



THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

PUBLIC MEETING

AGENDA

AUGUST 17, 2023

Call to Order - Reginald L. Streater, President

Roll Call - Lynn Rauch, General Counsel

Approval of Minutes - June 29, 2023

Committee Reports

Goals and Guardrails Updates

- Goals & Guardrails Updates Presentation
Board of Education - Other

Registered Student Speakers

- Student Speakers List
Board of Education - Other

Superintendent Remarks

- Board of Education - Other
Superintendent Remarks Presentation

Presentations

- Keystone Opportunity Zones, Anne Nadol, Commerce Director, City of Philadelphia
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 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 Donation from The Big Sandbox for Tanner Duckrey School (\$1,150,000)
Operations - Capital Programs - Grants/Donations
2. Approval of School Plans
Evaluation, Research and Accountability - Other
3. Approval of Personnel Hires (Updated 8.11.2023)
Talent - Other
4. Approval of Personnel Terminations (Updated 8.17.2023)
Talent - Other
5. Administration's Recommendation for Termination of Professional Employees (Updated 8.17.2023)
Talent - Other
6. Approval of Resignations and Retirements (Updated 8.17.2023)
Talent - Other
7. Amendment to the Contract with Hartford Life and Accident Insurance Company - Basic Life and Accidental Death, and Dismemberment Programs (\$2,969,844)
Talent - Amended Contracts
8. FY 2024 Tax Revenue Anticipation Notes - WITHDRAWN BY STAFF
Finance - Other
9. Authorization for Keystone Opportunity Zone - The Enterprise Center (Updated 8.15.2023/Updated 8.16.2023)
Finance - Other
10. Authorization for Keystone Opportunity Zone - Longfellow (Updated 8.15.2023/Updated 8.16.2023)
Finance - Other
11. Authorization for Keystone Opportunity Zone - Stateside Vodka (Updated 8.15.2023/Updated 8.16.2023))
Finance - Other
12. Authorization for Keystone Opportunity Zone - Wexford (Updated 8.15.2023/Updated 8.16.2023))
Finance - Other
13. Authorization for Keystone Opportunity Zone - The Arsenal (Updated 8.15.2023/Updated 8.16.2023) - FAILED
Finance - Other
14. Contract for Google Workspace for Education Plus Licenses (\$1,214,765.37) UPDATED 08.14.23
Information Technology - Contracts
15. Amendment of the Supplemental Staffing Contracts with Various Vendors - No Cost Time Extension

- Operations - Capital Programs - Amended Contracts
16. Change Orders at Various Locations (\$1,225,693)
Operations - Capital Programs - Other
17. Contract with Guaranteed On Site for Drapery Cleaning & Fireproofing Services (\$350,000)
Operations - Facilities - Contracts
18. Ratification for an Amendment of a Contract with Applied Data Systems - Computerized Maintenance Management System (CMMS) Archibus (MOJO) Hosting and Licensing (\$455,000)
Operations - Facilities - Other
19. Ratification of a Contract with Meteor Education, LLC for the Purchase and Installation of Dividers at Lincoln High School (\$400,000)
Operations - Facilities - Other
20. Amendment of Contract with Tozour Energy Systems for Unit Ventilators Programming Services (\$1,500,000)
Operations - Facilities - Amended Contracts
21. Contract with Carrier Corporation for HVAC System Maintenance and Components(\$6,000,000)
Operations - Facilities - Contracts
22. License Agreement with the City of Philadelphia for use of the Lincoln Pool
Operations - Facilities - License
23. The Camelot Schools of Pennsylvania, L.L.C. Alternative Education Program at Grover Washington, Jr. Middle School
Operations - Facilities - Lease
24. Memorandum of Understanding with District Management Group, LLC
Student Support Services - Memorandum of Understanding
25. Memorandum of Understanding with Various Vendors for Vision Services
Student Support Services - Memorandum of Understanding
26. Memorandum of Understanding with Community Partners for Dental Services
Student Support Services - Memorandum of Understanding
27. Memorandum of Understanding with Sandy Hook Promise - Acceptance of In-Kind Services
Student Support Services - Memorandum of Understanding
28. Amendment of Contract for Supplemental Health Service Staff (\$1,021,000)
Student Support Services - Amended Contracts
29. Amendment of Agreement For Services - ELD Apparel, LLC - Purchase of Uniforms for Homeless Students (\$600,000) - Updated 8.15.2023
Student Support Services - Amended Contracts
30. Contracts with Various Vendors for Mental Health and Climate Initiatives (\$780,000) - Updated 8.1.2023
Student Support Services - Contracts

31. Authorization for Payment to Sixsmith's Sporting Goods, Inc. - Athletic Supplies and Equipment (\$1,650,000)
Academic Support - Contracts
32. Contract with Agile Sports Technologies (Hudl) - Sports Analytics Data Platform (\$150,602)
Academic Support - Contracts
33. Contract with Philadelphia Literacy Initiative - Preschool Program Support (\$67,500)
Academic Support - Contracts
34. Contract with Paul H Brookes Publishing Co., Inc – Pre-K Developmental Screening Activities (\$213,000)
Academic Support - Contracts
35. Contract with First Student, Inc. - Transportation Services for Athletic Events (\$1,095,000)
Academic Support - Contracts
36. Ratification of Contracts with Various Vendors - Supplemental Materials (\$8,800,000)
Academic Support - Other
37. Contract with Yondr for Phone Free School Environments (\$2,000,000)
Schools - Contracts
38. Neighborhood Gardens Trust - Community Garden at Steel School
Schools - License
39. Ratification of Contracts with Various Vendors - Schools (\$64,480)
Schools - Other
40. Amendment of Contract with Teaching Learning Solutions (\$269,000) - Added 8.1.2023
Talent - Amended Contracts
41. Amendment of Contract with Blackney Hayes Architects for Professional Design Services for the TM Peirce Elementary School (\$105,000) - Added 8.1.2023
Operations - Capital Programs - Amended Contracts
42. Capital Award for Schoolyard Improvements at William H. Hunter Elementary School (\$1,110,000) - Added 8.1.2023
Operations - Capital Programs - Capital Awards
43. Renewal of License Agreement with Today's Child Learning Centers (\$77,833.30) - Added 8.1.2023
Operations - Facilities - License
44. Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Horatio B. Hackett School - Added 8.1.2023
Operations - Capital Programs - Other
45. Amendment of Adoption of Board of Education Public Meeting Schedule 2023 - Added 8.3.2023/Updated 8.10.2023

46. Board of Education - Other
Math, Science, and Technology Community Charter School – Application for Charter Renewal - Added 8.14.23/Updated 8.18.2023
- Board of Education - Other
47. Philadelphia Academy Charter School – Application for Charter Renewal - Added 8.14.23/Updated 8.18.2023
- Board of Education - Other
48. The Jacquelyn Y. Kelley Discovery Charter School – Application for Charter Renewal - 08.14.23/Updated 8.18.2023
- Board of Education - Other
49. Universal Alcorn Charter School – Application for Charter Renewal - Added 08.14.23/Updated 8.18.2023
- Board of Education - Other
50. Universal Institute Charter School – Application for Charter Renewal - Added 08.14.23/Updated 8.18.2023/Updated 8.18.2023
- Board of Education - Other
51. Young Scholars Charter School – Application for Charter Renewal - Added 08.14.23/Updated 8.18.2023
- Board of Education - Other
52. Franklin Towne Charter High School – Notice of Revocation of Charter - Added 08.14.23/Updated 8.18.2023
- Board of Education - Other
53. Settlement Agreement with the City of Philadelphia (\$2,500,000) - Added 08.14.23
- Board of Education - Other
54. License Agreement with Universal Vare Promise Neighborhood Partnership Charter School for use of the McDaniel Annex Building (\$186,000) - Added 08.14.23
- Board of Education - Other
55. Amendment to the Board's Goals & Guardrails Mission, Vision, and Indicators - Added 08.14.23
- Board of Education - Other

Adjourn

Email: schoolboard@philasd.org

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

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Title: Amendment to the Board's Goals & Guardrails Mission, Vision, and Indicators

Board of Education Meeting Date: 8/17/2023

As the governing body of the School District of Philadelphia, the Board of Education's role is to set a vision for public education in Philadelphia and then to hold the School District accountable for realizing it.

Our vision for public education is simple: To prepare students to imagine and realize any future they desire.

In order to achieve this vision, all sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected

In December 2020, after an extensive public engagement process, we set clear student learning goals for the District and guardrails that will protect the conditions needed to make student learning a priority.

The Board of Education will consider updating its original vision, mission, and indicators for Goals and Guardrails, in the form attached, which will continue to serve as its five-year strategic vision for The School District of Philadelphia. No updates are being made currently to the Goals and Guardrails themselves. The revisions to the mission, vision, and indicators are a reflection of our monitoring to date and an effort to further align our indicators with the recently adopted strategic plan ("Accelerate Philly"). The Board will continue to monitor its Goals and Guardrails on a regular basis at public meetings.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Goals and Guardrails Revised Indicators

Type

Supporting Document



Goals and Guardrails

Updated:[08/14/2023]

VISION

To prepare students to imagine and realize any future they desire.

MISSION

All sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected.

GOALS

Reading Goal: Every student reads on or above grade level.

- **Goal 1: 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.**
 - Leading Indicator 1.1: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment.
 - Leading Indicator 1.2: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment.
- **Goal 2: 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.**
 - Leading Indicator 2.1: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment.
 - Leading Indicator 2.2: The percentage of students in grades K-2 who are At Target on the District's required reading Curriculum-Based Measures.

Math Goal: Every student performs on or above grade level in math.

