 and 2020-2021 school years, SLACS's Board minutes did not indicate votes on the budget or personnel salaries.

b. During the 2018-2019 school year, SLACS's Board minutes: (i) indicated a noncompliant executive session in violation of the Sunshine Act; and (ii) did not identify individuals who provided public comment before the Board and the subjects of their comments.

c. During the 2020-2021 school year, SLACS failed to provide information on SLACS's website related to the opportunity for public comment at Board meetings.

d. As public officials under the Pennsylvania Public Official and Employee Ethics Act and in accordance with SLACS's Charter, all members of the Board of Trustees are required to complete Statements of Financial Interest annually by May 1. During the 2017-2018 school year, SLACS failed to provide Statements of Financial Interest for four (4) Board members and the school leader; of the Statements of Financial Interest provided, four (4) were not completed correctly and one (1) was hand-written and illegible. During the 2018-2019 school year, four (4) Statements of Financial Interest were not completed correctly. During the 2019-2020 school year, one (1) Statement of Financial Interest was not provided, and

seven (7) Statements of Financial Interest were not completed on time.

e. In violation of a Condition for Renewal in SLACS's 2017-2022 renewal Charter, a Trustee serves on the Board of Trustees even though he is not eligible to serve on the Board of Trustees under the Charter School Law.

45. SLACS has failed to meet generally accepted standards of fiscal management and audit requirements related to short-term financial health and long-term financial sustainability in that: a. During the review of the FY20 general ledger for SLACS by the School District's Office of Auditing Services, SLACS was unable to provide supporting documentation for seventeen (17) of forty (40) identified disbursement transactions, which is a 43% error rate.

b. During the Charter term, SLACS had a current ratio that did not meet standard for FY2019 (current ratio of 0.31), FY2020 (current ratio of 0.52), and FY2021 (current ratio of 1.00).

c. During the Charter term, SLACS had a level of average days cash on hand that did not meet standard for FY2019 (2 days), and FY2020 (18 days).

d. During the Charter term, SLACS had levels of non-restricted fund balances that did not meet standard for FY2018 (-12.2%) and FY2019 (-12.9%).

e. During the Charter term, SLACS had a debt ratio that did not meet standard for FY2020 (0.95).

f. During the Charter term, SLACS had a debt service coverage ratio that did not meet standard for FY2018 (0.35), FY2019 (0.35), and FY2020 (0.99).

g. During the Charter term, as references in its independent financial audit, SLACS did not meet the debt service coverage ratio and unrestricted cash balance requirements of its debt agreements during FY20.

46. During the Charter term, SLACS failed to comply with Conditions for Renewal in its renewal Charter for the period July 1, 2017 through June 30, 2022. SLACS failed to comply with the following Conditions for Renewal:

a. Condition for Renewal No. 1: Timely and satisfactory resolution of any Compliance Requirements identified as being out of compliance, as denoted by an "X", in the 2016-17 Renewal Recommendation Report, which shall be attached to the Charter as Exhibit H, for any of the eight (8) categories of Organizational

> Compliance and Viability: Special Education, English Language Learner, Student Enrollment, Student Discipline, Board Governance, Personnel, Food, Health and Safety, and Timely Reporting. If in the Charter Schools Office's Annual Charter Evaluation or its successor, the Charter School receives a deficiency in any area that was identified deficient in the 2016-17 Renewal Recommendation Report for two (2) or more consecutive years during the Term of this Charter, the Charter Schools Office may use such a deficiency as grounds for recommending revocation or nonrenewal of the Charter School's Charter.
>
> SLACS did not meet Condition for Renewal No. 1. In the 2016-17 Renewal Recommendation Report, SLACS had not met the timely filing of Statements of Financial Interests element of the Ethics Act standard. In 2018, 2019, and 2020, SLACS did not meet the Statements of Financial Interest standard due to documentation either not being submitted, being completed inaccurately, or not being completed on time.
>
> b. Condition for Renewal No. 4: By June 30, 2017, the Charter School's Board of Trustees shall remove any Trustee that is not eligible to serve on its Board per the Charter School Law and/or its Charter. Laboratory did not provide the documentation required by Condition for Renewal No. 2 and therefore did not meet this Condition for Renewal.
>
> SLACS did not meet Condition for Renewal No. 4. A Trustee serves on the Board of Trustees even though he is not eligible to serve on the Board of Trustees under the Charter School Law.

(Tr. vol. 1 at 9:11-11:18, vol. 8 at 1493:8-10; Ex. J1 at 8 ¶ 47; Ex. SDP1.)

SLACS's Defenses

Impact of the Pandemic

449. SLACS contends that nonrenewal is not justified here because, due to the COVID-19 pandemic, PSSA results are not available for all five years of its charter term. (Ex. HO29 at 59 ¶¶ 23-27.) However, the CSL cannot be reasonably interpreted to require a full five years of student performance data, because it permits a charter to be revoked for failure to meet student performance requirements at any time during the charter's term.

450. SLACS also contends that it is unfair to consider academic performance data from March 2020 through the end of the 2019-20 school year because it was required to provide remote instruction during that period. (Ex. HO29 at 59 ¶¶ 28-29.) This argument is spurious, however, because the School District *did not* consider academic performance for the 2019-20 and 2020-21 school years. Indeed, this was SLACS's basis for the contention discussed in paragraph 449 above.

451. SLACS further contends that it is "inappropriate" to compare SLACS's attendance data to the attendance data of other schools during the pandemic. (Ex. HO29 at 60 ¶¶ 34-35.) This disregards that the same pandemic challenges were faced by the comparison schools, which placed them on a level playing field with SLACS. (Tr. vol.7 at 1383:4-1384:6.)

452. SLACS notes that in a presentation to the Board's Policy Committee on April 15, 2021, Dr. Christina Grant (the CSO's Chief at that time) said that, "the CSO may take into account the impact of COVID-19 on charter school data availability when making renewal recommendations solely for the 2020-21 and 2021-22 renewal cohorts." (Ex. HO29 at 27 ¶¶ 155-159; Ex. CS110 at 3.) This was entirely consistent with the differences described in paragraphs 449 to 451 above.

453. SLACS also relies upon a slide in Dr. Grant's presentation describing potential leniency in the CSO's renewal recommendations due to the operational impacts of the pandemic. (Ex. HO29 at 28 ¶¶ 160-161; Ex. CS110 at 4.) This included a *possibility* that circumstances which would normally lead the CEO to recommend nonrenewal might lead to a recommendation of *either* nonrenewal or renewal with annual surrender conditions. (*Id*.)

454. SLACS interprets these statements by Dr. Grant as a promise that all charters in the 2021-22 cohort would be renewed, rather than an explanation that the CSO would have to rely

upon less data than is usually available and *might* recommend providing additional time for a school to improve.

455. SLACS presented no evidence to support its strained interpretation of Dr. Grant's intent and to the best of Mr. Chao's knowledge, Dr. Grant never made any representation that nonrenewal would not be a potential outcome for charter schools in the 2021-22 renewal cohort. (Tr. *passim*; Tr. vol. 2 at 322:13-323:4.)

456. Moreover, whether SLACS's charter will be renewed or not is a decision that the Board will make, not the CSO, based upon the evidence presented at the hearing.

457. Accordingly, SLACS pandemic-related defenses are without merit.[14]

Dr. Schuh's Alternative Comparison

458. SLACS also asserts that Dr. Schuh's alternative selection of comparison schools should be used instead of the Performance Framework that the CSO uses for all charter schools. This defense is also without merit, for several reasons:

a. SLACS agreed in its charter that it would be evaluated for renewal under the Performance Framework used for all charter schools, not some other framework devised by Dr. Schuh for SLACS alone. (Ex. CS1 at 21 § X.A.)

b. The CSO does not compare charter schools' academic performance based on their geographic location within Philadelphia, as Dr. Schuh proposes, because most charter schools (including SLACS) can enroll students who reside in any part of

[14] SLACS also relies upon discussions about how the CSO planned to modify its approach for the 2020-21 cohort, for whom PSSA exams were not taken and site visits were not allowed. (Ex. HO29 at 28-30 ¶¶ 163-173.) These discussions are not applicable to this proceeding, because SLACS was in the 2021-22 cohort, for whom these circumstances had changed.

Philadelphia and SLACS also enrolls students from outside of Philadelphia. (Tr. vol. 1 at 72:18-20; Tr. vol. 4 at 544:26-545:2, 598:17-21.)

c. Dr. Schuh's proposed approach assumes that students attending schools within a two-mile radius of SLACS are similar to SLACS's students because they reside in similar neighborhoods, but students do not reside at their schools. The attendance zones for the schools within Dr. Schuh's two-mile radius extend far beyond his proposed two-mile radius, and varying percentages of each school's students reside beyond the school's attendance zone. (*See* https://webapps1.philasd.org/school_finder.)

d. Dr. Schuh's proposed approach fails to group schools by the demographic similarity of their students, which has been consistently approved as an appropriate comparison for nonrenewal determinations.

e. Moreover, 50 of the students still enrolled at SLACS near the beginning of the 2022-23 school year, did not even live in Philadelphia. (Tr. 1358:18-1360:24; Ex. CS25.)

f. It would also be unfair to use different methods for different charter schools, instead of evaluating them all the same way.

All of this makes Dr. Schuh's proposed comparison far less reliable and appropriate than the Performance Framework's comparison by which SLACS agreed to be evaluated.

Compliance Improvements

459. SLACS also asserts that it has demonstrated improvements with respect to:

a. Child Find Notice (SDP13 at 9);

b. Enrollment materials (SDP13 at 12);

c. Code Due Process (SDP13 at 13);

d. Certified Instructional Leader (SDP13 at 14);

e. Timely submission of Annual Reports (SDP13 at 14);

f. Health Services Policy (SDP13 at 15);

g. Water Quality (SDP13 at 15);

h. Sunshine Act (SDP13 at 16);

i. Statements of Financial Interest (SDP13 at 16);

j. Debt Delinquency and Default (SDP13 at 19.)

(Ex. HO29 at 62-64 ¶¶ 46-62.)

460. While it is true that SLACS has made some improvements, this does not excuse its previous violations.[15]

461. Whether or not each of these violations would be sufficiently material on its own, they are clearly material in the aggregate.

Fiscal Management

462. SLACS has provided credible explanations for some of its financial deficiencies, including an extended absence of its CFO in the 2019-20 school year and expansion challenges that compromised its ability to meet financial covenants in its bond documents.

463. However, these explanations do not negate the fact that the violations occurred.

464. SLACS was responsible for conforming to generally accepted standards of fiscal management. It failed to do so during the charter term, and it is not clear that it will be able to do so in the future.

465. This puts the education of SLACS's students at risk.

[15] This argument is akin to a driver seeking to avoid accountability for running a red light by arguing that he stopped at other ones later.

Force Majeure

466. SLACS's charter provides as follows:

> **Force Majeure**. Neither party shall be liable if the performance of any part or all of this Charter is prevented, delayed, hindered or otherwise made impractical or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence or without unusual expense.

(Ex. CS1 at 32 § XVIII.L.)

467. This provision excused SLACS from providing in-person instruction as contemplated by its charter and from conducting other in-person activities, such as fire evacuation drills, when no staff or students were present in the building.

468. However, it did not excuse SLACS from violating other requirements of its charter, failing to meet student performance requirements before and after the remote-instruction period, failing to meet generally accepted standards of fiscal management, violating other provisions of the CSL, or violating other applicable laws when compliance was not made impractical or impossible by the pandemic and could have been achieved by reasonable diligence without unusual expense.

Gender-Based Lotteries

469. SLACS asserts that it was permitted to conduct separate lotteries for boys and girls because its charter provided for a "a single-gender educational model." (Ex. HO29 at 63 ¶ 50.)

470. Exhibits supporting SLACS's Restated Amendment Request proposed enrollment with equal numbers of boys and girls in separate wings of the new facility. (Ex. CS116d at 11.)

471. The CSO also noted in renewal evaluation addendum that the largest portion of the enrollment increase would occur in the second year of the charter term (the 2018-19 school year),

when SLACS intended to move to its new facility and "fully implement its single-gender model in the two separate wings of the facility." (SDP5 at 8.)

472. The CSO's ACE-R also quotes SLACS's mission, including "the positive development of every aspect of the child through a single gender framework . . . ." (SDP2 at 5.)

473. As part of its evaluation of SLACS's organizational compliance and viability, the CSO also reviewed and assessed SLACS's "execution of stated mission and educational program." (SDP2 at 7.)

474. All of this establishes that the CSO knew SLACS intended to implement a single-gender educational model.

475. However, a single-gender educational model does not require the use of separate lotteries. Instead, SLACS could have given all students an equal chance of acceptance without regard to gender, and then assigned those who enrolled to all-boys or all-girls classes.

476. SLACS charter says nothing about conducting separate lotteries, and there is no evidence that separate lotteries were approved in any other way. (Tr. *passim*; Ex. CS1.)

The CSO's Evaluation

477. SLACS also focuses extensively on alleged flaws in the CSO's evaluation process. (Ex. HO29 at 40-41 ¶¶ 230-236, 66-68 ¶¶75-88.)

478. This is unpersuasive, however, because the CSO used the same process and criteria for all the comparison schools.

479. It is also immaterial, because the purpose of this proceeding is to determine whether there are sufficient grounds for nonrenewal under the CSL, which will be decided by the Board based on the evidence presented at the hearing, not based on the CSO's evaluation.

Pending Investigation

480. In December 2021, the Board announced in a press release that it had initiated an independent investigation by a respected Philadelphia law firm to assess "allegations of racial bias in charter school authorizing practices." (Ex. CS56.)

481. As stated in the press release, the Board initiated the investigation "to look into specific allegations of discrimination and any discriminatory effects of charter-authorizing practices more generally." (Ex. CS56 at 1.)

482. The Board stated its intent "to learn from the past to strengthen charter authorizing practices and build trust in the authorizing system." (Ex. CS56 at 1.)

483. SLACS is a black-founded and black-led charter school, meaning that the founding coalition, school leadership, and student body at SLACS are predominantly African American. (Ex. CS13 at 6-7, CS23 at 5, CS13 at 4.)

The CSO's Recommendation

484. Due to the pending investigation, the CSO asked the Board for guidance on whether a nonrenewal hearing should be commenced against SLACS without stating its own opinion.[16] (Tr. vol. 2 at 136:11-137:24.)

485. This attempted to avoid any question about whether a potential nonrenewal of SLACS's charter was based on an allegedly biased recommendation by the CSO, as other charter schools have alleged (without any supporting evidence).

[16] The CSO used this same approach for all charter schools in the 2021-22 renewal cohort that were rated as "Does Not Meet Standard" in one or more categories. (Tr. vol. 2 at 136:19-137:9.)

486. SLACS seeks to counter this attempt by asserting that it was improper to commence a nonrenewal proceeding without a nonrenewal recommendation by the CSO. (Ex. HO29 at 69-70 ¶¶ 97-101.)

487. However, the CSL does not require the CSO to recommend anything to the Board.

488. The Board's Administrative Procedures require the CSO to "make a recommendation to the Board on the request for renewal based on the charter school's cumulative academic performance, operational compliance, and financial health over the charter term." However, they do not specify that the recommendation must be either renewal (with or without conditions) or nonrenewal. Nor do they say that the Board cannot act on its own without such a recommendation.

489. Thus, although the CSO's recommendation that the Board provide guidance was not the type of recommendation that the CSO usually provided, it was not a clear violation of the Administrative Procedures.

490. Moreover, given SLACS's numerous violations of the CSL, it is more likely than not that the CSO's decision to refrain from expressing its opinion only improved SLACS's chances of avoiding a nonrenewal hearing.

491. Mr. Chao presented information regarding the potential renewal of SLACS's charter to the Board on May 26, 2022. (Ex. CS96, CS105b.)

492. Mr. Chao summarized the findings in SLACS's ACE-R and answered various questions asked by members of the Board. (Ex. CS105b.)

493. Mr. Chao did not mention the Force Majeure provision in the 2017 Charter and did not draw the Board's attention to improvements in SLACS's compliance efforts. (*Id*.)

494. Mr. Chao did not raise and the Board did not inquire about the impact of the pandemic on SLACS's school operations. (*Id*.)

495. Mr. Chao "sought guidance" from the Board on how it wished to proceed regarding the requested renewal. The Board did not vote on such guidance at that meeting. Instead, President Wilkerson asked the CSO to "prepare a draft Notice of Nonrenewal" for the Board to consider at its next meeting. (*Id*.)

496. Ms. Wilkerson also urged the public to consult the ACE-Rs on the CSO's website. (Ex. CS105b at 8:25.)

497. In addition to Mr. Chao's presentation at the May 26, 2022 meeting, the Board received the ACE-Rs and the previous ACEs for SLACS and all other schools in the 2021-22 renewal cohort. (Tr. vol.2 at 168:16-169:11.)

498. At its subsequent meeting on June 23, 2022, the Board heard public comments about, discussed and then unanimously adopted the requested draft of a nonrenewal notice. (Tr. vol. 2 at 304:19-305:1; Ex. CS95 at 25.)

Request for Stay and Recusal

499. By letter dated October 20, 2022, SLACS's Counsel requested that this matter be postponed indefinitely, pending the outcome of the ongoing investigation described in paragraphs 480-482 above, and that I recuse myself from presiding at the hearing because I served as the hearing officer in previous nonrenewal proceedings during the time period under investigation. (Ex. HO8.)

500. The requested postponement was denied because, as stated then: "When the Board of Education adopted its resolution commencing this proceeding, it expressly declined multiple requests to defer nonrenewal hearings until after completion of the independent investigation into

allegations of racial bias. I am not aware of any new facts or law which might warrant reconsideration of that decision." (Ex. HO9 (citation omitted).)

501. Moreover, denials of postponements requested by other charter schools on this same basis have been consistently affirmed.[17]

502. The requested recusal was also denied because, as stated then: "I have no role in deciding whether to commence nonrenewal proceedings against any charter schools. I merely conduct the hearings on the Board's behalf. I have no doubt that I can do that fairly in this matter, as I have in all others."[18] (Ex. HO9.)

503. SLACS has not alleged or presented any evidence that it was treated differently than other similarly situated charter schools, or that there was a discriminatory purpose for any such disparate treatment. (Tr. *passim*.)

504. Nor has SLACS alleged or presented any evidence that the School District *actually* discriminated against any charter school. (Tr. *passim*; Ex. HO29.)

505. The mere initiation of an investigation to address unsubstantiated *assertions* of bias are insufficient to justify an indefinite delay of this proceeding while SLACS students continue to receive an education that is alleged to be substantially inferior to the education received by students at the Similar Schools, District Schools and Charter Schools.

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[17] *See, e.g., Universal Daroff Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2021-08, 36-37 (Sep. 8, 2022) (citing additional cases).

[18] *See, e.g., Universal Daroff*, at 37 (Upon review of the record, "CAB does not discern any bias on the part of the District's hearing officer.")

Request to Subpoena Board Members

506. On November 25, 2022, SLACS's Counsel requested issuance of subpoenas for nine witnesses, including Board President Joyce Wilkerson and Board Members Reginald Streater and Mallory Fix-Lopez.

507. The request was granted with respect to six of the witnesses, but denied with respect to Board President Wilkerson and Board Members Streater and Fix-Lopez, for the following reasons:

- Members of the Board of Education ("Board") are the ultimate judges and jurors in this proceeding, because they will determine the facts based on the evidence presented at the hearing, apply the law to those facts and decide whether SLACS' charter will or will not be renewed. The Pennsylvania Rules of Evidence provide that "[t]he presiding judge may not testify as a witness at the trial or other proceeding" and "[a] juror may not testify as a witness before the other jurors at the trial." Pa. R. Evid. 605, 606. The Local Agency Law does not require us to follow the technical rules of evidence, 2 Pa. C.S.A. § 553, but the policies underlying these rules are no less important here than they are in a civil trial, because they protect the objectivity and integrity of the adjudicative process.

- Most of the testimony sought from these witnesses would be precluded by the deliberative process privilege, the judicial privilege and/or quasi-judicial immunity. *See Commonwealth v. Vartan*, 733 A.2d 1258 (Pa. 1999); *Pollina. v. Dishong*, 98 A.3d 613 (Pa. Super. Ct. 2014).

- All public statements that the witnesses made when the resolution initiating this proceeding was adopted were recorded on video and are available as exhibits.

- Questions about communications with the Board before it adopted the resolution are unlikely to be relevant and material, because the Board's renewal/nonrenewal decision will be based solely on the evidence presented at the hearing; and if any such questions are relevant, they can be addressed to other witnesses who are not serving as the judge and jury.

(Ex. HO16.)

508. SLACS's Counsel requested reconsideration, but raised no facts or law that had not already been considered, so the ruling was correctly reaffirmed. (Ex. HO-19.)

CONCLUSIONS OF LAW

Applicable Legal Principles

1. The School District is school district of the first class, established in Article XII of the Philadelphia Home Rule Charter, 351 Pa. Code, § 12.12-100, *et seq*., under the authority of the First-Class City Public Education Home Rule Act, 53 P.S. § 13201, *et seq*.

2. SLACS is a charter school operating pursuant to Pennsylvania's Charter School Law ("CSL"), 24 P.S. § 17-1701-A, *et seq.*

3. As such, SLACS is required to comply with all applicable provisions of the CSL. *See* 24 P.S. § 17-1701-A, *et seq.*

Nonrenewal Procedure

4. Authorizing school districts are required to "conduct a comprehensive review prior to granting a five-year renewal of [a] charter." 24 P.S. § 17-1728-A(a).

5. A "comprehensive review" requires school districts to evaluate "all aspects of charter school operations." *Eastern Univ. Acad. Charter Sch. v. Sch. Dist. of Phila.*, 265 A.3d 300, 314 (Pa. 2021) ("*Eastern (Pa.)*").

6. The CSL authorizes nonrenewal of a charter on any of the following grounds:

> (1) One or more material violations of any of the conditions, standards or procedures contained in the written charter signed pursuant to section 1720-A.
>
> (2) Failure to meet the requirements for student performance set forth in 22 Pa. Code Ch. 5 (relating to curriculum) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 5[19] or failure to meet any performance standard set forth in the written charter signed pursuant to section 1716-A.

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19 Chapter 5 was subsequently replaced by the current Chapter 4. *See New Hope Acad. Charter Sch. v. School Dist. of York*, 89 A.3d 731, 737 (Pa. Cmwlth. Ct. 2014); *Sugar Valley Rural Charter Sch.*, CAB Docket No. 2004-04 (May 11, 2005) at 9, n.1. (Decisions of the State Charter School Appeal Board ("CAB") are cited here with reference to their docket number, as "CAB Docket No. [number] ([date])." These decisions are publicly available on PDE's website at https://www.education.pa.gov/K-12/Charter Schools/Appeals/Pages/AppealBoardDecisions.aspx.

(3) Failure to meet generally accepted standards of fiscal management or audit requirements.

(4) Violation of provisions of this article [the CSL].

(5) Violation of any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities.

(6) The charter school has been convicted of fraud.

See 24 P.S. § 17-1729-A(a) (footnotes omitted).

7. The local board of school directors "may" choose not to renew a charter on any of these grounds. *See* 24 P.S. § 17-1729-A(a).

8. Before deciding not to renew a charter, the local board of school directors must give notice to the governing board of the charter school, stating the grounds for such action with reasonable specificity, and must give reasonable notice of the date on which a public nonrenewal hearing will be held. *See* 24 P.S. § 17-1729-A(c).

9. The local board of school directors must conduct a hearing, present evidence in support of the grounds for nonrenewal as stated in its notice, and give the charter school a reasonable opportunity to offer testimony before taking final action. *See* 24 P.S. § 17-1729-A(c).

10. Under the CSL, charter nonrenewal hearings are to be conducted in accordance with the Local Agency Law. *See* 24 P.S. § 17-1729-A(c); 2 Pa. C.S. Ch.5 Subch. B.

11. At the hearing, the local board of school directors has the burden to present sufficient evidence to substantiate its reasons for nonrenewal. *See* 24 P.S. § 17-1729-A(c); *Delaware Valley Charter High Sch. v. School Dist. of Phila.*, CAB Docket No. 2016-06, at 23 (June 30, 2017).

12. The asserted grounds must be proven by "a preponderance of the evidence." *See Delaware Valley*, at 27; *Imani Educ. Circle Charter Sch. v. School Dist. of Phila.*, CAB Docket

No. 2014-08, at 25 (May 11, 2016); *Graystone Acad. Charter Sch. v. Coatesville Area Sch. Dist.*, CAB Docket No. 2012-01, at 38 (Aug. 2, 2013) ("*Graystone (CAB)*"). This burden is satisfied if "the evidence demonstrates a fact is more likely to be true than not to be true, or if the burden were viewed as a balance scale, the evidence in support of the proponent's case must weigh slightly more than the opposing evidence." *Id.*

13. In addition, "the reasons for terminating a charter must be compelling in the sense that a charter school's violations of the terms of its charter or the CSL are significant, material and fundamental." *Delaware Valley*, at 27 n.18; *Renaissance Charter Sch*., CAB Docket No. 2008-07, at 3 n.3 (Apr. 14, 2009).

14. The local board of school directors must take formal action regarding revocation of a charter at a public meeting pursuant to the Sunshine Act, 65 Pa. C.S. §§ 701-716, after giving the public 30 days to submit comments to the board. *See* 24 P.S. § 17-1729-A(c).

15. The Board of Education ("Board") has complied with all of these procedural requirements of the CSL to date, and will comply with the final requirement by voting on this matter at a public meeting.

16. The essential elements of due process in an administrative proceeding are notice of governmental action and an opportunity to be heard to challenge that action. *See Pocono Mountain Charter Sch., Inc. v. Pocono Mountain Sch. Dist.*, 88 A.3d 275, 285-86 (Pa. Cmwlth. Ct. 2014); *Barasch v. Pennsylvania Pub. Util. Comm'n*, 546 A.2d 1296, 1305 (Pa. Cmwlth. Ct. 1988).

17. These elements of due process have been satisfied in this proceeding.

Purpose of Charter Schools

18. "The core purpose of the [CSL] is to improve students' education." *New Hope Acad. Charter Sch. v. School Dist. of York*, 89 A.3d 731, 739 (Pa. Cmwlth. Ct. 2014).