- **Goal 3: 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.**

- Leading Indicator 3.1: The percentage of students in grades 3-8 who are At Target on the District's within-year math assessment.
- Leading Indicator 3.2: The percentage of students in grades 3-8 with high growth on the District's within-year math assessment.
- Leading Indicator 3.3: The percentage of students in grades K-2 who are At Target on the District's required math Curriculum-Based Measures.

College & Career Goal: Every student graduates ready for college and careers.

- **Goal 4: 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.**
 - Leading Indicator 4.1: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, Biology) by the end of their 10th grade year.
 - Leading Indicator 4.2: The percentage of first-time 9th grade students who are meeting the District's 9th Grade Firmly On-Track metric.
- **Goal 5: 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.**
 - Leading Indicator 5.1: The percentage of eligible students who take and pass the NOCTI.
 - Leading Indicator 5.2: The percentage of CTE students who have a documented job placement and/or postsecondary opportunity.

GUARDRAILS

Welcoming & Supportive Schools

- **Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.**
 - Indicator 1.1: The percentage of schools with all school-based positions filled by October 31st each year.
 - Indicator 1.2: The average completion time for Work Orders specific to restrooms and hydration stations.

Enriching & Well-Rounded School Experiences

- **Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.**

- Indicator 2.1: The percentage of K-12 students enrolled in a visual or performing arts course at each school.
- Indicator 2.2: The percentage of K-12 students participating in co-curricular activities, including athletics, at each school.

Partnering with Parents/Family Members

- **Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.**

- Indicator 3.1: The number of school-sponsored community events held at each school.
- Indicator 3.2: The percentage of staff trained to use interpretation services.

Addressing Racist Practices

- **Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.**

- Indicator 4.1(a): The percentage of 5th and 8th grade students who are qualified to attend Criteria based Schools, by student group.
- Indicator 4.1(b): The percentage of qualified 5th and 8th grade students who applied and attend Criteria Based Schools, by student group.
- Indicator 4.2: The number of K-8 schools offering Algebra and World Languages.

Goals and Guardrails Updates - •

Title: Goals & Guardrails Updates Presentation

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Goals and Guardrails Presentation

Type

Supporting Document



Goals + Guardrails

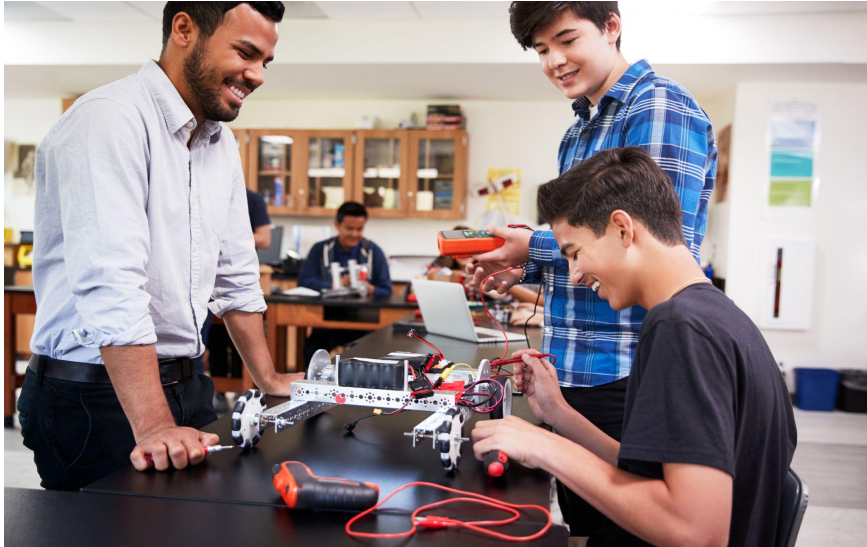
August 17, 2023

OUR PURPOSE



- To provide every student with the tools and experiences needed to reach their fullest potential.
- The Board's role is to ensure student learning and success and to hold the District accountable for achieving this.

GOALS AND GUARDRAILS COMMITTEE



ACTION ITEM 45

**Amendment of Adoption of Board of
Education Public Meeting Schedule 2023
- Added 8.3.2023/Updated 8.10.2023**

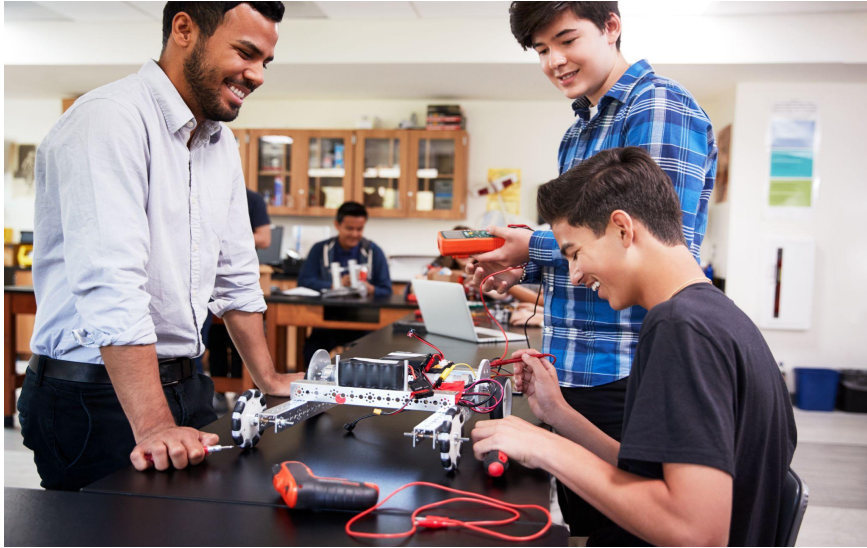
Proposed Updates to the Board's Public
Meeting Calendar to include Goals &
Guardrails Committee Meetings

ESTABLISHING A GOALS & GUARDRAILS COMMITTEE

**Prioritize time for Goals
and Guardrails
monitoring and
engagement by Board
members**

**Increase community and
public participation and
engagement in
monitoring**

UPDATING LEADING INDICATORS



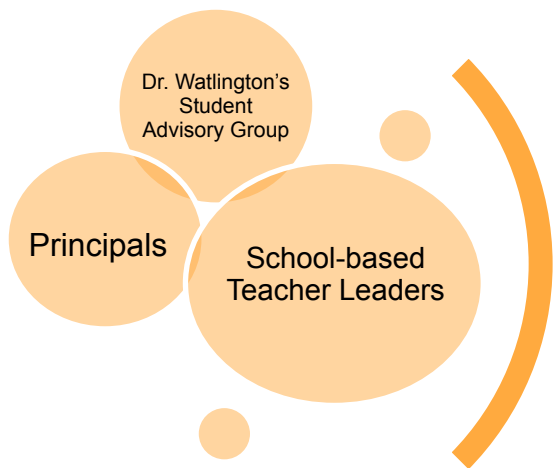
ACTION ITEM 55

Amendment to the Board's Goals &
Guardrails Mission, Vision, and Indicators -
Added 08.14.23

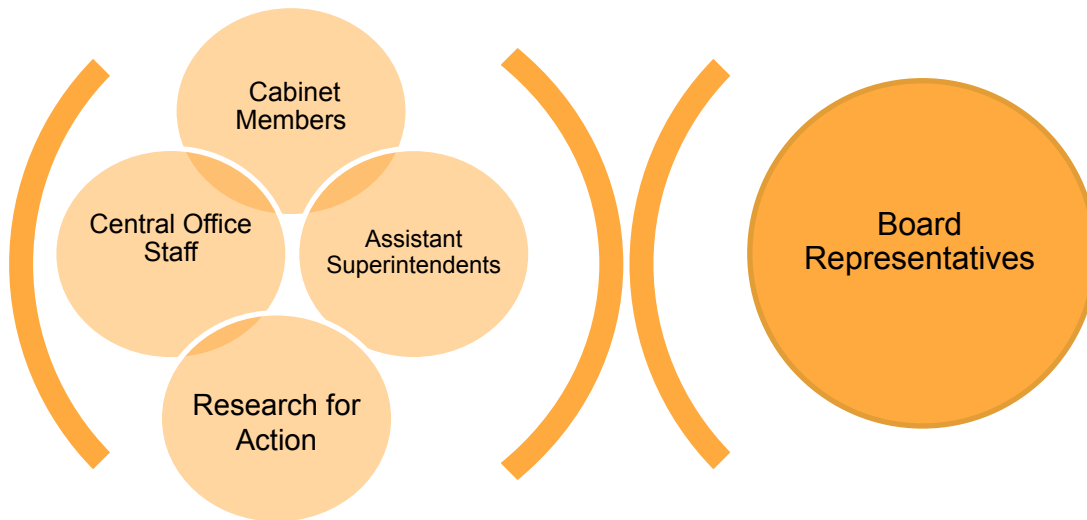
Proposed Updates to the Board's Goals
and Guardrails Summary to Include New
Leading Indicators

STAKEHOLDER ENGAGEMENT

FOCUS GROUPS



RATING SHEETINGS



KEY GOAL INDICATOR UPDATES & HIGHLIGHTS

**Shifting our Focus to include
Student Growth Outcomes**

**Tracking Student Groups through
a Cohort Model**

**Curriculum Based Measures
(CBM)**

**Post Secondary Outcomes for
Students Enrolled in CTE**

KEY GUARDRAIL INDICATOR UPDATES & HIGHLIGHTS

**Environmental Safety and Work
Order Completion**

**Interpretation and Language
Access Services**

**Increasing the Number of 5th and
8th grade students who are qualified
and apply for Criteria Based Schools**

**Access to courses such as
Algebra 1 and World Language**

ACCELERATE PHILLY



- Priority area 1: Improve safety and well-being (physical, social-emotional, and environmental)
 - Supported by updated Guardrail indicator 1.2
- Priority area 2: Partner with Families and Community
 - Supported by updated Guardrail indicators 3.1 and 3.2
- Priority area 3: Accelerate Academic Achievement
 - Supported by updated Goal indicators which now use Curriculum Based Measurements and track student groups through a cohort model



Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Student Speakers List

Type

Supporting Document



Registered Student Speakers

1. Candelaria Beatty, Masterman
Topic: Extracurricular Activities/
Masterman Schedule Change
2. Nicolas Dorazio, Masterman
Topic: Masterman Proposed
Schedule Change/Lack of Admin
Transparency
3. Ghafurjon Mirzoev, George
Washington High School
Topic: School Selection/School
Based Support
4. Rennie Lee, Masterman/Philadelphia
Student Union
Topic: Masterman Schedule Change
5. Rachel Widjaja, Masterman
Topic: Changes at Masterman

Superintendent Remarks - •

Title: Superintendent Remarks Presentation

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Superintendent Remarks Presentation

Type

Supporting Document



Superintendent Opening Remarks

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

August 17, 2023

District Recognition

Congratulations to the 350 students who graduated over the summer.