19. The intent of the General Assembly in enacting the CLS was, among other things, to establish and maintain schools that improve pupil learning, to increase learning opportunities for all pupils, and to hold charter schools accountable for meeting measurable academic standards. *See* 24 P.S. § 17-1702-A; *New Hope*; *see also*, *Discovery Charter Sch. v. School Dist. of Phila*., 166 A.3d 304, 316 (Pa. 2017).

20. "[A]ll statutes that are part of the Public School Code must be interpreted to permit school districts to take actions necessary to provide students a good education" because "the fundamental purpose of the Public School Code is to provide 'a thorough and efficient system of public education' in accordance with Article III, Section 14 of the Pennsylvania Constitution." *New Hope*, at 739 (citations omitted).

21. "The [CSL] is a part of the Public School Code and must be interpreted to carry out the purpose of providing a quality education." *Id.* (citing *Northside Urban Pathways Charter Sch. v. State Charter Sch. Appeal Bd.*, 56 A.3d 80, 83 (Pa. Cmwlth. Ct. 2012)).

Binding Effect of a Charter

22. "Upon approval of a charter application under section 1717-A, a written charter shall be developed which shall contain the provisions of the charter application . . . . 24 P.S. § 17-1720-A. This written charter . . . shall act as legal authorization for the establishment of a charter school . . . [and] shall be legally binding on both the local board of school directors of a school district and the charter school's board of trustees." *Id*.

23. "[T]he information in the charter school application is intrinsic to the charter and is essentially the heart of the charter school" because "the charter school application is required by the Charter School Law to be extremely detailed and specifically identify the manner in which the charter school will operate (see 24 P.S. § 17-1719-A) and because the information contained in the

charter school application eventually becomes part of the charter itself . . . ." *Thurgood Marshall Acad. Charter Sch.*, CAB Docket No. 2001-5, at 11 (Jan. 15, 2002).

24. "When a charter is granted by a local board of school directors, the charter school is required to comply with the terms and conditions of the charter, as well as the information contained in the charter school application, which is incorporated into the charter." *Truebright Science Acad. Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2013-11, at 15 (Jan. 8, 2015) ("*Truebright (CAB)"*) (citing 24 P.S. §§ 17-1720-A, 17-1729-A(a)(1)); *accord, Olney Charter High Sch. v. School Dist. of Phila.*, CAB Docket No. 2019-05, at 6 ¶ 14 (Apr. 18, 2022).

25. Accordingly, the "written charter shall be legally binding on both the local board of school directors of a school district and the charter school's board of trustees." *Discovery*, at 319 (quoting 24 P.S. § 17-1720-A(a)).

Operation of Charter Schools

26. In enacting the CSL, the General Assembly sought to provide opportunities "to establish and maintain schools that operate independently from the existing school district structure . . . ." 24 P.S. § 17-1702-A.

27. Accordingly, a charter school is a corporate body with "all powers necessary or desirable for carrying out its charter . . . ." 24 P.S. § 17-1714-A(a)(4).

28. Charter schools are "accountable to the parents, the public and the Commonwealth, with the delineation of that accountability reflected in the charter." 24 P.S. § 17-1715-A(2).

29. The board of trustees of a charter school has "the authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school's charter" and "to employ, discharge and contract with necessary

professional and nonprofessional employes subject to the school's charter and the provisions of this article." 24 P.S. § 17-1716-A(a).

30. Although charter schools operate independently as described above, they must provide the chartering school district with "ongoing access to the facilities and records of the charter school to ensure that the charter school is in compliance with its charter and this act and that requirements for testing, civil rights and student health and safety are being met." 24 P.S. § 17-1728-A(a).

Assessment of Academic Performance

31. "A charter school shall participate in the Pennsylvania State Assessment System as provided for in 22 Pa. Code Ch. 5 [("Chapter 5")] (relating to curriculum), or subsequent regulations promulgated to replace 22 Pa. Code Ch. 5, in the manner in which the school district in which the charter school is located is scheduled to participate." 24 P.S. § 17-1715-A(8).

32. Charter schools are also required to comply with the student performance standards set forth in Chapter 5. 24 P.S. § 17-1729-A(a)(2).

33. Chapter 5 was repealed and replaced by Chapter 4 on January 15, 1999 at 29 Pa. B. 399. *See New Hope, at* 737*; Sugar Valley Rural Charter Sch.*, CAB Docket No. 2004-04, at 9 (May 11, 2005).

34. The term "school entities" is defined by Chapter 4 to include a "charter school." 22 Pa. Code § 4.3.

35. A decision to revoke or not renew a charter may be based on failure to comply with the academic requirements in Chapter 4. *See Graystone Charter Sch. v. Coatesville Area Sch. Dist.*, 99 A.3d 125, 139 (Pa. Cmwlth. Ct. 2014) ("*Graystone (Cmwlth.)*"); *Career Connections Charter High Sch. v. School Dist. of Pittsburgh*, 91 A.3d 736 (Pa. Cmwlth. Ct. 2014); *New Hope*, at 738;

Eastern University Acad. Charter Sch., CAB Docket No. 2018-04, at 26 (August 14, 2019) ("*Eastern (CAB)*").

36. "The purpose of Chapter 4 is 'to establish rigorous academic standards and assessments to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.' 22 Pa. Code §§ 4.2; *see also* 24 P.S. §17-1702-A(6)." *Truebright (CAB),* at 15.

37. "A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards [set forth in Chapter 4]." 22 Pa. Code § 4.12(d).

38. Chapter 4 describes the State assessment system as follows:

> (a) The State assessment system shall be designed to serve the following purposes:
>
> (1) Provide students, parents, educators and citizens with an understanding of student and school performance consistent with the No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425).
>
> (2) Determine the degree to which school programs enable students *to attain proficiency of academic standards* under § 4.12 (relating to academic standards).
>
> (3) Provide information to State policymakers, including the General Assembly and the Board on how effective schools are in promoting and demonstrating student proficiency of academic standards.
>
> (4) Provide information to the general public on school performance.
>
> (5) Provide results to school entities based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.
>
> (6) Assess student proficiency in the academic standards for English Language Arts . . . Mathematics . . . science and technology and environment and ecology . . . and civics and government . . . for the purpose of determining, in part, a student's eligibility for high school graduation.

(b) The State assessment system shall include PSSA assessments and Keystone Exams.

22 Pa. Code § 4.51(a) (emphasis added).

39. The State assessment system classifies academic proficiency as follows:

a. "Advanced" means "superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Standards." 31 Pa. B. 2763.

b. "Proficient" means "satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards." 31 Pa. B. 2763.

c. "Basic" means "marginal academic performance, work approaching, but not yet reaching satisfactory performance, indicating partial understanding and limited display of the skills included in Pennsylvania's Academic Standards." 31 Pa. B. 2763.

d. "Below Basic" means "inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Standards." 31 Pa. B. 2763.

40. Under the Elementary and Secondary Education Act, State accountability systems are required to annually measure proficiency on annual assessments and, at the State's discretion, student growth as measured by such annual assessments, including for subgroups of students, defined as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners. 20 U.S.C. § 6311(c).

41. In 2013, after receiving a waiver from the United States Department of Education, PDE instituted the SPP reporting system, which continued to use students' attainment of Advanced

or Proficient scores on the PSSA as measures of academic achievement. *See Community Acad.,* at 43; *Delaware Valley*, at 32-33.

42. The SPP weighs a variety of factors when measuring a school's academic performance, including "raw test scores on the PSSA and Keystone Exams, academic growth through PVAAS scores, graduation rates, attendance rates, College Board testing, college attendance after graduation, and student achievement in Advanced Placement ('AP') testing in Mathematics, Reading/Literature, Science/Biology, and Writing." *Community Acad.*, at 43. "All of these data elements are evaluated in order to create a 'building level academic score' that is used to track achievement for state-level academic accountability." *Id*.

43. Allowing a charter school to "remain open despite student academic performance that is consistently far below state standards would violate the overriding purpose of the Public School Code to provide 'a thorough and efficient system of public education,' and could raise issues of unconstitutionality under Article III, Section 14 of the Pennsylvania Constitution." *New Hope*, at 739-40 (citation omitted).

44. "Chapter 4 does set forth a measurement and requirement of student academic performance: the PSSA and proficiency as measured by the PSSA." *New Hope*, at 737. "Proficiency as measured by PSSA test scores is therefore a Chapter 4 student performance requirement." *Id.*

45. "A consistently low percentage of students scoring proficient or better on the PSSA constitutes a failure to satisfy Chapter 4 student performance requirements and is a valid ground for nonrenewal of a school's charter under Section 1729-A(a)(2) of the [CSL] where the charter schools' proficiency rates are lower than those of its school district's schools as a whole and no

clear pattern of significant improvement in its PSSA results is shown." *New Hope,* at 737[20]; *accord, Career Connections*, at 741; *Imani*, at 32; *Delaware Valley*, at 29; *Khepera Charter Sch. v. School Dist. of Phila*., CAB Docket No. 2018-01, at 42 (Dec. 17, 2018).

46. When applying 24 P.S. § 17-1729-(a)(2), it is appropriate to compare a charter school's academic performance to the average academic performance of both schools operated by the local school district and the other charter schools in the district. *See, e.g., Delaware Valley*, at 29; *Khepera*, at 42; *Imani*, at11; *Eastern (CAB)*, at 25; *Truebright (CAB),* at 18.

47. The alternative comparison group that Dr. Schuh proposed is not appropriate to consider, because it is "improper" to compare a charter school to a comparator group with "vastly different . . . student characteristics or demographics." *See Khepera*, at 42-43.

48. Dr. Schuh's alternative comparison group is also inappropriate because using it would violate SLACS's agreement in its charter to be evaluated under the School District's Framework, not whatever other framework Dr. Schuh might prefer.

49. When comparing a charter school's scores to the School District's scores, all schools operated by the School District should be included, rather than excluding schools with the highest scores or the lowest scores. *New Hope,* at 737.

50. Accordingly, it is appropriate to include special admission schools in those comparisons. *Eastern (CAB)*, at 25; *Delaware Valley*, at 29; *Khepera*, at 42; *Imani*, at 11.

51. A chartering school district is authorized to revoke or not renew the charter of a charter school if the standards for student achievement as set forth in Chapter 4 or its charter are not met. 24 P.S. § 17-1729-A(a)(2); *see, e.g., New Hope*; *Career Connections*; *Graystone*

[20] The 2014 decision of the Commonwealth Court in *New Hope* did not address a charter school's academic performance on the Keystone Exams or the SPP because the last data available was for the 2011-12 school year, which pre-dated those newer measures. *New Hope,* at 733.

(Cmwlth.), at 139; *Truebright Sci. Acad. Charter Sch. v. Philadelphia Sch. Dist.*, 115 A.3d 919, 922-923 (Pa. Cmwlth. Ct. 2015) ("*Truebright (Cmwlth.)*").

52. As noted by CAB:

> The purpose of Chapter 4 is 'to establish rigorous academic standards and assessments to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined. 22 Pa. Code § 4.2; *see also* 24 P.S. § 17-1702-A(6). Section 4.51 of Ch.4 regulations require schools to demonstrate that their students are proficient or better on the PSSA tests every year, pursuant to the mandates of the No Child Left Behind . . . Act. 22 Pa. Code § 4.51(a)(1). The General Assembly, consistent with its expression of intent, provided for a basis of nonrenewal of a charter in the event that a charter school failed to meet the requirements for student performance as set forth in Ch. 4 of the State Board of Education regulations. 24 P.S. § 17-1729-A(a)(2).

Delaware Valley, at 27-28.

53. Consideration of proficiency, PVAAS, SPP and student attendance data pursuant to the Framework are factors on which nonrenewal decisions under section 1729-A may be based. *Universal Daroff Charter Sch. v. School Dist. of Phila.*, CAB Docket No. 2021-08, at 15-23 (Sep. 6, 2022).

54. After 2016-17, SPP scores continue to be relevant to charter school performance because SPP scores are a component of the evaluation of a multiple charter school organization application: "A school performance profile score that is among the top twenty-five percentile of Pennsylvania charter schools as measured by the school performance profile of the most recent year for which a school performance profile score is available." 24 P.S. § 17-1729.1-A(b)(1)(iii). This provision of the CSL was added in November 2017. 2017, Nov. 6, P.L. 1142, No. 55, § 10, imd. Effective.

55. Act 13 of 2020, Act of Mar. 27, 2020, P.L. 62, No. 13, amended the School Code to provide for a rating system that would result in the calculation of a building level score for each school building beginning in the 2021-22 school year.

56. The Act 13 score is calculated as follows:

a) Evaluation with building-level data.--Beginning in the 2021-2022 school year, the evaluation of the effectiveness of a professional employee serving as a classroom teacher in a building where annual building-level data is made available by the department shall be weighted and calculated accordingly:

(1) Comprehensive classroom observation and practice models that are related to student achievement, which shall comprise 70% of the overall rating in each of the following areas:

(i) Planning and preparation, with a weight of 20%.

(ii) Classroom environment, with a weight of 30%.

(iii) Instruction, with a weight of 30%.

(iv) Professional responsibilities, with a weight of 20%.

(2) Student performance, which shall comprise 30% of the overall rating, and shall be based upon multiple measures of student achievement. The multiple measures shall be comprised of the following:

(i) (A) *Building-level data, which shall comprise one-third of the student performance component measure, including each of the following areas, if applicable:*

(I) Student performance on assessments administered to the grade level in the building.

(II) Value-added assessment system data made available by the department under section 221 if the building administers assessments in grades for which annual value-added system data is made available by the department.

(III) Graduation rate.

(IV) Attendance rate as reported to the department under section 2512.

(B) The total score for building-level data shall be adjusted by a challenge multiplier for each school building as follows:

(I) Calculate the regression coefficient of determination, known as r2, that estimates the proportion of the variance in school-level data that is predictable by the percentage of students that are economically disadvantaged in a school.

(II) Multiply the regression coefficient of determination under subclause (I) by .1.

(III) Multiply the product produced in subclause (II) by the most currently available percentage of economically disadvantaged students in the school.

(IV) Multiply the product produced in subclause (III) by 100.

(V) Add the product produced in subclause (IV) to the building level score.

(C) Buildings must have a minimum of two measures in clause (A) in order to receive a building-level score.

24 P.S. § 11-1138.3 (italics added).

57. Whether a charter school has met the PVAAS growth standard is also a valid consideration for renewal or revocation. *Truebright (CAB)*, at 18.

58. SLACS failed to meet the requirements for student performance as set forth in 22 Pa. Code, Ch. 4. 24 P.S. § 17-1729-A(a)(2).

Fiscal Management and Audit Requirements

59. The CSL authorizes a chartering school district not to renew a charter if the charter school fails to meet generally accepted standards of fiscal management or audit requirements. 24 P.S. § 17-1729-A(a)(3).

60. Violations of generally accepted standards of fiscal management may include overspending a school's budget, operating with budget deficits, failing to conduct timely financial audits and having a negative fund balance. *Renaissance*; *Renaissance Acad. of Pittsburgh Alt. of Hope ("RAPAH") Charter School*, CAB Docket No. 2007-03 (June 29, 2007); *see also* 24 P.S. § 4-437.

61. The mismanagement of a charter school's finances is an appropriate reason to refuse to renew or to revoke the school's charter. *See, e.g., Ronald H. Brown Charter Sch.*, 928

A.2d 1145 (Pa. Cmwlth. Ct. 2007) ("*Ronald H. Brown (Cmwlth.)")* (revocation/non-renewal upheld where charter school had general fund deficit for 3 years and overspent its budget); *Thurgood Marshall* (fiscal mismanagement sufficient to support revocation where charter school, *inter alia*, overspent its budget by over $140,000 and placed itself in budget deficit of over $50,000); *Creative Educ. Concepts Charter Sch.*, CAB Docket No. 1999-15 (Mar. 15, 2000) (revocation upheld where charter school operated at a loss).

62. Charter schools' unhealthy short-term and long-term financial metrics also constitute fiscal mismanagement under the CSL. *Delaware Valley,* at 39; *Universal Daroff*, at 26.

63. Unhealthy financial metrics constitute such a failure to meet generally accepted standards of fiscal mismanagement under the CSL. *Delaware Valley*, at 39.

64. SLACS failed to meet generally accepted standards of fiscal management and audit requirements. 24 P.S. § 17-1729-A(a)(3).

Admissions Requirements

65. "A charter school may establish reasonable criteria to evaluate prospective students which shall be outlined in the school's charter." 24 P.S. § 17-1723-A(b)(2).

66. However, "[a] charter school shall not discriminate in its admission policies or practices on the basis of intellectual ability . . . or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district." 24 P.S. § 17-1723-A(b)(1).

67. "Every child, being a resident of the any school district, between the ages of six (6) and twenty-one (21) years, may attend the public schools in his district, subject to the provisions of this act." 24 P.S. § 13-1301.

68. “A child shall be considered a resident of the school district in which his parents or the guardian of his person resides.” 24 P.S. § 13-1302.

69. “A school age child is entitled to attend the public schools of the child’s district of residence.” 22 Pa. Code § 11.11(a)(1).

70. “Prior to admission to any school entity, the parent, guardian or other person having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the pupil was previously or is presently suspended or expelled from any public or private school of this Commonwealth or any other state for an act or offense involving weapons, alcohol or drugs or for the wilful infliction of injury to another person or for any act of violence committed on school property. The registration shall include the name of the school from which the student was expelled or suspended for the above-listed reasons with the dates of expulsion or suspension and shall be maintained as part of the student’s disciplinary record.” 24 P.S. § 13-1304-A(a).

71. “If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school, except that the charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. First preference shall be given to students who reside in the district or districts.” 24 P.S. § 17-1723-A(a).

Enrollment Requirements

72. “A school district or charter school shall normally enroll a child the next business day, but no later than 5 business days of application. The school district or charter school has no

obligation to enroll a child until the parent, guardian or other person having control or charge of the student making the application has supplied proof the child's age, residence, and immunizations as required by laws." 22 Pa. Code § 11.11(b).

73. Public schools, including charter schools, are required to obtain five types of documentation from parents or guardians of new enrollees prior to enrolling the students, consistent with various legal requirements. 24 P.S. § 13-1301 (school age and residency); 24 P.S. § 13-1302 (residency); 24 P.S. § 13-1303a (immunizations) 24 P.S. § 13-1304-A(a) (sworn statement about suspension/expulsion) 22 Pa. Code § 11.11 (proof of age, residence and immunizations and home language survey).

74. Accordingly, PDE's Basic Education Circular ("Enrollment BEC") entitled "Enrollment of Students" ("Enrollment BEC") requires the following documents to be obtained before a student is enrolled:

a. Proof of the child's age;

b. Proof of immunizations required by law;

c. Proof of residency;

d. A parent registration statement; and

e. A home language survey.

Pa. Dep't Educ., Enrollment in Public Schools, at 1-2, available at https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/EnrollmentStudents.aspx;[21] *see also* 22 Pa. Code § 11.11.

[21] A copies of the previous and current Enrollment BECs were admitted as Exhibits SDP30 and SDP31.

75. The Enrollment BEC further states: "For both enrollment and also for residency determinations, a school district or charter school *may not request or require any of the following*: a social security number . . . ." *Id*., at 3 (emphasis in original).

English Learner Requirements

76. "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction." 22 Pa. Code § 4.26.

77. "Each State plan shall demonstrate that the State has adopted English language proficiency standards that—(i) are derived from the 4 recognized domains of speaking, listening, reading, and writing; (ii) address the different proficiency levels of English learners; and (iii) are aligned with the challenging State academic standards." 20 U.S.C. § 6311(b)(1)(F).

78. "Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency." 20 U.S.C. § 6311(b)(2)(G)(i).

79. Failing to administer the ACCESS test to all ELs may be grounds for nonrenewal. *Universal Daroff*, at 31.

Special Education Certifications

80. "At least seventy-five per centum of the professional staff members of a charter school shall hold appropriate State certification." 24 P.S. § 17-1724-A(a).

81. The special education staff and coordinator must hold appropriate State certification and cannot be part of the 25% of professional staff not required to hold appropriate

certification. *Ronald H. Brown Charter School*, CAB No. 2005-08, at 26-27 ("*Ronald H. Brown (CAB)*"; *Eastern (CAB)*, 32.

82. Thus, "[p]ersons who provide special education and related services to children with disabilities in charter schools and cyber charter schools shall have appropriate certification, notwithstanding section 1724-A of the [CSL]." 22 Pa. Code § 711.5.

83. "Deviation from the requirement that all special education teachers possess the requisite certification is a serious violation of legal requirements of and forms the basis for nonrenewal." *Olney*, at 9.

Special Education Services

84. Chapter 711 of the State Board of Education contains regulations governing the provision of services and programs for children with disabilities enrolled in charter schools. 22 Pa. Code Ch. 711.

85. Each charter school is required to establish written child-find policies and procedures "to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated." 22 Pa. Code § 711.21(a).

86. In addition, written information about the charter school's child-find policy is required to "be published in the charter school or cyber charter school handbook and web site." 22 Pa. Code § 711.21(b)(1).

87. The IEP Team for each child with a disability must include the parents of the child. 22 Pa. Code § 711.3(b)(24), (26) (incorporating by reference 34 C.F.R. § 300.321(a)(1), 300.322(a) and 300.501(c)).

88. IEPs must be reviewed by the IEP Team at least annually to determine if the annual goals for the child are being achieved. 22 Pa. Code § 711.3(b)(24) (incorporating by reference 34 C.F.R. § 300.324(b)(1).

Backgrounds Checks and Clearances

89. Criminal history records, FBI background checks and child abuse clearances are required for all employees who have direct contact with children and a charter school is required to maintain copies of those documents in an applicant's file. 24 P.S. §§ 1-111, 1-111.1, 17-1724-A(i)-(j); 22 Pa. Code § 8.2.

90. Public school employers, including charter schools, are required to conduct employment history reviews related to sexual abuse or misconduct on all employees hired on or after January 1, 2015, including collecting information from the prospective employee and the prospective employee's former employers. 24 P.S. § 1-111.1.

91. Failure to obtain criminal background checks and clearances is a basis for nonrenewal. *Eastern (CAB)*, at 34-36; *Universal Daroff*, at 30-31.

Student Health and Safety

92. Charter schools are required to comply with Article XIV-A of the Public School Code, which prescribes the health services to be provided to students, including health screenings and medical and dental examinations. 24 P.S. § 17-1732-A(a); *Eastern (CAB)*, at 42.

93. The implementing regulations for the school health requirements under Article XIV-A are found in 28 Pa. Code § 23.1 *et seq*.

94. The following screenings are required:

> Each child of school age shall be given . . . (1) a vision test by a school nurse, medical technician or teacher, (2) a hearing test by a school nurse or medical technician, (3) a measurement of height and weight by a school nurse or teacher, who shall use the measurement to compute a child's weight-for-height ratio, (4)

> tests for tuberculosis under medical supervision, and (5) such other tests as the Advisory Health Board may deem advisable to protect the health of the child. Vision tests shall be given at least annually and other tests at intervals established by the Advisory Health Board.

24 P.S. § 14-1402(a); *see* also, 28 Pa. Code §§ 23.4 (vision tests), 23.5 (hearing tests), 23.7 (height and weight measurement).

95. Medical examinations are required upon original entry into the school and again in sixth grade. 28 Pa. Code § 23.2. Dental examinations are required upon entry into the school and in third and seventh grades. 28 Pa. Code § 23.3. Vision screening tests are to be conducted annually. 28 Pa. Code § 23.4.

96. In lieu of medical or dental examinations by the school:

> any child of school age may furnish the local school officials with a medical or dental report of examination made at his own expense by his family physician or family dentist on a form approved by the Secretary of Health for this purpose. The in lieu examinations shall be made and the report shall be furnished prior to the date fixed for the regularly scheduled examination but no earlier than four months prior to the opening of the school term during which the regular examination is scheduled.

24 P.S. § 14-1407.

97. The regulations also require that "school boards shall maintain comprehensive medical and dental records of each individual child" and "[t]he records shall contain all the information the school obtains concerning the health of the child." 28 Pa. Code § 23.8.

98. Nonrenewal is appropriate if a charter school's health services policy did not reflect the required student health, dental and vision screenings that were required to occur. *Universal Daroff*, at 34.

99. The City of Philadelphia's Department of Health, Office of Food Production, conducts inspections of public schools for food safety pursuant to its Regulations Governing Food

Establishments. *See* Phila. Code §§ 46.882(b), 46.943, 46.711(a), 46.692, 46.886, 46.981, available at https://www.phila.gov/media/20190301123356/Food_Regulations.pdf.

100. The City of Philadelphia's Fire Code "establish[es] the minimum requirements consistent with nationally recognized good practice for providing a reasonable level of life safety and property protection from the hazards of fire, explosion or dangerous conditions in new and existing buildings, structures and premises and to provide safety to fire fighters and emergency responders during emergency operations." Phila. Fire Code § FC-101.3, available at https://codes.iccsafe.org/content/PHLFC2018/chapter-1-scope-and-administration.

101. Philadelphia's Department of L&I requires, pursuant to the Philadelphia Fire Code, charter schools in Philadelphia to maintain safe means of egress, signage, exit doors, and evacuation and other types of plans; conduct emergency evaluation drills; and take other safety steps, as specified in the Fire Code. *Id.*

102. The Philadelphia Administrative Code states as follows: "The owner of the educational occupancy shall post the results of the most recent water quality testing at each particular educational occupancy to a generally available website within ten days of receipt of the results." Phila. Admin. Code, tit. 4, § A-703.2(B), available at https://codelibrary.amlegal.com/codes/philadelphia/-latest/philadelphia_pa/0-0-0-268747.

Disciplinary Requirements

103. "Each governing board shall adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter." 22 Pa. Code § 12.3(c). "This conduct code shall be published and distributed to students and parents or guardians. Copies of the code shall also be available in each school library." *Id*.

104. Pennsylvania's State Board of Education has specified due process requirements for all students to be suspended or expelled from school. 22 Pa. Code §§ 12.6, 12.8. These requirements apply to charter schools. 24 P.S. § 17-1732-A(b).