District Recognition

The 2023 Back to School Bus Tour

- Visited 10 sites
- Distributed 15,375 backpacks
- Engaged 11,500 families
- Administered 83 immunizations across two mega-events.



Overview

1. Superintendent Update
2. District Summer Priorities
3. School Selection Update
4. School Opening
5. Q&A



Superintendent Update

Year 1 Progress–Preliminary Results

Safety

+7

Safe Path programs increased from 6 in SY21-22 to 13 in SY22-23.

Student Attendance

+3%

Student regular attendance increased from 57% in SY21-22 to 60% in SY22-23.

Teacher Attendance

+7%

Teacher regular attendance increased from 77% in SY21-22 to 84% in SY22-23.

Student Dropouts

-265

Student dropouts decreased from 3,917 in SY21-22 to 3,652 in SY22-23.

12th Grade Grads

81%

7,100 12th graders graduated as of June.

Academics

TBD

Data will be provided.

Final data for SY22-23 will be available in the fall.

**this is not the 4-year graduation rate*



Year 2 Preview

Year 2 Preview: Planning for Launch and Implementation



- Focused on accelerating academic achievement and building community partnerships, 37 strategic actions will begin implementation in FY24.
- Some key strategic actions include:
 - **Strategic Action 1.5:** Expand the **Safe Path Program** in partnership with foundations and city and state funders.
 - **Strategic Action 2.1:** Launch a **two-way communications system** with multilingual capabilities to improve communications with families and the community.
 - **Strategic Actions 3.2:** Purchase and implement **standards-aligned core instructional resources** in math.
 - **Strategic Action 3.5:** Pilot evidence-based **high impact tutoring** in 6 to 8 schools.
 - **Strategic Action 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.
 - **Strategic Action 5.6:** Develop a performance **evaluation system** for all Central Office staff.



District Summer Priorities

District Summer Priorities

- Improve the School Selection Process for SY 23 - 24.
- Reopen Schools Successfully.





School Selection Update

Accenture's Recommendations to Improve School Selection Process for SY 23 -24

**In order of priority, based on timing and relative impact.*

01

Revise existing communications strategy

Ensure decisions and communications are timely, relevant, and effective, align internal communications and de-silo District office
[Public Commitment: [Communication](#), [SDP Strategic Plan 2.1 and 2.2](#)]

02

Enhance the LeGare process

Leverage school-specific list of accommodations, build for scale
[Public Commitment: [LeGare Process Integration](#)]

03

Provide offers to all eligible 8th graders in middle-high schools who meet criteria

Eliminate need for eligible rising 9th graders to re-apply at middle-high schools [Public Commitment: [Upholding Criteria](#), [SDP Strategic Plan 3.11](#)]

04

Determine process to secure spots for qualified students with no offers, where there are open seats

Collaborate with schools to enroll students without an offer
[Public Commitment: [Stakeholder Satisfaction](#)]

05

Enable schools to select best-fit criteria

Honor school-based discretion [Public Commitment: [Understanding of Different Admissions Requirements](#), [Satisfaction with Overall Process](#), [SDP Strategic Plan 5.9](#)]

06

Optimize lottery, ranking, and waitlist features

Improve efficiency of matches and increase offers per student
[Public Commitment: [Process Standardization](#), [Satisfaction with the Lottery](#), [SDP Strategic Plan 5.9](#)]

**We will work to implement this recommendation in SY 24 -25*

Retreat with Criteria-Based Schools Principals

Principals and district leaders will:

- Review enrollment, applicant, and acceptance trends.
- Identify criteria for best fit and filling all available seats.
- Develop a communications and marketing plan.

using
on, equations and
a map,
and country.

1.OA.A.1
1.OA.C.6

2:30-3:09-Intervention

How Are You Feeling?

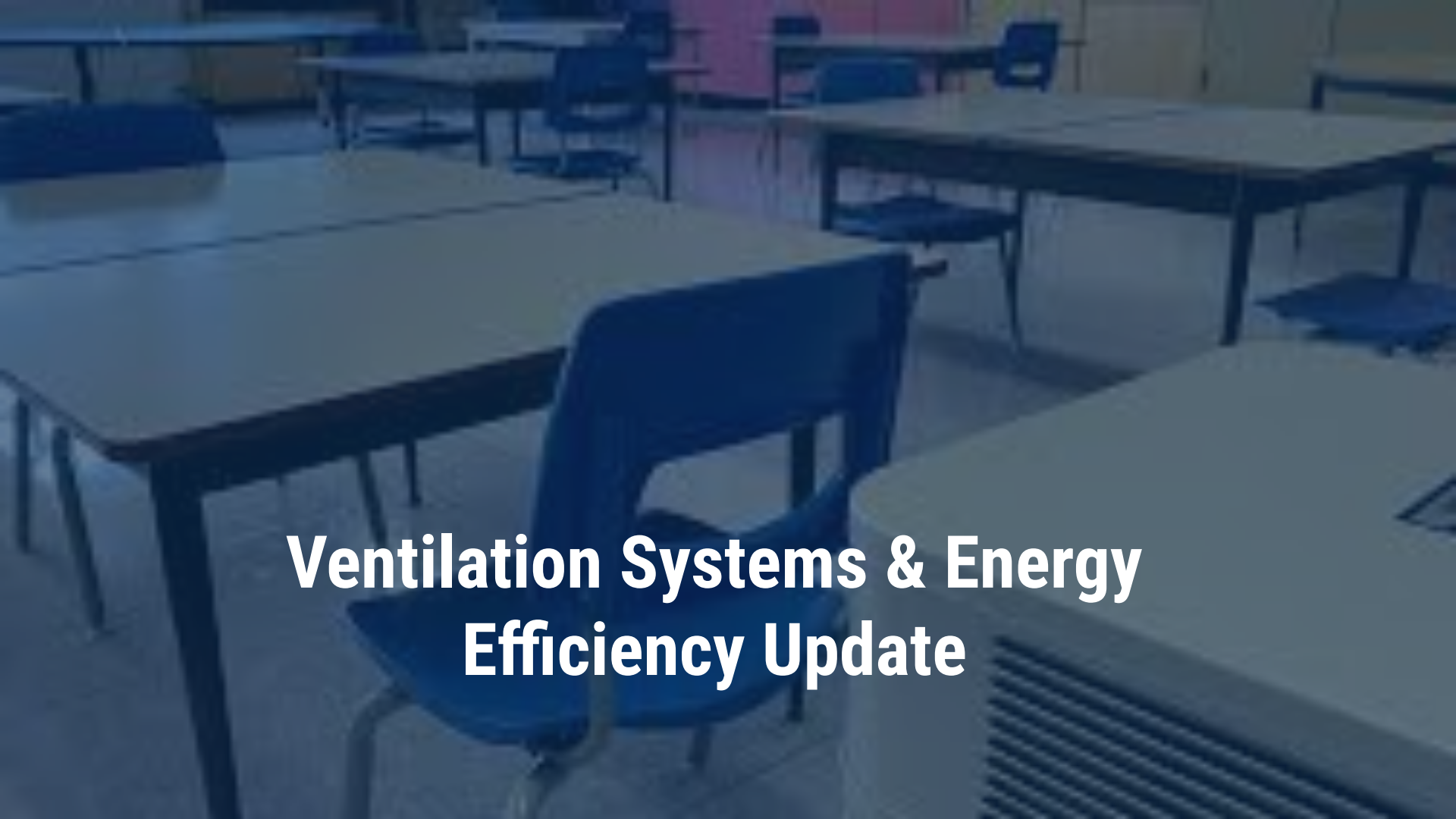
How Are You

School Reopening

School Opening Dashboard

The dashboard measures the following:

- Percent of classrooms cleaned
- Percent of schools with schoolyards cleaned
- Percent of students rostered
- Percent of principal positions filled
- Percent of classroom teacher positions filled
- Percent of ELA and Math instructional materials delivered by the vendor to schools
- Percent of SDP Transportation Action Requests (TARs) processed



Ventilation Systems & Energy Efficiency Update



Overview

1. Air Quality & Ventilation
2. Energy Efficiency
3. Q&A



Air Quality & Ventilation

Historic Perspective on Facility Air Quality & Ventilation

Construction Era	Buildings In This Era	Type of Ventilation System	Current Systems in Need of Upgrade
1890's - 1940's	103	House Fans	64
1940's - 1990's	112	Air Handlers & Univents Pneumatic Controls	57
1990's - Present	24	Building Automation System	Ongoing Maintenance Requirement

Assessment of Facility Air Quality Ventilation

The COVID 19 pandemic created the need for the District to reassess ventilation systems and their functionality in 2020:

- **2020 Air Balancing Study**

- Independent certified air balancers measured a total of 13,558 spaces for outside air.
- Data was shared with PFT to determine occupancies for rooms/spaces.
- The air purifiers were added to allow for occupancy based on square footage of the rooms/spaces.