105. The applicable regulations provide in pertinent part as follows:

> (a) General. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
>
> (b) Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
>
> > (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
> >
> > (2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
> >
> > (3) The hearing shall be held in private unless the student or parent requests a public hearing.
> >
> > (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
> >
> > (5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
> >
> > (6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
> >
> > (7) The student has the right to testify and present witnesses on his own behalf.
> >
> > (8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

> (9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
>
> (i) Laboratory reports are needed from law enforcement agencies.
>
> (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400—1482).
>
> (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

22 Pa. Code § 12.8(a)-(b).

106. Failing to include provisions reflecting Chapter 12 due process requirements in the charter school's code of conduct is grounds for nonrenewal. *Universal Daroff*, at 32.

Ethics Act Requirements

107. Pennsylvania's Public Official and Employee Ethics Act ("Ethics Act") requires public officials to file a statement of financial interests (SOFI) by May 1 of each year. 65 Pa. C.S. § 1104(a); *Renewal Application of the Lincoln Charter Sch.*, CAB Docket No. 2005-3, at 12 (Aug. 19, 2005) ("*Lincoln (CAB)*"); *Thurgood Marshall*, at 16.

108. "No public official shall be allowed to take the oath of office or enter or continue upon his duties, nor shall he receive compensation from public funds, unless he has filed a statement of financial interests as required by this chapter." 65 Pa. C.S. § 1104(d); *Thurgood Marshall,* at 16.

109. This requirement applies to trustees of a charter school, because they are "public officials." 24 P.S. § 17-1715-A(11); 22 Pa. Code § 12.16.

110. In their SOFIs, public officials must disclose, among other things, "[a]ny office, directorship or employment of any nature whatsoever in any business entity." 65 Pa. C.S. § 1105(b)(8).

111. "Because public confidence in government can best be sustained by assuring the people of the impartiality and honesty of public officials, this chapter shall be liberally construed to promote complete financial disclosure as specified in this chapter." 65 Pa. C.S. § 1101.1(a).

112. A charter board member who violates the Ethics Act may be removed for failure to comply with legal requirements.

113. A board member's failure to file a SOFI may not be deemed a violation of law by SLACS itself, because the filing is an individual responsibility. *See Reading School Dist. v. I-LEAD Charter Sch.*, 206 A.3d 27, 46-47 (Pa. Cmwlth. Ct. 2019); *School Dist. of York v. Lincoln Charter Sch.*, 889 A.2d 1286, 1289 n.7 (Pa. Cmwlth. Ct. 2006) ("*Lincoln (Cmwlth.)*").

114. However, such a failure may nevertheless be a charter violation if the charter also requires the SOFI to be submitted. *See Khepera*.

115. It may also be a proper basis for non-renewal or revocation of a charter when considered in the aggregate with other deficiencies, because it violates both the Ethics Act and the CSL. *Khepera*; *Renaissance*, at 13-14.

116. SLACS's Charter does require timely submission of SOFI's to the CSO, and the failure to do so for multiple individuals in multiple years was sufficiently material to warrant nonrenewal.

Sunshine Act Requirements

117. "The board of trustees [of a charter school] shall comply with the act of July 3, 1986 (P.L. 388, No. 84), known as the 'Sunshine Act.'" 24 P.S. § 17-1716-A(c).

118. The General Assembly has declared "that the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of agencies is vital to the enhancement and proper functioning of the democratic process and that secrecy in public affairs undermines the faith of the public in government and the public's effectiveness in fulfilling its role in a democratic society." 65 Pa. C.S. § 702(a).

119. "Official action and deliberations by a quorum of the members of any agency shall take place at a meeting open to the public unless closed under section 707 (relating to exceptions to open meetings), 708 (relating to executive sessions) or 712 (relating to General Assembly meetings covered)." 65 Pa. C.S. § 704.

120. "In all meetings of agencies, the vote of each member who actually votes on any resolution, rule, order, regulation, ordinance or setting of official policy must be publicly cast and, in the case of roll call votes, recorded." 65 Pa. C.S. § 705.

121. The Sunshine Act also provides as follows:

> Written minutes shall be kept of all open meetings of agencies. The minutes shall include:
>
> (1) The date, time and place of the meeting.
>
> (2) The names of members present.
>
> (3) The substance of all official actions and a record by individual member of the roll call votes taken.
>
> (4) The names of all citizens who appeared officially and the subject of their testimony.

65 Pa. C.S. § 706.

122. An executive session "may be held during an open meeting or at the conclusion of an open meeting or may be announced for a future time. The reason for holding the executive

session must be announced at the open meeting occurring immediately prior or subsequent to the executive session." 65 Pa. C.S. § 708(b).

123. A charter school's failure to comply with the Sunshine Act may form the basis for a non-renewal. *Universal Daroff*, at 29-30 (*citing I-Lead*, at 47).

124. "When a board of trustees does not operate a charter school properly, e.g., the board of trustees violates the charter, the Sunshine Act, or other laws, the remedy is to revoke the charter under section 1729-A of the Charter School Law. 24 P.S. § 17-1729-A." *Fairfield Area Sch. Dist. v. National Org. for Children, Inc.*, 837 A.3d 644, 651 (Pa. Cmwlth. Ct. 2003) (holding that a school district's remedy for violations of the Sunshine Act and other laws by charter school trustees is nonrenewal or revocation of the school's charter under 24 P.S. § 17-1729-A).

125. "A member of the board of trustees who is convicted of a felony or any crime involving moral turpitude shall be immediately disqualified from serving on the [charter school's] board of trustees." 24 P.S. § 17-1729-A(b).

Annual Report Requirements

126. "[E]ach charter school shall submit an annual report no later than August 1 of each year to the local board of school directors and the secretary in the form prescribed by the secretary." 24 P.S. § 17-1728-A(b).

Other Board Member Requirements

127. A charter school's failure to comply with its Bylaws during the Charter term, as required by its Charter, is also grounds for revocation. *Khepera*, at 48.

128. "A member of the board of trustees who is convicted of a felony or any crime involving moral turpitude shall be immediately disqualified from serving on the [charter school's] board of trustees." 24 P.S. § 17-1729-A(b).

Violations of Applicable Laws

129. SLACS failed to comply with numerous applicable laws, as follows:

a. SLACS's Code of Student Conduct did not disclose the right to request recordings of formal hearings during the expulsion process, as required by 22 Pa. Code § 12.8(b)(8);

b. SLACS's expulsion hearing notices did not include the names of witnesses against the students and enclose copies of the witnesses' statements or affidavits, as required by 22 Pa. Code § 12.8(b)(5);

c. SLACS did not provide access to a child find notice on its website, as required by 22 Pa. Code § 711.21;

d. SLACS did not comply with multiple requirements of a Pennsylvania Department of Education ("PDE") Basic Education Circular on Educating English Language Learners ("ELL BEC"), available at https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx;

e. SLACS repeatedly failed to submit Annual Reports to PDE by August 1st for the preceding school year, as required by 24 P.S. § 17-1728-A and 22 Pa. Code § 711.6;

f. SLACS's special education professional staff was not appropriately certified, as required by 22 Pa. Code § 711.5;

g. SLACS's enrollment packets failed to specify what was required as proof of age and residency, and included multiple documents that are not required for enrollment without differentiating between those and the documents that were required, in violation of Pa. Dep't Educ., Enrollment in Public Schs. ("Enrollment BEC"), available at https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/EnrollmentStudents.aspx;

h. SLACS's enrollment files did not all contain proof of age, proof of residency, immunization records, a home language survey and parent registration statements as the Enrollment BEC requires, and some contained social security numbers, which the Enrollment BEC prohibits;

i. SLACS's special education files did not all contain an active Individualized Educational Program ("IEP"), as required by 22 Pa. Code § 711.3(b)(24) (incorporating by reference 34 C.F.R. § 300.324(b)(1));

j. SLACS's employee files did not all contain the PA criminal background checks, Pennsylvania child abuse clearances, FBI background checks, and Act 168 forms required by 24 P.S. §§ 1-111, 1-111.1, 17-1724-A(i)-(j) and 22 Pa. Code § 8.2;

k. SLACS was cited for multiple food safety and fire code violations, contrary to Phila. Code §§ 46.882(b), 46.943, 46.711(a), 46.692, 46.886, 46.981, available at https://www.phila.gov/media/20190301123356/Food_Regulations.pdf, and Phila Fire Code § FC-101.3, available at https://codes.iccsafe.org/content/PHLFC2018/chapter-1-scope-and-administration;

l. SLACS's website did not always include its most recent water quality testing results, in violation of the Philadelphia Administrative Code, Title 4, § A-703.2(B) available at https://codelibrary.amlegal.com/codes/philadelphia/-latest/philadelphia_pa/0-0-0-268747;

m. SLACS's student health services policy did not always clearly outline all required student health, dental and vision screenings and include provisions on immunization requirements or SLACS's responsibility to provide physical and dental examinations, in violation of 24 P.S. § 14-1402(a) and 28 Pa. Code § 23.1, *et seq.*;

n. SLACS's Board of Trustees ("Charter Board") failed to adopt a budget by June 30th of each year, as required by 53 P.S. § 6926.312;

o. SLACS's Charter Board failed to identify citizens who spoke at their meetings and the subject of their remarks, failed to specificity the purpose of executive sessions, and failed to specify votes on the budget and compensation of personnel, as required by the Sunshine Act, 65 Pa. C.S. § 701, *et seq*.; and

p. SLACS's Charter Board members and school leader did not file fully completed Statements of Financial Interest ("SOFIs") by May 1st of every year, as required by the Pennsylvania Public Official and Employee Ethics Act ("Ethics Act"), 65 Pa. C.S. § 1104(a).

130. Accordingly, SLACS violated multiple provisions of law from which it has not been exempted. 24 P.S. § 17-1729-A(a)(5).

Charter Requirements

131. A charter school's failure to meet a performance goal and requirements set forth in its charter is a valid ground for nonrenewal or revocation under 24 P.S. § 17-1729-A(a)(2). *Truebright (Cmwlth.),* at 922; *Graystone (Cmwlth.),* at 139; *Khepera, at* 44; *I-LEAD; Universal Daroff*, at 15.

132. SLACS failed to meet the goals and requirements for student performance set forth in its 2017 Charter.

133. SLACS failed to comply with its 2017 Charter in multiple material respects.

Grounds for Nonrenewal

134. Based upon the Findings of Fact stated above, the School District has met its burden of proving each of the following grounds for nonrenewal of SLACS's charter by a preponderance of the evidence:

a. SLACS failed to meet material requirements in its Charter;

b. SLACS failed to meet applicable requirements for student performance;

c. SLACS failed to meet generally accepted standards of fiscal management and audit requirements; and

d. SLACS violated multiple provisions of law from which it has not been exempted.

See 24 P.S. § 17-1729-A(a)(1)-(3),(5).

135. Many of these established violations provide compelling reasons for nonrenewal of SLACS's charter, because they are significant, material and fundamental. *See Renaissance*, at 3 n.3.

136. Nonrenewal of SLACS's charter is not likely to undermine the core purpose of the CSL to improve student learning, because the academic comparison data shows that SLACS's students are likely to receive a better education elsewhere or at the same school under different management.

137. The number and breadth of SLACS's charter and legal violations reveal a pervasive lack of organizational competence, which further supports an exercise of the Board's discretion to not renew SLACS's charter.

138. Accordingly, the School District has established a sufficient factual and legal basis for not renewing SLACS's charter.

SLACS's Defenses

Impact of the Pandemic

139. SLACS's contention that nonrenewal is not justified because PSSA results are not available for all five years of its charter term cannot be reconciled with the CSL's specification of the same grounds for revocation or nonrenewal "[d]uring the term of the charter or at the end of the term. . . ." *See* 24 P.S. § 17-1729-A(a). Because the CSL provided for the loss of a charter for failure to meet student performance requirements at any time during the charter's term, it could not have intended to require a full five years of student performance data.

140. SLACS's contention that it is unfair to consider academic performance data while it was required to provide remote instruction is spurious, because the School District *did not* consider academic performance for the 2019-20 and 2020-21 school years.

141. SLACS's contention that it is "inappropriate" to compare SLACS's attendance data to the attendance data of other schools during the pandemic is rejected because the same pandemic challenges were faced by the comparison schools, which placed them all on a level playing field.

142. Accordingly, SLACS pandemic-related defenses are without merit.

Dr. Schuh's Alternative Comparison

143. SLACS's contention that Dr. Schuh's alternative selection of comparison schools should be used instead of the Framework used for all charter schools is without merit, not only because it is an inferior approach, but also because SLACS is legally bound to comply with its charter (which specifies evaluation under the Framework). 24 P.S. § 17-1720-A (The "written charter shall be legally binding on both the local board of school directors of a school district and the charter school's board of trustees.").

Compliance Improvements

144. SLACS also asserts that it has demonstrated improvements with respect to Child Find notices, enrollment materials, disciplinary due process, instructional leader certification, timely submission of annual reports, health services policy, water quality, the Sunshine Act, SOFIs, and debt delinquency and default. (Ex. HO29 at 62-64 ¶¶ 46-62.)

145. However, while it is true that SLACS has made improvements in these areas, that does not excuse its previous violations.[22]

146. Whether or not each of these violations would be sufficiently material on its own, they are clearly material in the aggregate. *See Renaissance*, at 13-14; *Khepera*, at 48-49.

Fiscal Management and Audit Requirements

147. SLACS has provided credible explanations for some of its financial deficiencies, including an extended absence of its CFO in the 2019-20 school year and expansion challenges that compromised its ability to meet financial covenants in its bond documents.

148. However, these explanations do not negate the fact that the violations occurred.

149. SLACS was responsible for managing its finances in a way that conformed to generally accepted standards of fiscal management.

150. It failed to do so during the charter term, and it is not clear that it will be able to do so in the future.

151. This puts the education of SLACS's students at risk.

Force Majeure Provision

152. SLACS's charter provides as follows:

Force Majeure. Neither party shall be liable if the performance of any part or all

[22] This argument is akin to a driver seeking to avoid accountability for running a red light by arguing that he stopped at other ones.

> of this Charter is prevented, delayed, hindered or otherwise made impractical or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence or without unusual expense.

(Ex. CS1 at 32 § XVIII.L.)

153. This provision excused SLACS from providing in-person instruction as contemplated by its charter and from conducting other in-person activities, such as fire evacuation drills, when no staff or students were present in the building.

154. However, it did not excuse SLACS from violating other requirements of its charter, failing to meet student performance requirements before and after the remote-instruction period, failing to meet generally accepted standards of fiscal management, violating other provisions of the CSL, or violating other applicable laws when compliance with the CSL was not made impractical or impossible by the pandemic and could have been achieved by reasonable diligence without unusual expense.

Gender-Based Lotteries

155. SLACS asserts that it was permitted to conduct separate lotteries for boys and girls because its charter provided for a "a single-gender educational model." (Ex. HO29 at 63 ¶ 50.)

156. However, a single-gender educational model does not require the use of separate lotteries. Instead, SLACS could have given all students an equal chance of acceptance without regard to gender, and then assigned those who enrolled to all-boys or all-girls classes.

157. The 2017 Charter provided that SLACS "shall enroll students in accordance with Applicable Laws and may not exclude students based on . . . sex . . . ." (Ex. CS1 at 14.)

158. SLACS was legally bound to comply with this requirement. 24 P.S. § 17-1720-A (The "written charter shall be legally binding on both the local board of school directors of a school district and the charter school's board of trustees.").

159. SLACS's charter says nothing about holding separate lotteries, and there is no evidence that separate lotteries were approved in any other way.

The CSO's Evaluation

160. SLACS also focuses extensively on purported weaknesses in the CSO's evaluation process. (Ex. HO29 at 65-68 ¶¶69-91.)

161. This is unpersuasive, because the CSO used the same process and criteria for all the renewal-cohort and comparison schools, and more importantly, because the outcome of this proceeding will depend on whether any *violations of the CSL* are established by *the evidence presented at the hearing*, not on the CSO's evaluation.

Existence of an Ongoing Investigation

162. By letter dated October 20, 2022, SLACS, by and through its counsel, requested that I postpone this matter indefinitely due to the Board's initiation of an ongoing investigation into allegations of racial bias in charter school authorizing at the School District, and recuse myself from presiding because I served as the hearing officer in previous nonrenewal proceedings during the time period under investigation. (Ex. HO8.)

163. The requested postponement was denied because, as stated then: "When the Board of Education adopted its resolution commencing this proceeding, it expressly declined multiple requests to defer nonrenewal hearings until after completion of the independent investigation into allegations of racial bias. I am not aware of any new facts or law which might warrant reconsideration of that decision." (Ex. HO9 (citation omitted).)

164. Moreover, denials of postponements requested by other charter schools on this same basis have been consistently affirmed. *See, e.g., Universal Daroff*, *at* 36-37 (citing additional cases).

165. SLACS has not alleged or presented any evidence that it was treated differently than other similarly situated charter schools, or that there was a discriminatory purpose for any such disparate treatment. *See PG Publ'g Co. v. Aichele*, 705 F.3d 91, 115 (3rd Cir. 2013).

166. Nor has SLACS alleged or presented any evidence that the School District *actually* discriminated against any charter school. The mere initiation of an investigation to address unsubstantiated *assertions* of bias are insufficient to avoid accountability for established violations of the CSL.

167. The requested recusal was also denied because, as stated then: "I have no role in deciding whether to commence nonrenewal proceedings against any charter schools. I merely conduct the hearings on the Board's behalf. I have no doubt that I can do that fairly in this matter, as I have in all others." (Ex. HO9.) *See, e.g., Universal Daroff*, at 37 (Upon review of the record, "CAB does not discern any bias on the part of the District's hearing officer.").

168. Recusal "is a matter of individual discretion or conscience and only the jurist being asked to recuse himself or herself may properly respond to such a request." *Liberty Twp. v. Commonwealth*, No. 2021-007-L, 4 (Pa. Cmwlth. Ct. Mar. 30, 2023) (quoting *Commonwealth v. Jones*, 663 A.2d 142, 143 (Pa. 1995)).

169. "Where, as here, no legitimate basis for recusal has been shown, we have an affirmative duty not to skirt our own assignments and responsibilities." *Id.* (citing additional cases).

The CSO's Recommendation

170. Because assertions of bias have been made against the CSO, it asked the Board for guidance instead of asserting its own views on whether a nonrenewal hearing should be commenced against SLACS.

171. This prevented SLACS from blaming a potential nonrenewal on an allegedly biased recommendation by the CSO, as other charter schools have repeatedly tried (but failed) to do. *See, e.g., Universal Daroff*, at 36-37 (citing additional cases).

172. Instead, however, SLACS asserts that it was improper to commence this proceeding without a nonrenewal recommendation by the CSO. (Ex. HO29 at 69-70 ¶¶ 97-101.)

173. This is unpersuasive, because the CSL does not require a local board of school directors to receive a recommendation from anyone before initiating nonrenewal proceedings. *See* 24 P.S. § 17-1701-A, *et seq*.

174. Moreover, given SLACS's numerous violations of the CSL, it is more likely than not that the CSO's decision to refrain from expressing its opinion only improved SLACS's chance of avoiding a nonrenewal hearing.

Request to Subpoena Members of the Board

175. On November 25, 2022, SLACS's Counsel requested issuance of subpoenas for nine witnesses, including Board President Joyce Wilkerson and Board Members Reginald Streater and Mallory Fix-Lopez.

176. The request was granted with respect to six of the witnesses, but was properly denied with respect to Board President Wilkerson and Board Members Streater and Fix-Lopez.

177. Members of the Board are the ultimate judges and jurors in this proceeding, because they will determine the facts based on the evidence presented at the hearing, apply the law to those facts and decide whether SLACS' charter will or will not be renewed.

178. The Pennsylvania Rules of Evidence provide that "[t]he presiding judge may not testify as a witness at the trial or other proceeding" and "[a] juror may not testify as a witness before the other jurors at the trial." Pa. R. Evid. 605, 606.

179. The Local Agency Law does not require adherence to the technical rules of evidence, 2 Pa. C.S.A. § 553, but the policies underlying these rules are no less important here than they are in a civil trial, because they protect the objectivity and integrity of the adjudicative process.

180. Most of the testimony sought from the Board witnesses would be precluded by the deliberative process privilege, the judicial privilege and/or quasi-judicial immunity. *See Vartan; Pollina*.

181. Moreover, all public statements that the witnesses made when the resolution initiating this proceeding was adopted were recorded on video and admitted as exhibits.

182. Questions about communications with the Board before it adopted the resolution are unlikely to be relevant and material, because the Board's renewal/nonrenewal decision will be based solely on the evidence presented at the hearing; and if any such questions were relevant, they could have been addressed to other witnesses who are not serving as the judge and jury.

183. SLACS requested reconsideration but raised no facts or law that had not already been considered, so the ruling was correctly reaffirmed.



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Date: May 6, 2023

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

In the Matter of:

Charter Nonrenewal Proceeding Regarding
Southwest Leadership Academy Charter School

PROPOSED ADJUDICATION OF THE BOARD OF EDUCATION

The Hearing Officer proposes the following adjudication for adoption as an action item of the Board of Education.

Re: Southwest Leadership Academy Charter School;
Nonrenewal of Charter

WHEREAS, pursuant to the Charter School Law ("CSL"), 24 P.S. § 17-1701-A *et seq*., the School Reform Commission ("SRC") granted a charter in 2007 to Southwest Leadership Academy Charter School ("SLACS") for a five-year term commencing on July 1, 2007; and

WHEREAS, the SRC renewed SLACS's Charter in 2012 and 2017 for additional five-year terms; and

WHEREAS, the Board of Education ("Board") replaced the SRC and became its successor on July 1, 2018; and

WHEREAS, SLACS now seeks an additional five-year renewal of its charter; and

WHEREAS, members of the Charter Schools Office ("CSO") of the School District of Philadelphia ("School District") have reviewed SLACS's academic performance, organizational compliance and viability, and fiscal health and sustainability during the term of the most recently renewed charter and concluded that SLACS failed to meet the applicable standards in all three of those domains; and

WHEREAS, in compliance with Section 1729-A of the CSL, the Board adopted Action Item No. 90 on June 23, 2022, which determined that there were substantial grounds for nonrenewal of SLACS's charter, set forth the reasons supporting such nonrenewal, scheduled a hearing in this matter, and authorized the appointment of a hearing officer to conduct the hearing; and

WHEREAS, the Board appointed a Hearing Officer on July 22, 2022 who held a public hearing on January 10, 11, 12, 13, 25 and 27, and February 1, 8 and 10, 2023, during which testimony and exhibits were received regarding whether SLACS's

charter should or should not be renewed; and

WHEREAS, a 30-day public comment period was provided following the conclusion of the hearing; and

WHEREAS, pursuant to the CSL, SLACS has been permitted to remain in operation pending the outcome of these proceedings; and

WHEREAS, on May 6, 2023, the Hearing Officer certified the record of the hearing and submitted a report to the Board recommending nonrenewal of SLACS's Charter, including findings of fact, conclusions of law and a proposed adjudication; and

WHEREAS, the Board has reviewed all of the testimony and exhibits submitted during the hearing, the Hearing Officer's Report, including its Findings of Fact and Conclusions of Law, the submissions by all interested parties, and the public comments received; and

WHEREAS, this matter is now ripe for decision; now be it

RESOLVED, that SLACS's request for renewal of its Charter is DENIED.

FURTHER RESOLVED, that the Board adopts the Hearing Officer's Report and its attached Findings of Fact and Conclusions of Law, as the reasons for this decision.

FURTHER RESOLVED, that in the event SLACS timely appeals this decision to the State Charter School Appeal Board ("CAB"), pursuant to the requirement contained in Section 1729-A(f) of the CSL, SLACS's charter shall remain in effect and SLACS shall be permitted to remain open pending the conclusion of its appeal before CAB. In the event that SLACS does not appeal this decision to CAB, SLACS shall cease all operations pursuant to a dissolution plan and timetable established by the School District, under the direction of the Office of General Counsel, which plan shall be presented to the Board within 60 days of the date of this Order.



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Date: May 6, 2023

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

In the Matters of:

Charter Nonrenewal Proceeding Regarding
Southwest Leadership Academy Charter School

CERTIFICATION OF THE RECORD

I hereby certify that the following transcripts, exhibits, and public comments submitted herewith constitute a true and complete record of the hearings in these nonrenewal proceedings by the School District of Philadelphia ("School District") against Southwest Leadership Academy Charter School ("SLACS"):

A. Transcripts

Vol.	Date	Witnesses	Pages
1	01/10/23	Peng Chao	034-125
2	01/11/23	Peng Chao	130-366
3	01/12/23	Stephanie Waller	375-460
		Edward Rorer	462-506
4	01/13/23	Rebecca Dunn	512-694
5	01/25/23	Timothy Hanser	704-841
		Biridiana Rodriguez	842-973
6	01/27/23	Biridiana Rodriguez	980-1099
7	02/01/23	Leigh Purnell	1111-1420
8	02/08/23	Leigh Purnell	1427-1542
		Alexander D. Schuh	1545-1594
9	02/10/23	Alexander D. Schuh	1600-1718

B. Joint Exhibits

J	Date	Description	Status[1]
1	11/28/22	First Stipulation	Admitted

[1] In the Status columns, "Admitted" means that the exhibit was admitted into evidence, "Stipulated" means it was admitted pursuant to a stipulation (Ex. J1–J5) that reserved the Parties

J	Date	Description	Status[1]
2	01/09/23	Second Stipulation	Admitted
3	01/31/23	Third Stipulation	Admitted
4	02/08/23	Fourth Stipulation	Admitted
5	02/10/23	Fifth Stipulation	Admitted

C. School District Exhibits

SDP	Date	Description	Status
1	06/23/22	Action Item No. 90, Notice of Nonrenewal	Admitted
2	04/13/17	2016-17 Renewal Recommendation Report	Admitted
3	Nov-16	Amendment Request Narrative	Admitted
4	12/22/16	Restatement and Supplement to Amendment Request	Admitted[2]
5	04/07/17	Charter Amendment Renewal Evaluation Addendum	Admitted
6	05/01/17	Charter	N.O.
7	06/13/18	Charter Amendment Evaluation Report	Admitted
8	06/21/18	School Reform Commission Minutes	Admitted
9	Undated	2017 Annual Charter Evaluation ("ACE")	Stipulated
10	Undated	2018 ACE	Stipulated
11	Undated	2019 ACE	Stipulated
12	Undated	2020 ACE	Stipulated
13	Undated	2021 ACE and Renewal Recommendation Report ("ACE-R")	Stipulated
14	03/30/22	Email With Missing Documentation spreadsheet (redacted)	Stipulated
15	Undated	Academic and Attendance Summary Charts	Admitted
16	Undated	2017-18 PSSA Data	Admitted

ability to object to its relevance and/or materiality in their post-hearing submissions (which neither did), "Qualified" means it was admitted for a limited purpose, "Excluded" means its admission was denied, "N.O." means it was not offered into evidence, and "Submitted" means it is included to complete the record by documenting various procedural events.