- **2022 Parsons Reassessment Data**

- \$2 Billion estimate to upgrade HVAC related systems within the District

Challenges Improving SDP Air Quality



- Many of our systems are past their life cycle and obsolete.
- Skill/experience of our operators and technicians to address antiquated systems.
- Our building inventory along with the quantity of systems require replacement.
- Inconsistent funding sources.
- Environmental conditions that must be addressed to perform repairs and replacements of ventilation systems.

An aerial photograph of a large, multi-winged school building complex. The building has a grey roof and brick walls. To the left of the main building is a large parking lot filled with cars. Further left is a baseball field with a green field and a brown infield. The school is surrounded by streets with cars and trees. In the foreground, there is a grassy area with a sign that says "NORTHEAST".

Energy Efficiency

Energy Efficiency Vision



- Environmental, Social, and Governance (ESG) Plan within Green Futures Program
 - Incorporating principles of an ESG framework will support the Strategic Plan Priority Areas for IAQ improvements.
- Strategic Collaborations: Philadelphia Energy Authority, Solar For Schools, CTE Programs, City of Philadelphia Building Energy Performance Program.
- Targeted investment for Capital Improvement Projects and general HVAC and systems maintenance upgrades.



Energy Efficiency Challenges

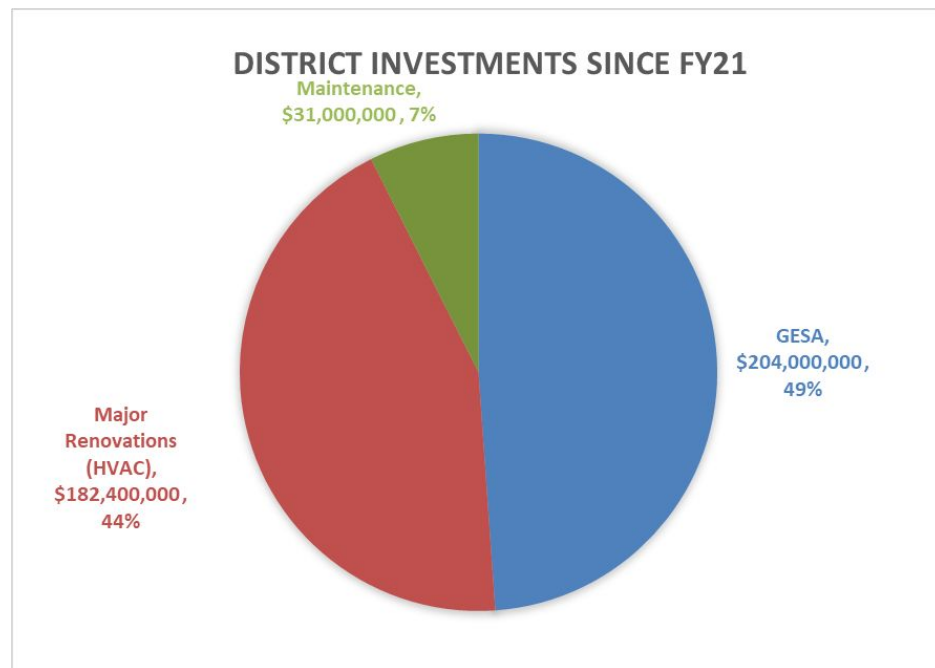
Challenges to Achieving Lower Operating Costs and Reducing Emissions

System type	Quantity	Challenge	Proposed Solution
Obsolete Temperature Controls	105	Obsolete technology, systems are not functional and not able to be repaired	Replace obsolete systems with modern Building Automation Systems
Heating Oil #2	54	Higher efficiencies are not achievable with oil burning equipment	Establish natural gas service into these locations
Steam Systems	85	Higher efficiencies are not achievable with steam systems	Convert to hydronic systems with energy efficient boilers

Investments to Mitigate Challenges

Since the beginning of FY21, the District has invested over \$417M in HVAC related improvements

GESA Projects	\$204,000,000
Major Renovations with HVAC Upgrades	\$182,400,000
Maintenance (chillers, air handler units, window units)	\$31,000,000
Total Investment	\$417,400,000





THE SCHOOL DISTRICT OF PHILADELPHIA

Thank you and Questions

An aerial photograph of a school campus. The central feature is a large, multi-winged brick building with a flat roof. To the left of the building is a large parking lot filled with cars. Further left, a baseball field is visible. The campus is surrounded by trees and a street with traffic. In the foreground, a sign reads "NORTHEAST".

Facilities Update

Facilities Project Team Charge

Strategic Action 1.1 - Develop a comprehensive facilities master plan that:

- **Reimagines the use of space** to accelerate student achievement and better serve neighborhoods
- **Develops guiding principles for designing a start-of-the art learning environments** that accelerate learning
- **Co-constructs a vision for modernizing learning facilities for schools** throughout Philadelphia with families, school staff, and community members



Presentations - •

Title: Keystone Opportunity Zones, Anne Nadol, Commerce Director, City of Philadelphia

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

August 2023 - KOZ Presentation

Type

Supporting Document



Department of
Commerce
CITY OF PHILADELPHIA

Keystone Opportunity Zones

PRESENTATION

August 17, 2023

KOZ Overview

The Keystone Opportunity Zone program was established by the Commonwealth of Pennsylvania over 20 years ago as a state-wide real estate incentive. Its purpose is to be a catalyst to spur development on blighted, vacant, and highly underutilized properties and land.

Businesses located in these designated KOZ sites are authorized to apply for state and local tax credits for a term of up to 10 years.

Keystone Opportunity Zone Benefits

Targeted geographic incentives where specific state and local taxes are abated for up to 10 years.

Company Benefits

Businesses located in KOZs receive tax reductions, exemptions, abatements, or credits.

State Tax Abatements

- Corporate Net Income Tax
- PA Personal Income Tax
- PA Sales & Use Tax
- PA Capital Stock/Foreign Franchise Tax
- PA Bank Shares Tax

City Tax Abatements

- Net Profits Tax
- Business Income and Receipts Tax
- Use and Occupancy Tax
- Sales, Use and Hotel Occupancy Tax
- Wage Tax (on residential use only)
- Real Estate Tax*

KOZ Designations and Extensions

The City of Philadelphia Commerce Department will request a formal resolution from the Philadelphia School District's Board of Education as part of any application to the State for either of the following two circumstances:

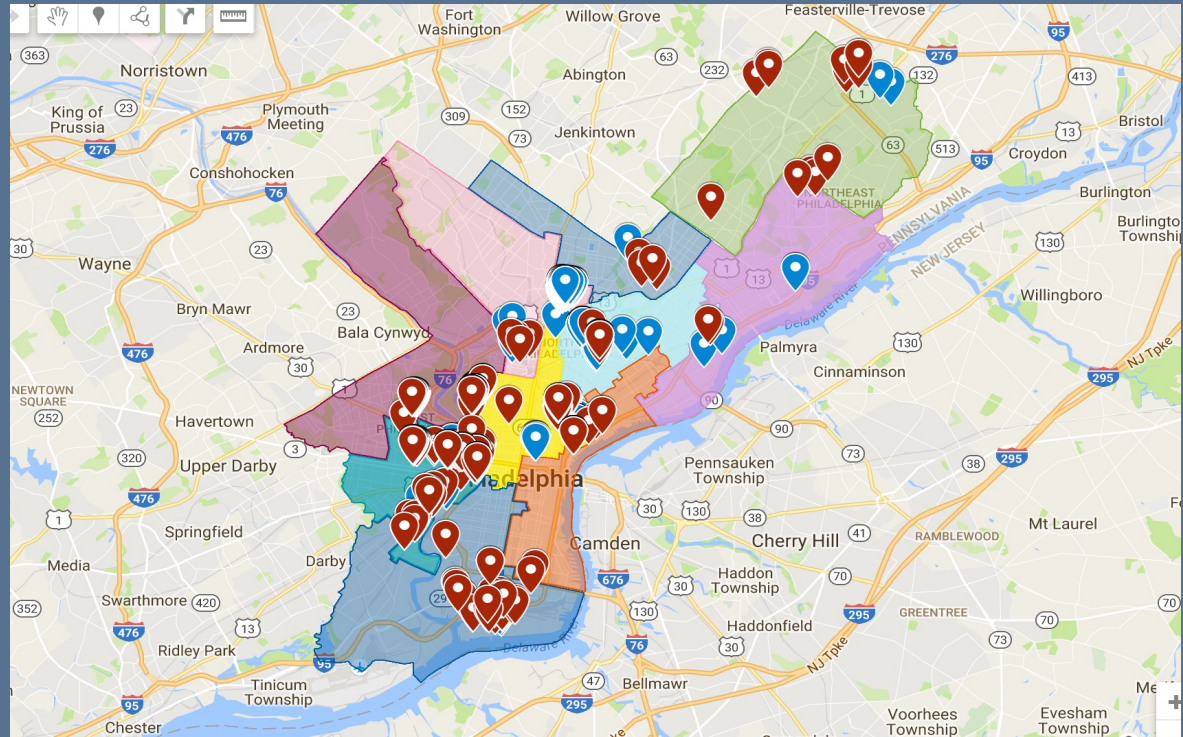
New KOZ Designation(s) Request

- If the Commonwealth of PA reopens the program to accept applications for new KOZ designations.

KOZ Extension(s) Request

- If a designated site remains vacant, the State will accept an extension application to provide a reset of the 10-year term as part of a proposed development of the site.

Existing KOZ Properties



Philadelphia has a total of 269 designated KOZ
Parcels located throughout the City.