[2] Exhibit SDP4 was among the exhibits admitted by agreement and without objection on January 10, 2023 pursuant to a stipulation marked Exhibit J1 (Tr. vol 1, 9:11-11:18), but later the same day, Counsel for SLACS objected to using it without the other documents it references. That objection was overruled because the exhibit was already admitted by agreement, but with leave to submit any pertinent referenced documents separately and use them in cross-examining the witness (Tr. vol. 1 at 88:3-90:8.)

SDP	Date	Description	Status
17	Undated	2018-19 PSSA Data	Admitted
18	06/2017	2021-22 ESL Policy (First Submission)	N.O.
19	10/08/21	2021-22 ESL Policy (Final Submission)	Admitted
20	08/27/21	ESL Policy Submission Detail	Admitted
21	02/02/22	Revised ESL Policy	Admitted
22	03/08/22	ACE Preview Response	Admitted
23	Undated	2018-19 EL Data Summary (Redacted)	Admitted
24	Undated	2020-21 EL Data Summary (Redacted)	Admitted
25	07/01/17	Basic Education Circular re: English Learners	Admitted
26	Undated	2018 Enrollment Materials submission	Admitted
27	Undated	2019 Enrollment Materials submission	Admitted
28	Undated	2020 Enrollment Materials submission	Admitted
29	Undated	Enrollment File Review (Redacted)	Admitted
30	01/22/09	Basic Education Circular re: Enrollment of Students	Admitted
31	07/01/22	Revised Basic Education Circular re: Enrollment of Students	Admitted
32	Undated	Submitted Lottery Results With CSO Review (Redacted)	Admitted
33	08/31/18	2018-19 Student Code of Conduct With Submission Detail to CSO	Admitted
34	Undated	(A-R) Expulsion Records for Various Students (Placeholder)	Admitted
34A	06/21/18	Expulsion Records for Student J.N. (Redacted)	Admitted
35	Undated	Expulsion Review Tracker (Redacted)	Admitted
36	08/07/18	2017-18 Annual Report	Stipulated
37	08/05/19	2018-19 Annual Report	Stipulated
38	11/16/20	2019-20 Annual Report	Stipulated
39	07/29/21	2020-21 Annual Report	Stipulated
40	07/19/21	2021-07 Submission Detail With Checks and Clearances	Admitted
41	08/24/21	Submission Detail Request for Missing Documentation With tracker	Admitted
42	08/24/21	Uploaded Checks and Clearances (Redacted)	Admitted
43	08/24/21	Checks and Clearances Review Tracker Including Information	Admitted

SDP	Date	Description	Status
44	06/20/19	Philadelphia Department of Health Food Facility Inspection Reports for 2017-18 School Year (Three Reports)	Admitted
45	Undated	2018-19 Student Health Services Policy	N.O.
46	08/20/20	L&I Special Inspection Certificate (7101 Paschall Avenue)	Admitted
47	08/20/20	L&I Special Inspection Certificate (6901 Woodland Ave.)	Admitted
48	10/20/11	SLACS Bylaws	N.O.
49	Various	2017-18 Board of Trustees ("Charter Board") Minutes	Admitted
50	Various	2018-19 Charter Board Minutes With Summary	Admitted
51	Various	2019-20 Charter Board Minutes With Summary	Admitted
52	Various	2020-21 Charter Board Minutes With Summary	Admitted
53	Various	2021-22 Charter Board Minutes With Summary	Admitted
54	Undated	Summary of 2017 Statements of Financial Interest ("SOFI")	Admitted[3]
55	Undated	2018 SOFI With Summary	Admitted
56	Undated	2019 SOFI With Summary	Admitted
57	10/20/22	Criminal Docket Sheet for Commonwealth v. Ronald G. Waters	Admitted
58	03/30/22	Email from Ms. Purnell With Board Member Resignation	Admitted
59	10/31/18	Independent Financial Audit for FYE 2018	Stipulated
60	10/23/19	Independent Financial Audit for FYE 2019	Stipulated
61	10/20/20	Independent Financial Audit for FYE 2020	Stipulated
62	10/27/21	Independent Financial Audit for FYE 2021	Stipulated
63	03/28/19	990 for FYE 2018	Stipulated
64	05/13/20	990 for FYE 2019	Stipulated
65	02/17/21	990 for FYE 2020	Stipulated
66A	11/15/17	Arbitrage and Tax Certificate	Stipulated
66B	11/08/17	Bond Purchase Agreement	Stipulated

[3] SLACS objected to Exhibit SDP54 because it does not include the SOFIs it describes, but the objection was overruled and the exhibit was admitted: (a) as a record of regularly conducted activity, *see* Pa. R. Evid. 803(6); and (b) as a summary of records that SLACS can review to verify or contest the summary's accuracy, *see* Pa. R. Evid. 1006. (Tr. vol. 6 at 1095:18-1097:20.)

SDP	Date	Description	Status
66C	11/15/17	Collateral Assignment of Architects Contract, Permits, Plans and Specifications and Tests	Stipulated
66D	11/15/17	Continuing Disclosure	Stipulated
66E	11/15/17	Deposit Account Control Agreement	Stipulated
66F	11/01/17	Indenture of Trust	Stipulated
66G	11/15/17	Issuer Certificate	Stipulated
66H	11/01/17	Loan Agreement	Stipulated
66I	11/01/17	Mortgage	Stipulated
66J	11/15/17	Note	Stipulated
66K	11/08/17	Offering Statement	Stipulated
66L	11/01/17	Project Certificate	Stipulated
66M	11/15/17	Specimen Bonds	Stipulated
67	06/30/19	Financial Covenants Submitted Through the Electronic Municipal Market Access Website ("EMMA")	Stipulated
68	Undated	Staff Retention Information Submitted Through EMMA	Stipulated
69	02/23/21	2021 Information From SLACS for Investor Call Submitted Through EMMA	N.O.
70	08/16/22	Interim Financial Disclosure Submitted Through EMMA	Stipulated
71	11/01/22	Interim Financial Disclosure Submitted Through EMMA	Stipulated
72	10/26/22	Independent Financial Audit for FYE 2022 Submitted Through EMMA	Stipulated
73	07/08/22	Final General Fund Budget for 2022-23 Submitted Through EMMA	Stipulated
74	05/04/21	Email With SY2021-22 Renewal Document Review Guidance	Stipulated
75	05/07/21	Email re: Renewal 2021-22 Kickoff Follow-Up	Stipulated
76	08/23/21	Email re: Charter Board Meeting Observation	Stipulated
77	12/13/21	Email re: 2021-22 Renewal Site Visit Planning Questionnaire	Stipulated
78	Undated	2021 ACE-R Preview	Admitted
79	Undated	Office of Auditing Services ("OAS") Report for Charter Renewal Period Ending June 30, 2022	Stipulated

SDP	Date	Description	Status
80	01/27/22	Email With Special Education File Review by OAS (Attachment Redacted)	Stipulated
81	Undated	General Ledger for FY20	Stipulated
82	Various	Email With OAS and Disbursement Sample FY20	Stipulated
83	Undated	OAS Sample Audit Engagement Letter	N.O.
84	Undated	Enrollment by Grade Level	Admitted
85	01/26/22	Email With OAS Summary of Audit Testing	Stipulated
86	Undated	Disbursement Sample FY20 With OAS notes	Admitted
87	05/2022	Email re: ACE-R	Stipulated
88	Undated	2021-22 Future Ready Index Summary	Admitted
89	Undated	Updated Academic Summary Charts With 2021-22 PSSA Data	Admitted
90	Undated	2021-22 PSSA Data From PDE 2022 PSSA Data Files	Admitted
91	Undated	Notes by T. Hanser of Financial Metrics for FY21 and FY22	Admitted
92	07/14/21	BSE CAV Compliance and Improvement Plan	Stipulated
93	Undated	Data From 2018-19 “Catchment Retention Counts” Data File	Stipulated
94	Undated	2021-22 Act 13 Building Level Scores for Philadelphia Charter Schools	Stipulated
95	02/06/23	Updated Enrollment	Stipulated
96	06/25/21	2019-21 COVID-Related Updates From Charter Schools Office	Stipulated
97	08/20/20	Attendance Guidance From Pennsylvania Department of Education Linked in COVID Update From Charter School	Stipulated

D. SLACS Exhibits

CS	Date	Description	Status
1	07/01/17	2017 Charter	Stipulated
2	Undated	2017-18 Student Handbook	N.O.
3	Undated	2018-19 Student Handbook	N.O.
4	Undated	2019-20 Student Handbook	N.O.
5	Undated	2020-21 Student Handbook	N.O.

CS	Date	Description	Status
6	08/14/21	2021-22 Parent and Student Handbook	N.O.
7	08/07/18	2017-18 Annual Report	N.O.
8	08/05/19	2018-19 Annual Report	N.O.
9	11/16/20	2019-20 Annual Report	N.O.
10	07/29/21	2020-21 Annual Report	N.O.
11	08/01/22	2021-22 Annual Report	Admitted
12	Undated	Email Confirming Receipt of 2018-19 Annual Report	N.O.
13	10/03/05	Original Charter Application	Admitted
14	11/09/19	Amended By-Laws	Admitted
15	07/13/19	Board of Trustees ("Charter Board") Meeting Minutes	N.O.
16	07/11/20	Charter Board Meeting Minutes	N.O.
17	01/25/21	Strategic Plan 2021-25	Admitted
18	10/02/20	Email re: Revised Health Plan	Admitted
19	03/16/20	Continuity of Education Plan	Admitted
20	Undated	Response to Continuity of Education Questionnaire	N.O.
21	05/06/21	Presentation: 2021-22 Renewal Kick-Off for School Boards	Stipulated
22	05/05/21	Presentation: 2021-22 Renewal Kick-Off for School Staff	Stipulated
23	04/13/17	2016-17 Renewal Recommendation Report	N.O.
24	Undated	2022-23 Staff Engagement & Retention Plan	N.O.
25	Undated	2022-23 Zip Code Analysis	Admitted
26	01/08/21	Project Go Memorandum of Understanding ("MOU")	Admitted
27	09/01/21	DCIU Title III Consortium MOU	Admitted
28	07/09/22	Enrollment Policy	Admitted
29	07/01/19	Philadelphia School Partnership MOU	Admitted
30	07/01/20	Amendment to Philadelphia School Partnership MOU	Admitted
31	05/25/21	Kutak Rock Engagement Letter	Admitted
32	10/24/22	BSE Closeout Letter	Stipulated
33	02/04/22	Santilli & Thompson Consulting Agreement	Admitted

CS	Date	Description	Status
34	Undated	2015-16 ACE and Renewal Report Business Rule Supplement	N.O.
35	07/01/21	Category Rating Business Rules	Admitted
36	10/31/22	Email re: Update on Charter Schools Office Communications and Support	Admitted
37	Undated	Kindergarten Screening Survey	N.O.
38	06/2022	Expulsion Hearing Notice Template	Admitted
39	09/23/22	Email re: Absences Data Packet	N.O.
40	09/25/20	Letter re: TB Testing Modification	N.O.
41	Undated	A. Schuh CV	Admitted
42	08/2022	2021-22 STAR Assessments Analysis[4]	Stipulated
43	07/2021	Charter School Performance Framework	Stipulated
44	Undated	Response to 2021-22 ACE-R	N.O.
45	06/22/22	School Frontiers Response to ACE-R and Renewal Fact Sheet	N.O.
46	Undated	2019-20 End-of-Year Reports for Selected Schools	N.O.
47	Undated	2020-21 School Progress Report on Education and Equity ("SPREE") for Selected Schools	Excluded[5]
48	Undated	2020-21 SPREEs for Selected Schools	Excluded[5]
49	11/03/22	School Finder Catchment Areas for SLACS School's Addresses	Admitted
50	06/14/22	PCE Letter to Mayor Kenney	N.O.
51	Undated	2021-22 Renewal Fact Sheet	N.O.
52	05/06/22	Email Regarding Beat the Odds Event	Admitted
53	06/14/22	Email Regarding Beat the Odds Ranking	Qualified[6]

[4] Exhibit CS42 was admitted by agreement on the same basis as those referenced in the stipulations admitted as Exhibits J1 and J2, which reserved the School District's ability to object to the exhibit's relevance and/or materiality in its post-hearing submissions. The School District's submissions opposed Dr. Schuh's use of STAR assessments on substantive grounds, but did not oppose the admissibility of Exhibit CS42 based on relevance. (Ex. HO-27 at 18-20, HO-28 at 73 ¶ 229, 78-80 ¶ 257.)