Payment in Lieu of Taxes (PILOT)

To ensure continued revenue to replace real estate tax otherwise received, the School District and the City of Philadelphia will receive a Payment in Lieu of Taxes (PILOT) for properties receiving KOZ benefits.

The School District receives **55%** of all PILOT payments received, replacing the same proportionate share of property taxes otherwise received.

The PILOT amount is set at **110%** of the most recent assessment which holds the School District harmless.

*Without a PILOT agreement, no payment would be issued to the School District for the duration of the KOZ

Economic Opportunity Plan (EOP)



The Office of Economic Opportunity (OEO) in the Department of Commerce ensures that the City is committed to expanding economic opportunity and creating more business opportunities for minority-women-and disabled owned firms.

The EOP outlines MWDSBE participation for the project as well as workforce goals. It is important that these goals are considered from the very beginning of the project to ensure that the goal is met or exceeded.

OEO provides third-party recommendations to developers seeking EOPs on Keystone Opportunity Zone (KOZ) sites.

Career Connected Learning



The City of Philadelphia Commerce Department's Office of Workforce Solutions is committed to working with employers and stakeholders to increase career exposure and work experiences for students prior to graduation, as well as job opportunities after graduation through three key objectives:

1. Accelerate program design and partnership coordination for work readiness, work-based learning experiences, and career pathway programming.
2. Establish a streamlined system to effectively engage employers.
3. Establish consistent data tracking systems and measures to continuously improve Career Connected Learning experiences and outcomes for District high school students.

Potential KOZ Project: The Enterprise Center

4628 Market Street



The Enterprise Center (TEC) has promoted racial & economic equity by supporting the growth of diverse small businesses while partnering with West Philadelphia communities on revitalization strategies. Following the West Philadelphia's Main Street revitalization plan, TEC plans to develop a mixed-use high-rise on the southwest corner of 46th & Market Street. The 13-19 story development will include commercial office space, affordable housing units, a culinary incubator, and a food hall to showcase the Center for Culinary Enterprise space. The project financing is estimated at \$70 million on a 48,048 SF site. The proposed site will leverage The Enterprise Center's practices and investments to continue to build wealth in West Philadelphia as a prime model for capital investments focused on Minority Business Enterprise (MBE) growth.

Potential KOZ Project:

The Enterprise Center

Size: 1.1 Acres
Zoned: CMX-3 Com

4628 Market Street

2023 Assessment Value:	\$720,700
2024 PILOT*:	\$ 11,097
2024 School District Share of the PILOT*:	\$ 6,089
PROPOSED DEVELOPMENT	\$70M New construction of a 13-to-19-story mixed-use commercial, office, and residential.
Projected New Jobs	243

*estimated taxes from most recent assessment

Projected # of Students Engaged Annually	30
Number of Students Engaged in Career Fairs Annually	20
Number of Informational Interviews Conducted Annually	2
Number of Job Shadowing Days & Paid Internships Annually	7, combined

Potential KOZ Project: Longfellow

3401 Grays Ferry Avenue



Longfellow Real Estate Partners (Longfellow), a Boston-based real estate developer with over a decade of experience developing bio-innovation clusters both within the United States and Internationally will be developing a state-of-the-art life science campus in Grays Ferry. Longfellow has a 75-year lease with Penn for the 2.4-acre site to develop a 484,165 SF of lab/offices with Good Manufacturing Practices (GMP) the highest rating amongst life science. The \$417 million investment will provide approximately 1,095 jobs to Philadelphia. There is an estimated \$201 million in employee compensation annually, according to Longfellow's impact analysis

Potential KOZ Project: Longfellow

Size: 2.4 acres
Zoned: I-3, Heavy Industrial

3401 Grays Ferry Avenue

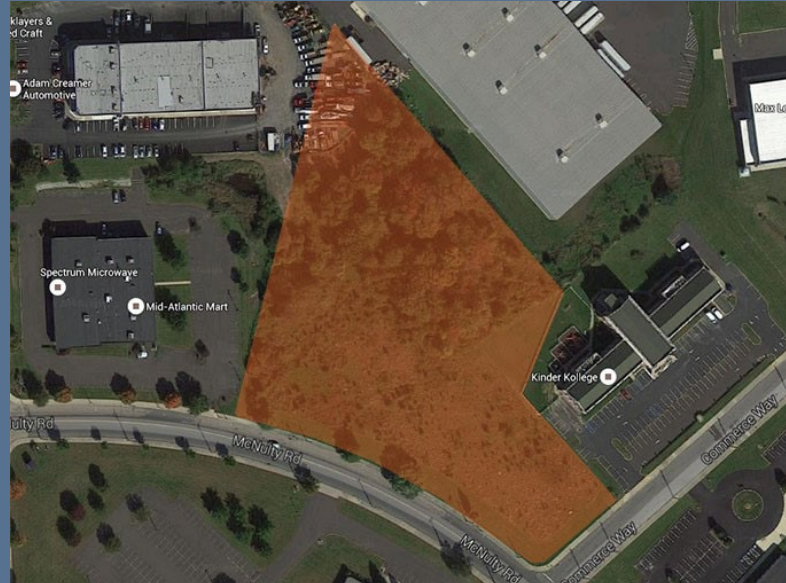
2023 Assessment Value:	\$3,334,600
2024 PILOT*:	\$51,345
2024 School District Share of the PILOT*:	\$28,173
PROPOSED DEVELOPMENT	\$417M
Projected New Jobs	1,095

*estimated taxes from most recent assessment

Projected # of Students Engaged Annually	100
Number of Career Fairs Engaged Annually	2-3
Number of Informational Interviews Conducted Annually	4
Number of Site Visit Tours Upon Building Completion Annually	1-2

Potential KOZ Project: Stateside Vodka

13000 McNulty Road



East Capital Partners, LLC will develop Stateside Vodka's new Philadelphia headquarters in the Northeast section of the city. The headquarters will also function as Stateside's distilling operations and distribution of their alcoholic beverages. The proposed building at 13000 McNulty Road will be approximately 40,615 SF, an estimated 6,000 SF of office space and 34,000 SF of manufacturing and warehouse space. Stateside is set to occupy the site in April 2024.

Potential KOZ Project: Stateside Vodka

Size: 3 acres
Zoned: I-1, Light Industrial

13000 McNulty Road

2023 Assessment Value:	\$624,200
2024 PILOT*:	\$ 9,611
2024 School District Share of the PILOT*:	\$ 5,273
PROPOSED DEVELOPMENT	\$ 9M
Projected New Jobs	15 over 10 years

*estimated taxes from most recent assessment

Projected # of Students Engaged Annually	60
Number of Students Engaged in Career Fairs Annually	40
Number of Informational Interviews Conducted Annually	2-4
Number of Paid Internships Annually	4, during school year and summer

Potential KOZ Project:

Wexford

225 N. 38th Street
3400 Market Street
3800-14 Market Street
3816-40 Market Street



The four parcels within this proposed project are a part of Wexford's Master University City Science Center plans. Wexford Science and Technology & Drexel University partnership proposes a development that will include mixed-use, retail, residential, and outdoor spaces for the community for the underdeveloped area in the existing University City Science Center campus in West Philadelphia. The development project's office buildings will cost an estimated \$500 million. Two of the parcels are currently comprised of two parking lots on the 3800 block of Market Street. Owned by the University Science Center, these parcels are a third piece of Wexford's master plan. The lots project proposed development will build additional office, retail, and lab spaces.

Potential KOZ Project:

Wexford

Size: 7.23 Acres
Zoned: CMX-4,
Community Commercial
Mixed-Use

2023 Assessment Value of Projects:	\$44,411,500
2024 PILOT* of Projects:	\$683,838
2024 School District Share of the PILOTs*:	\$375,221
PROPOSED DEVELOPMENT OF PROJECT	\$1.7 B
Projected Total New Jobs	6,587

*estimated taxes from most recent assessments

Projected # of Students Engaged Annually through FirstHand	500, middle and high school
Number of Career Fairs Engaged Annually	1
Number of Construction Pre-Apprenticeships Annually	12-16
Number of Students Engaged in Externship Annually	35
Number of Site Visit Tours Upon Building Completion Annually	1-2

Potential KOZ Project: The Arsenal

Units 111, 112, 119A, 14, 15, 2, 219,
28, 28A, 3, 40, and 220

2275 Bridge Street



The Arsenal Associates LP and AA Unit #15 LLC are a full-service real estate development and management company servicing the needs of residential, industrial, and office clients under the parent company Hankin Management. The small family run business wants to continue the development work of the 12 remaining buildings into residential, office and flex industrial usage.

Potential KOZ Project:

The Arsenal

Size: 6.2 acres
Zoned: IRMX, Industrial
Residential Mixed-Use

2023 Assessment Value (sum of 12 parcels):	\$1,772,500
2024 PILOT*:	\$27,292
2024 School District Share of the PILOT*:	\$14,975
PROPOSED DEVELOPMENT	\$ 35.5M
Projected New Jobs	780, Office and Industrial combined

*estimated taxes from most recent assessment

Projected # of Students Engaged Annually	200-300
Number of Career Fairs Engaged Annually	3
Number of Informational Interviews Conducted Annually	1 virtual interview with 8 students
Number of Site Visit Tours Upon Building Completion Annually	1, contracting office tour with 8 students

THANK YOU

Dawn Summerville
Deputy Director of Commerce,
Business Development and Workforce Solutions
Dawn.Summerville@phila.gov
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Presentations - •

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

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Written Testimony

Type

Supporting Document

August 10, 2023

The School District of Philadelphia
440 N. Broad Street
Philadelphia, PA 19130

Subject: KOZ extension for 4628 Market Street.

To Whom It May Concern,

I am writing on behalf of The Alain Locke School, to express our support for The Enterprise Center CDC (TEC-CDC) extension of the Keystone Opportunity Zone (KOZ) at 4628 Market. Locke is a West Philadelphia K-8 School that empowers students to be socially, emotionally, and physically strong academic learners who are college and career ready and who promote social and cultural change in the world around them.

We have been partners with The Enterprise Center for years, and we are currently working together to transform The Walnut Hill Community Farm located adjacent to EL stop at 46th and Market into an outdoor classroom where our students are getting experience in project management, sustainability, urban agriculture, community building and documenting their experience by producing a podcast.

This is one example of how The Enterprise Center promote social inclusivity with its innovative approach to cultivating practical skills and real-world experiences that will enable our students to thrive in their future. This project has explicitly incredible potential for our students to gain hands-on experience and exposure to the world of entrepreneurship, business, and urban development.

To that end, we pledge our support to collaborate with The Enterprise Center and are eager to work hand in hand to align the development goals to benefit our students and community.

Please feel free to contact us if you require any additional information or if there is any way we can provide additional information and/or provide additional local context. Thank you for considering our support, and we look forward to seeing this project come to fruition in West Philadelphia. Thank you in advance for your consideration.

Sincerely,

Jared E. Beck

Community Schools Coordinator, Alain Locke School
Office of Children and Families, City of Philadelphia
Jared.Beck@Phila.Gov

New submission from Contact Us

1 message

[REDACTED]
To: schoolboard@philasd.org

Mon, Aug 14, 2023 at 3:06 PM

Name

Anna Buller

Date

08/14/2023

Email

[REDACTED]

Subject

Message of Support - Stateside Vodka

Message

Hello,

I wanted to take a moment to share how Stateside has chosen to be an active member and supporter of their community year after year. They have been a sponsor of FringeArts for many years and enthusiastic supporter of keeping live art accessible and growing in communities throughout Philadelphia. Without companies like Stateside choosing to give back to other local organizations, we would be still be drowning in the after effects of Covid. However with their continued support, we are about to have our biggest Fringe Festival and are able to bring back our beloved fundraiser FEASTIVAL! Stateside is not just a business but rather an important part of the community who is continually working to better it for everyone.



CITY OF PHILADELPHIA

CITY COUNCIL

Mike Driscoll
Councilmember
6th District
Room 313 City Hall
Philadelphia, PA 19107
215-686-3444 or 3445

August 14, 2023

Reginald Streater
President
Philadelphia School Board
440 North Broad Street
Suite 101
Philadelphia, Pa. 19130

RE: Frankford Arsenal KOEZ

Dear President Streater:

I am writing to express my full support and endorsement of the Frankford Arsenal Associates Keystone Opportunity Expansion Zone ("KOEZ") application to be heard by the School Board this Thursday August 17th.

This application represents the final piece in securing the rehab and development of Buildings 15, 28, 111 and 112 to proceed on schedule. In fact, as noted in recent correspondence from Mark Hankin dated 8/4/23, on behalf of Arsenal Associates Partnership:

"We currently have plans being prepared and RACP and private funding in place for the rehabilitation of Buildings #111 and #112 which total over 92,000 sq. ft. and which will be rehabilitated as multi-tenant light industrial properties. We anticipate there will be over 150 construction jobs and over 185 permanent jobs when these two buildings are rehabilitated.

We already have plans prepared and are ready to start work with financing in place for the restoration of Building #15 (21,000 sq. ft.) which will be a mixed use building for offices and residential uses. Again, the KOZ designation is extremely important as the subsidy for the very costly rehabilitation of these historically certified and very old buildings which were constructed between 1812 and 1942."



CITY OF PHILADELPHIA

CITY COUNCIL

Clearly, this critical KOEZ application is a key component of the continued and successful revitalization and re-use of the former Frankford Arsenal complex. Therefore, I respectfully request the Board's favorable consideration regarding the Frankford Arsenal KOEZ application (i.e. Action Item #13) on August 17th.

Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Michael J. Driscoll".

Mike Driscoll

New submission from Contact Us

1 message

[REDACTED]
to: schoolboard@philasd.org

Tue, Aug 15, 2023 at 9:51 AM

Name

Fae Ehsan

Date

08/15/2023

Phone

[REDACTED]

Email

[REDACTED]

Subject

In support of KOZ for Stateside Vodka

Message

Hello,

I am writing to support Stateside Vodka's KOZ application. Stateside Vodka has supported Vetri Community Partnership's fundraising efforts by donating product to us to use in an auction, which helped us to raise critical funds to support culinary and nutrition education in Philadelphia. They have certainly made a big positive impact in their neighborhood.

Warmly,

Fae Z. Ehsan
Development & Communications Manager, Vetri Community Partnership

From: Horace Clouden

August 14, 2023

Subject: Action Item – 19 Request that the Board start looking into the overcrowding of its schools. Just move the students and say no to building partitions

To: Board of Education

Action Item – 19 Title: Ratification of a Contract with Meteor Education, LLC for the Purchase and Installation of Dividers at Lincoln High School (\$400,000)

Board of Education Meeting Date: 8/17/2023

Purpose:

To purchase and install dividers at Lincoln High school.

Location:

Lincoln, Abraham High School

Description:

The Office of Facilities Management and Services has identified a need to purchase and install the room dividers to address the overcrowding at Lincoln High school. These dividers will be used to modify existing spaces to create new classrooms to support learning. The modifications require completion before the opening of the school year 2023-24 and as such the materials were ordered in May to support installation. These modifications will add an additional 15 classrooms to Lincoln High School to support enrollment.

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.

To the Board of Education:

Every Action Item when considered an asset to a Guardrail may not apply. In this case there are certain things that must be address;

1. The overcrowding of the school. The building occupancy from their own Facility report is 1586 students (building design). The 2021-22 SPREE has an enrollment of 2370 a difference of 784 students.
2. What is the actual class size in dimensions for the 15 rooms?
3. Will the dividers impede any air flow and will the next phase to install additional HVAC support?
4. Will the sound of one room interfere with the other or affect hearing the fire alarm system?
5. When entering or exiting a room, does one half to wait for the other? Will they have their own entry way?
6. What is the classroom size in students for these 15 rooms? This school has a Performance rating of 0% and a Teacher's attendance of 60% for 95% of the time. (2021-2022 SPREE)
7. The school was built in 2009; the only toxic environment would be the overcrowding of the school and shortening the lifespan of the equipment and facility due to over use. This building once had a high LEED (Leadership in Energy and Environmental Design) certification based on design and occupancy. This is an example of ageing a new building fast.
8. There is another High School in the area with space available also with a matching Performance level of 0%.

What we have here is a student enrollment that got out of hand. There is no justification for having 784 more students then what the building was design. There is no way this fits the description of Guardrail 1. Take a closer look than just stopping with the cost of some partitions and a time line. I know you will grant this Action Item, for the record this is to remind you what is going on at that location and could apply to other locations. This is a true example of warehousing students and a school with poor teacher attendance. With the focus being on Student and Teacher attendance for FY 24 just imagine this school with overcrowding close to 800 in occupancy in a building that was designed for far less. The Facility Master Plan should have this school on their list to reduce student population not to renovate to continue an unsafe environment. I believe 440 are responsible for student enrollment, accountability.

Corrective action that could be taken in the future is to bring back Junior High Schools creating space in this overcrowded High School. It should have an impact on their 0% in Performance. You have started the process of bringing back Junior High School by moving the 9th grade class from Frankford High School to a Middle School location. The only thing left is to call it a Junior High School and manage it accordingly.

The one thing that is wrong with this Action Item is to use Guardrail 1 as an example for success. Just call it what it is accommodating an overcrowding situation that should not have been allowed to happen. Just move the students and say no to building partitions. Don't let the premature purchasing of the partitions sway your vote. Just have them returned.

Welcome back Board of Education.

Thank you,

Horace Clouden PCAP

From: Horace Clouden

August 14, 2023

Subject: Action Item – 22 Just a reminder and a comparison between Lincoln and Sayre Pool (don't forget your other pools)

To: Board of Education

Lincoln Pool

Action Item - 22.

Title: License Agreement with the City of Philadelphia for use of the Lincoln Pool

Purpose:

To allow Philadelphia Parks and Recreation to use the Lincoln Pool during certain permitted hours to provide recreational programming, lifeguard training, swim classes and swim meets.

Start Date: 8/18/2023

End Date: 8/31/2024

License Fee not to exceed: \$1

Location:

Lincoln Pool

Renewal Options: 3

Duration of Options: 3

Sayre Pool

Action Item 66 Dated 5/25/2023

Purpose:

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

Start date: 7/1/2023

End date: 6/30/2026

Value of Services not to exceed: \$TBD The total project cost to re-open the Sayre Pool is estimated at \$14,978,750.

License Fee not to exceed: TBD (should equal to Lincoln Pool)

Location:

Sayre Pool

Renewal Options: TBD

Duration of Options: TBD

To the Board of Education:

1. With the agreement between Parks and Rec. for the lease of Lincoln Pool for a \$1. To open up the remaining pools. Motivation, E.W. Rhoades and Pickett for \$3. If not then the Systematic Racism will continue with only the availability of

Lincoln pool. All of the School District pools should be active athletic spaces. Sayre Pool is a long process waiting to happen. Nothing has change waiting for Sayre Pool to be operational. The majority of the student communities will still be left without a functional pool in their community. Five years to establish a partnership with Parks and Rec. for a \$1 MOU/License agreement with Lincoln Pool still leaves the other communities without a lifeguard training facility. This year Parks and Rec. still could not open all their pools in a timely manner. With prior testimonies expressing to the BOE the inconvenience of that location (Lincoln Pool). With the Superintendent suggesting to establish a swimming curriculum, how are the other school communities going to take part in such a program. Once again only in the Northeast. The Purpose that is stated in the Lincoln Action Item should be offed where ever there is a District pool location. But first the School District has to make this a priority. Even through the community around Lincoln pool has change the swimming community remains the same. Stop operating this school district like it's a small one. Where only a few benefit. The monies are there in School and Instructional Supports. Parks and Rec. has planted the seed with offering swimming lessons in all their outdoor pools for only 8 weeks. Continue that with opening up all your School District pools in a timely manner (one year of sooner) for all-year round swimming as a curriculum as promise plus offer the other benefits they would bring. I must remind you of Guardrail 4, so far it hasn't change with the decision of the pools. Remember there is 16,000 employees and a host of millions of dollars' worth of contractors to add support with maintenance and millions dollars' worth of supplies at their disposal, use them.