[5] Objections to the relevance and materiality of Exhibits CS47 and CS48 were sustained subject to reconsideration based upon post-hearing submissions. That preliminary ruling is now reaffirmed, because admissibility of the exhibits was not addressed in SLACS's submission. (Ex. HO29.)

[6] Exhibit CS53 was offered and admitted only for the limited purpose of establishing that

CS	Date	Description	Status
54	05/27/21	Board of Education ("BOE") Meeting Materials	N.O.
55	Undated	2020-21 SPREEs for Selected Schools	N.O.
56	12/01/21	Press Release Regarding Bias Investigation	Admitted
57	03/06/22	Pennsylvania Proclamation of Disaster Emergency ("PoDE")	Stipulated
58	06/03/22	Amendment to Pennsylvania PoDE	Stipulated
59	02/19/21	Amendment to Pennsylvania PoDE	Stipulated
60	11/24/20	Amendment to Pennsylvania PoDE	Stipulated
61	08/31/20	Amendment to Pennsylvania PoDE	Stipulated
62	05/20/21	Amendment to Pennsylvania PoDE	Stipulated
63	03/11/20	Philadelphia Declaration of Extraordinary Circumstance	Stipulated
64	03/17/20	Philadelphia Emergency Order	Stipulated
65	03/12/20	Philadelphia Emergency Order	N.O.
66	03/29/20	Philadelphia Emergency Order	Stipulated
67	06/11/20	Philadelphia Declaration of Emergency	Stipulated
68	06/26/20	Philadelphia Emergency Order ("EO")	Stipulated
69	07/03/20	Amendment to Philadelphia EO	Stipulated
70	11/16/20	Philadelphia EO	Stipulated
71	11/23/20	Second Supplemental Philadelphia EO	Stipulated
72	12/30/20	Third Supplemental Philadelphia EO	Stipulated
73	12/30/20	Amendment to Philadelphia EO	Stipulated
74	01/15/21	Restated and Consolidated Philadelphia EO	Stipulated
75	02/27/21	Spring Philadelphia EO	Stipulated
76	03/01/21	Fourth Supplemental Philadelphia EO	Stipulated
77	04/30/21	Third Amendment to Philadelphia EO	Stipulated
78	03/20/21	Philadelphia EO	Stipulated
79	06/01/21	Amendment to Philadelphia EO	Stipulated
80	08/16/21	Memo Regarding Philadelphia EO	Stipulated
81	04/14/22	Philadelphia EO	Stipulated
82	11/04/22	School District's SLACS Landing Page	N.O.
83	11/03/22	School Frontiers Report	Admitted

SLACS provided the information it contains to the CSO after the ACE-R was issued. (Tr. vol. 8 at 1527:12-1532:8.)

CS	Date	Description	Status
84	11/16/20	Email Confirming Annual Report Submission	Stipulated
85	Undated	SLACS's 2020-21 K-4 Parent Orientation	Admitted
86	04/08/21	Policy 401 Attachment Regarding Charter Applications	Stipulated
87	11/02/22	Email Regarding Financial Statements	N.O.
88	03/13/21	Principal's Report (Attached to Proposal for Ventilation Services)	Admitted
89	11/02/22	Email Regarding Financial Statements	N.O.
90	Undated	Response to ACE-R	Qualified[7]
91	12/21/20	Proposal for Ventilation Services	N.O.
92	03/06/21	Proposal for Services	Stipulated
93	11/16/20	2019-20 Annual Report	N.O.
94	11/19/20	BOE Policies 400 and 401	Stipulated
95	06/23/22	BOE Meeting Minutes	Stipulated
96	05/26/22	BOE Meeting Minutes	Admitted
97	06/02/22	2021-22 Payments Report	Stipulated
98	Various	Supporting Documents OAS Review	Admitted
99	Undated	PDE ESSA Lists of CSI, A-TSI, TSI Schools	N.O.
100	Undated	2022 Act 13 Building Level Scores	N.O.
101	Undated	2022 PVAAS Data	Admitted
102	2020/21	School Year Updates Communication	Admitted
103	Undated	2012 Charter Agreement	Stipulated
104	05/27/21	BOE Meeting Video Excerpt	Stipulated
105a	05/26/22	BOE Meeting Video Excerpt	Stipulated
105b	05/26/22	BOE Meeting Video Excerpt	Stipulated
106a	06/23/22	BOE Meeting Video Excerpt	Stipulated
106b	06/23/22	BOE Meeting Video Excerpt	Stipulated
106c	06/23/22	BOE Meeting Video Excerpt	Stipulated
106d	06/23/22	BOE Meeting Video Excerpt	Stipulated
107	12/30/22	Independent Financial Audit for FYE 2022	Stipulated

[7] Pages1-4 and 6 of Exhibit CS90 were admitted without limitation (Tr. vol. 8 at 1520), but page 5 was offered and admitted only for the limited purpose of establishing that SLACS provided the information it contains to the CSO after the ACE-R was issued. (Tr. vol. 8 at 1527:12-1533:15.)

CS	Date	Description	Status
108	05/19/17	Email Forwarding Charter Revisions	Stipulated
109	Undated	Update to School Frontiers Report's Table 6	Admitted
110	04/15/21	Presentation to BOE Policy Committee	Admitted
111	Undated	List of Cases in Which Dr. Schuh has Testified as an Expert Witness	Admitted
112	11/01/22	Signature Page for School Frontiers Report	Admitted
113	12/17/15	Expansion Options and Site Evaluation Report	N.O.
114	06/21/16	Agreement of Sale	N.O.
115	01/10/23	PA Future Ready Index	N.O.
116a	10/03/16	Independent Financial Audit for FYE 2016	Stipulated
116b	Undated	Current and Proposed Budget Information	Stipulated
116c	Various	Charter Board Meeting Minutes	Stipulated
116d	12/17/15	C.B. Development Report	Stipulated
116e	04/09/16	Charter Board Meeting Minutes	Stipulated
116f	Various	Architectural Plans	Stipulated
116g	06/21/16 12/15/16	Agreement of Sale and First Amendment to Agreement of Sale	Stipulated
116h	11/2016	Zoning and Building Permits	Stipulated
116i	11/15/16	Guaranteed Max Price and Timeline	Stipulated
116j	09/30/16	Ziegler Letter of Intent	Stipulated
116k	10/14/16	PAID Approval Letter	Stipulated
116l	10/20/16	Department of Community & Economic Development Approval Letter	Stipulated
116m	12/21/16	Frontier 21 Expansion Context Analysis	Stipulated
116n	12/21/16	Ankura Consulting Review of Financial Plan	Stipulated
116o	12/05/16	Division of Federal Programs Distinguished Title I School Letter	Stipulated
116p	Undated	Projected Staffing Levels and Recruitment	Stipulated
116q	Various	Vendor Letters Proposing Continuing Services	Stipulated
117	Undated	2022 Act 13 Building Level Scores, With Calculations and Charts	Admitted

F. Hearing Officer Exhibits

HO	Date	Description	Status
1	07-11-22	Email Regarding Hearing Officer Appointment	Submitted
2	07-15-22	Email With Hearing Regulations	Submitted
3	07-15-22	Hearing Regulations	Submitted
4	07-22-22	Appointment Letter	Submitted
5	07/28/22	Email With Remote Hearing Guidelines	Submitted
6	07/28/22	Remote Hearing Guidelines	Submitted
7	08-02/22	Scheduling Order	Submitted
8	10-20-22	Request for Stay and Recusal	Submitted
9	10-20-22	Ruling on Request for Stay and Recusal	Submitted
10	10-27-22	Email Regarding Extension of Deadline	Submitted
11	11/07/22	Email Regarding Postponement of Hearing	Submitted
12	11/17/22	Email Regarding Resumption of Hearing	Submitted
13	11/23/22	Email Regarding Objections to Witnesses and Exhibits	Submitted
14	11/23/22	Email Regarding Objections to Exhibits	Submitted
15	11/25/22	Email Regarding Request for Subpoenas	Submitted
16	11/28/22	Ruling on Request for Subpoenas	Submitted
17	11/28/22	Subpoena to Diane Baker	Submitted
18	11/28/22	Subpoena to Ebru Erdem	Submitted
19	11/29/22	Request for Reconsideration	Submitted
20	11/30/22	Ruling on Request for Reconsideration	Submitted
21	11/30/22	Objections to New Exhibits	Submitted
22	11/30/22	Response to Objections to New Exhibits	Submitted
23	11/30/22	Email Regarding Postponement	Submitted
24	12/02/22	Email Postponing Hearing	Submitted
25	12/07/22	Ruling on Objections to New Exhibits	Submitted
26	02/10/23	Notice of Deadline for Public Comments	Submitted
27	04/03/23	School District’s Memorandum of Law	Submitted
28	04/03/23	School District’s Proposed Findings of Fact and Conclusions of Law	Submitted

HO	Date	Description	Status
29	04/03/23	SLACS's Proposed Findings of Fact and Conclusions of Law	Submitted

G. Public Comments

PC	Date	Name	Type	Role	Submitted
1	03/12/23	Leigh Purnell	Letter	CEO	Submitted
2	03/12/23	Barlow Enterprises	Letter	Vendor	Submitted
3	03/12/23	Innovageous	Letter	Vendor	Submitted
4	03/12/23	African and Caribbean Business Council	Letter	Community Organization	Submitted
5	03/13/23	Enriched Schools	Letter	Vendor	Submitted
6	03/12/23	1,321 Typed Names	Petition	Unspecified	Submitted

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Date: May 6, 2023

Action Items - Intermediate Unit - 1.

Title: Ratification of Acceptance of Safe Schools Targeted Non-Public School Equipment and Program Grants and Authorization to Purchase from Various Vendors for Security and Surveillance Equipment and Support, Communications Equipment, School Safety Programming and Other Related Goods and Services ($350,000)

Board of Education Meeting Date: 6/29/2023

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as the Board of Directors of Philadelphia Intermediate Unit No. 26 (IU 26), ratify and authorize the acceptance of a grant through the Executive Director or his designee, and authorize the execution and performance of contracts by IU 26, through the Executive Director or his designee, upon receipt of the Safe School Targeted Equipment and Program Grants as follows:

Grant from: Pennsylvania Department of Education

Contract(s) with: Contractors and suppliers determined in consultation with non-public schools

Purpose: To accept and expend Safe Schools Targeted Non-Public School Equipment and Program Grant funds competitively awarded to IU 26 for goods and services at non-public schools to help address school violence and security issues

Grant Start Date: 1/1/2023
Grant End Date: 12/31/2023
Grant for an amount up to: $350,000

Contracts Start Date: 1/1/2023
Contracts End Date: 12/31/2023

Compensation not to exceed: All contractors and suppliers to be paid from the aggregate not to exceed $350,000 total for projects at seven non-public schools

Location: CB Community School, Community Partnership School, Logan Hope School, Mercy Career and Technical High School, Saints John Neumann and Maria Goretti High School, St. Hubert Catholic High School for Girls and Saint Peter the Apostle Catholic School

Renewal Option: No

Description:

Why is this Contract needed?

The Intermediate Unit is required to manage grant funds for school safety and security enhancements and programs at designated non-public schools located within the IU in line with the terms of the grant agreements and the guidance issued by the Pennsylvania Department of Education's Office for Safe Schools.

How is this work connected to the District's plan to achieve Goals and Guardrails?

The grant funds will allow students in Philadelphia non-public schools to have the opportunity to be welcomed into a safe and supportive learning environment connected to Guardrail 1. Numerous non-public schools are located in areas where school climate and community violence can directly affect students' learning and safety. This funding will allow non-public schools to improve or enhance the learning environment within the non-public schools.

How will the success of this contract be measured?
The IU was awarded grants funds for projects at seven non-public schools. Each school provided outcomes and measurable objectives for the school's unique project.

Related resolution(s)/approval(s)
May 26, 2022; IU No. 1

Funding Source(s):
Categorical

Office Originating Request: Finance

Why vendor was selected:
Vendors are to be determined

Procurement process: Bid Solicitation

Number of proposers: To be determined

Request or Solicitation Number: To be determined

M/WBE Participation Level: 0

Charge Accounts(s):
150-3716-2023 (and 2024)-9610-2390210-5300000-000000-00000 (CB Community)
150-3730-2023 (and 2024)-9610-2390210-5600000-000000-00000 (St. Hubert)
150-3734-2023 (and 2024)-9610-2390210-5600000-000000-00000 (Community Partnership)
150-3735-2023 (and 2024)-9610-2390210-5600000-000000-00000 (Mercy Career and Technical)
150-3736-2023 (and 2024)-9610-2390210-5600000-000000-00000 (St. Peter the Apostle)
150-3737-2023 (and 2024)-9610-2390210-5600000-000000-00000 (Sts. Neumann and Goretti)
150-3738-2023 (and 2024)-9610-2390210-5600000-000000-00000 (Logan Hope)

Office Originating Request: Finance