Reconsider the Pool Plan proposal submitted to add structure to your decision. Your partnership with Parks and Rec. is suggested in Action Item 22. Now commit to your student body by looking into the job descriptions of your employees pertaining to pool maintenance and swimming instruction. There is no additional cost when using your own employees to perform a task that is in their job description.

Thank you,

Horace Clouden PCAC

New submission from Contact Us

1 message

[REDACTED] Mon, Aug 14, 2023 at 5:49 PM
To: schoolboard@philasd.org

Name

Jeffrey Tubbs

Date

08/14/2023

Phone

[REDACTED]

Email

[REDACTED]

Subject

Keystone Opportunity Zone - Stateside Vodka

Message

My name is Jeffrey Tubbs and I am a Founding Member of the Make the World Better Foundation. Make The World Better connects people and inspires stewardship through public space revitalization projects. MTWB believes that communities prosper when all people have access to high-quality public spaces that provide safe outlets for recreation, sports, and arts-based activities.

Stateside Vodka has been supporting all of our fundraising events for almost a decade and is an extremely important partner in all of our community outreach. I am proud to say Stateside is a partner and we look forward to continuing to make a positive impact on Philadelphia with them for many years to come.

Dear Mr. Streater,

Ahead of the August 18th School Board Meeting, I wanted to reach out and ask for your support on an agenda item up for approval. On behalf of Longfellow Real Estate Partners, we are requesting your support for the Keystone Opportunity Zone (KOZ) extension to house life science research, development, and manufacturing facilities.

The project, with the support of the Philadelphia Commerce Department and Council Member Johnson, is seeking an extension on the Keystone Opportunity Zone on 2.4 acres of the Pennovation site. City Council has already given their stamp of approval, with unanimous passage through the Finance Committee and then the full Council at their meeting in late June.

The project is accompanied by:

- A robust Community Benefits Agreement, the support of all four neighborhood RCOs (Greys Ferry Community Coalition, Tasked Morris, ROAD, and PhillyThrive);
- A Career Connected Learning Agreement with the City, including paid internship opportunities;

For additional information, please see the attached overview. If your schedule permits, we would love the opportunity to discuss any questions you may have.

Thank you,
Jessica



About Longfellow:

Longfellow is a long-term life science developer and operator and is looking to build a research, development, and manufacturing space on a 2.4-acre portion of the Pennovation site.

To do this, with the support of the Philadelphia Commerce Department and Council Member Johnson, we are seeking an extension on the Keystone Opportunity Zone on the 2.4 acres. The City Council has already given their stamp of approval, with unanimous passage through the Finance Committee and then the full Council at their meeting in late June.

Community Benefits

Longfellow has a strong history of working directly with local communities. Starting in March of 2023, Longfellow and its partners negotiated a strong commitment to local, on-the-ground organizations. We are proud to have the support of long-standing organizations, including Grays Ferry Community Council, Residents Organized for Advocacy and Direction (ROAD), and the Tasker Morris Neighborhood Association, as well as Philly Thrive.

- **Direct Community Investment: \$1,025,000.00** in direct financial investment through local non-profits and community organizations over seven years;
- **Career Connected Learning:** A comprehensive Career Connected Learning Agreement that applies to the Philadelphia School District, as well as local charter schools identified by the community and local students in the Grays Ferry neighborhood; paid and credit fulfilling internships, career fairs, informational interviews, worksite tours, to increase opportunities in both the life science and commercial real estate fields;
- **Job Training and Pre-apprenticeship:** Commitments to support job training and pre-apprenticeship programs, such as the Sam Staten Jr. Pre-apprenticeship;
- **Community Liaison:** A dedicated Longfellow employed community contact to ensure an open line of communication;
- **EOP/Diversity Goals:** An equal opportunity plan to ensure diverse participation, with the goal of 50% MBE/W/MBE participation, with 50% of jobs going to nearby Gray's Ferry residents;
- **Environmental Goals:** LEED Gold-Certified, reduced carbon footprint, and more;
- **Post-secondary Education:** Involvement with Drexel Summer Real Estate Program geared towards working with students of color in commercial real estate;
- **PILOT Agreement** to the City of Philadelphia to help offset tax implications.

Jobs

Extending the KOZ status of the 2.4-acre site will allow for the creation of thousands of well-paying jobs in and out of the lab, many of which require only a high school diploma.

- Over 4,500 jobs in the City of Philadelphia,
- 3,500 jobs during construction;

- The largest share of these jobs, over 2,500, will be available to individuals with a high school diploma and/or some college experience.
- Estimated one-time employee compensation during construction at approximately \$258 million as well as an ongoing, annual employee compensation through the project at approximately \$255 million.

Economic Impact

Although KOZs abate some taxes, this project is still subject to other taxes, which will generate much-needed funds through direct, indirect, and induced tax revenues as a result of the full Pennovation Works development over 20 years.

- **Approximately \$352.1 million** in combined direct, indirect, and induced tax revenues as a result of the full Pennovation Works development over 20 years.
- Sales tax revenues would still be generated from the spillover effects of the first two phases in the amount of:
 - **\$9.1 million** in tax revenue to the City of Philadelphia
 - **\$8.3 million** to the Commonwealth of Pennsylvania
- While the KOZ designation is in place the economic impact from operations is estimated to generate approximately:
 - **\$7.5 million** in **annual** tax revenues for the City of Philadelphia
 - **\$7.2 million** in **annual** tax revenue for the Commonwealth of Pennsylvania



PHS Community Gardens

August 16, 2023

Dear School District of Philadelphia Board of Education,

I am speaking in support of Agenda Item #38 to approve a license agreement to the Neighborhood Gardens Trust for Furtick Farms, a community garden and gathering space on the grounds of the Steel School.

The Pennsylvania Horticultural Society (PHS) works in partnership with neighborhoods throughout the Greater Philadelphia region to address community priorities for health and wellbeing through comprehensive and community-driven place-based greening initiatives. PHS focuses this work on communities most impacted by health and environmental injustices, and only when neighbors express a demand for it.

For the last 18 months, PHS, through our [Love Where You Live Greening Plan](#), has collaborated with and supported the efforts of Furtick Farms and its founder, Jenia Jolley. What was once the site of a community garden, Jenia and community have revitalized into a thriving educational and production space where community members can access fresh produce, learn about the environment, and build camaraderie with their neighbors. Today the site boasts dozens of raised vegetable beds growing an abundance of organic produce; a fruit orchard with apples, peaches, and blueberries; pollinator plants to attract bees and butterflies; a storage shed for tools and other essential farming equipment; and so much more.

Most importantly, Furtick Farms has become a vital component to the civic infrastructure of the Nicetown neighborhood. Jenia and the many individuals involved with the space have hosted dozens of events for the community – from educational workshops to fun family activities like the Harry Potter and Harvest Festival. In June of 2023, PHS partnered with Furtick Farms to host our Green City Teachers 3-day intensive workshop series. For three days, over 50 educators, community leaders and gardeners gathered for an in-person hands-on workshop at Furtick where they shared experiences, and learned about worm composting, climate change and food production, how to build raised beds and so much more.

PHS believes in the mission and the work of Furtick Farms, and therefore we support the license agreement between the School District of Philadelphia and Neighborhood Gardens Trust. A formal agreement is a critical next step in ensuring Furtick Farms is an accessible and safe space for all generations. We thank you and look forward to your support for this agenda item.

Sincerely

Justin Trezza

Director of Community Gardens, Healthy Neighborhoods
The Pennsylvania Horticultural Society



Nicetown Community Development Corporation

4414 Germantown Avenue, Philadelphia, PA 19140 – 3rd Floor – Suites A & B

(215) 324-9772 –Phone

(215) 324-6507-Fax

August 16, 2023

To: School District of Philadelphia
From: Majeedah Rashid, COO
Nicetown Community Development Corp.
Re: Furtick Farms @ Nicetown

Dear Sir/Madam:

This letter includes my comments and is a testimony regarding the relationship between Furtick Farms and Nicetown CDC. Furtick Farms is located in the open space at the rear of the Nicetown CDC/NAC Office and adjacent to the Steel School yard. The Nicetown CDC first became aware of this greenspace in 2004 when we acquired the property at 4300 Germantown Avenue that would become our NAC Office. This office quickly became the local hub for supportive services, coordination of community-based activities and community engagement and outreach. These activities included a partnership with our local Block Captains to establish a community garden in the open space to the rear of our NAC Office.

Our block captains joined us in collaboration with Temple students and Youthbuild to build 27 raised beds. The Temple students also helped us to do soil testing and write grants to purchase the supplies that we needed to start planting in the raised beds. This was an awesome community engagement activity, that eventually connected to PHS. Our block captains were able to attend garden tenders classes and learn how to be stewards of the space they called their garden. The beautiful garden soon had tomatoes, string beans, collard greens, peppers, fig, cherry and hazelnut trees, strawberry vines, etc. During the next few years, the block captains harvested enough produce from the Nicetown Community Garden to distribute to many of their neighbors and those in need. This garden became a gathering space not only for gardening, but for learning and unifying the community.

Unfortunately, about ten years ago, the Steel School had exterminators come out to deal with a flea infestation in the school. However, somehow the extermination process was taken outside of the school, and past the schoolyard to the Nicetown Community Garden. Absolutely everything we had in the garden was destroyed- raised beds dismantled, every tree cut down. It was tragic for all of the gardeners and our community.

When Jenia Jolley came to us inquiring about the space for Furtick Farms, it was a godsend! She turned tragedy into triumph, by engaging the community from youth to seniors with gardening, workshops partnership and restored the vacant space into a uniquely beautiful, productive urban farm! Furtick farms harvests fruit and vegetables to distribute to our community on a regular basis. Healthier eating, violence prevention, and so much more – Furtick Farms is a safe haven that is constantly adding features that promote active engagement and unification of our community. The Nicetown CDC is so pleased and proud to be a community partner with Furtick Farms, which today is a highly valued destination in Nicetown. Our partnership is built to last.

We encourage the School District to approve the request to establish Furtick Farms. Please accept this letter as our testimony of full support for Furtick Farms @ Nicetown.

Sincerely

A handwritten signature in blue ink that reads "Majeedah Rashid".

Majeedah Rashid, Chief Operating Officer

CC: Nicetown CDC Board
PHS

Dear Board of Education:

The following letter was submitted to and then published by the Philadelphia [Inquirer](#) in early July. I submit it here as testimony to the BOE.

After diplomas were temporarily withheld from two students who apparently didn't follow instructions at the Philadelphia High School for Girls graduation ceremony, it is reasonable to ask whether the school should change its commencement rules. The removal of Lisa Mesi as principal, however, raises a much bigger question. Is the School District suitably focused on the most important aspects of its purpose?

During Mesi's tenure at Girls High, enrollment at the selective-admission school has risen 17%. Over 90% of students are non-white. The summer transition program she and her staff created has enabled hundreds of girls who previously might have struggled—or not even been admitted—to thrive at the school. The school sends 76% of graduates on to college, and 77% of them persist into a second year. Mesi deserves credit for increasing opportunities and supporting students to take advantage of them at one of the District's most storied schools. Her removal, without explanation or defense on her behalf, sends the message that educating and preparing students for adulthood does not sit at the top of district leaders' priority list. And that explains a lot.

Mark Gleason

Philadelphia

New submission from Contact Us

1 message

mhankin@hankinmanagement.com <mhankin@hankinmanagement.com>

Wed, Aug 16, 2023 at
3:53 PM

To: schoolboard@philasd.org

Name

Mark Hankin

Date

08/16/2023

Phone

(215) 537-8400

Email

mhankin@hankinmanagement.com

Subject

THE ARSENAL KOZ Extension- Written Testimony

Message

I am writing to formally request the approval by the School District of the City of Philadelphia of our application for a 10-year extension for the Keystone Opportunity Zone (KOZ) designation for the requested 12 Building Units, which properties are located in the remaining southern portion of the original Arsenal Business Center property (the former Frankford Arsenal, now "THE ARSENAL"). THE ARSENAL holds a unique and storied history, which has undergone multiple iterations over the years. We believe that the KOZ extension is crucial to continue our transformative efforts for the benefit of the City of Philadelphia and especially our local northeast Philadelphia communities of Bridesburg, Frankford, Tacony, etc. The significance of THE ARSENAL lies not only in its historical context, but, also, in the potential it holds for revitalizing the surrounding area. The initial KOEZ designation of the northern portion allowed us to channel our endeavors towards the reclamation of 45 acres of significantly contaminated land. Our goal was to develop a regional shopping center, alleviating blight and addressing the urgent need for retail resources and to create over 1,000 full-time local jobs in a food desert. While the original shopping center project, unfortunately, could not proceed due to the City's redirection of our land for another purpose, the groundwork, which we laid by demolishing 37 deteriorating buildings totaling over 937,000 square feet of space and decontaminating and preparing the land, it enabled Dietz and Watson to remain a vital part of the community and it facilitated the entry of another major food distributor, Honor Foods. Simultaneously, with the original KOEZ designation for the northern portion of the property, we received the KOEZ designation for a number of buildings on the southern portion of THE ARSENAL. Over the last 20 years, we have worked tirelessly to rehabilitate a significant portion of the remaining buildings in the southern portion of THE ARSENAL. We have collectively rehabilitated 34 Building Units of the over 618,000 square feet of building space, which included Building 42, which was rehabilitated as a preschool facility that was previously leased to and operated by the School District of Philadelphia for a number of years. Our collective efforts have led to the successful rehabilitation of the above listed historic structures, setting the stage for a comprehensive redevelopment plan that will enhance the community's socio-economic landscape. With the positive momentum generated from the earlier phases of our revitalization initiatives, we are now poised to take the next crucial steps towards the Arsenal property's full potential. In conjunction with the

Redevelopment Assistance Capital Program (RACP) designations, which we have recently received, we are prepared to embark promptly on the rehabilitation of four Building Units with the four (4) RACP Grants with matching private financing in place for (i) the re-acquisition of approximately 3.8 acres of ground from PIDC to create new parking to accommodate the continued growth of THE ARSENAL (\$1 million RACP Grant with matching private funds), which project should be completed within 6 months of the KOZ extension and the issuance of the City permits; (ii) two RACP Grants totaling \$2.5 million RACP Grant with matching private funding to rehabilitate Buildings 111 and 112 for light industrial use (92,915 square feet), which project should be completed within 18 months of the KOZ extension and the issuance of the City permits; and (iii) a \$500,000 RACP Grant with private financing for the rehabilitation of Buildings 28 and 28-A for approximately 19,000 square-foot of offices and 5,000 square feet of industrial uses, which should be completed within 4 years of the KOZ extension and the issuance of the City permits. In addition, we have 100% private financing in place to rehabilitate Building 15 (15,892 square feet) as a mixed-use office/residential building with moderate income housing, which should be completed within 3 years of the KOZ extension and the issuance of the City permits. It is projected that the rehabilitation of these Building Units will create approximately 266 construction jobs and 312 full time jobs and offer the opportunity for student on-site training and internships in multiple discipline.

As soon as we complete the rehabilitation of Buildings 15, 28, 28-A, 111 and 112 (totaling over 132,000 square feet) we will then be able to move forward with the rehabilitation of the remaining properties in the southern portion of THE ARSENAL. We anticipate that the restoration of all of the remaining properties within THE ARSENAL should be completed by the end of the requested KOZ 10-year extension. This strategic redevelopment of THE ARSENAL will not only preserve the rich heritage of the area, but it will offer much-needed parking facilities to support the projected increase employment opportunities from the proposed restoration of the above noted buildings, catering to the practical needs of the community.

The extension of the KOZ designation is pivotal to our ability to continue these endeavors. It will provide us with the necessary public and private resources and incentives to maximize the positive impact of our efforts within THE ARSNEAL property and for the surrounding neighborhoods. We respectfully request your positive consideration of our application for this final 10-year extension of the KOZ designation to ensure that we can move forward with the currently planned rehabilitation and development projects.

We thank you for your time and consideration of this matter. We remain committed to the betterment of our community. We look forward to the opportunity to discuss this request further should you desire.

We can be reached at our office at 215-537-8400. When you reached the automated answering device, dial extension "0" for Regina Seislove and ask her to locate Mark Hankin (mhankin@hankinmanagement.com; cell number: 215-651-0855) or Alexander Hankin (ahankin@hankinmanagement.com; cell number: 215.768-7109) or Danielle Hankin (dhankin@hankinmanagement.com; cell number: 215-768-8928). If we are not available in the office, we can be reached at the above noted cell phone numbers.

School District of Philadelphia

Authorization of Keystone Opportunity Zone - Longfellow

Thursday, August 17, 2023

**Public Comment by: Meeka Outlaw, Grays Ferry Resident and President of Residents
Organized for Advocacy and Direction**

Good afternoon Superintendent Watlington, President Streater and members of the board. My name is Meeka Outlaw. I come before you not as the president of Residents Organized for Advocacy and Direction or as a City accepted RCO head. I come to you as an educator and resident of Grays Ferry who has lived in this area for 44 years. That is all of my life. The only time I ever left was when I went to college.

Now I am going to tell you a quick story about a broken promise that the city forgot but a community remembered. Years ago, there was another neighborhood in Grays Ferry, a community where people called it home. As the story goes, the city offered help and told the families, "Let us fix up your houses, and you will be able to move back into brand new homes." That neighborhood is now home to Fresh Grocer, McDonald's, and other commercial businesses. Those kids who lived in that neighborhood are now grown, with grandkids no longer waiting on that promise of returning home. Then, another promise was made in the form of a redevelopment plan they promised that in closing Benson and Anthony Wayne Elementary both would be replaced with a better school. Benson was torn down and sold to a private developer and Anthony Wayne was made into senior homes. Now the last promise that was given to this neighborhood was that when Audenried was reopened it would allow for the neighbors to go at night to learn the trades that were being offered to the highschool kids during the day. That promise never happened either.

For as long as I can remember, Grays Ferry has always been overlooked and stood in the shadows of other areas. But we are not shadow dwellers. If you google Grays Ferry, racism will pop up, and its long history, and we know that, and as with any bad, there is good as well. With the gentrification happening, I hardly recognize my neighborhood but facets of it are still strong. Our community once had 4 traditional public schools: Alcorn, Benson, Anthony Wayne and McDaniel Annex and a highschool Audenried and 3 catholic elementary schools; King of Peace, St. Aloysius and St. Gabriels and 1 catholic highschool, St. John Neumann. We now only have 2 neighborhood charter schools: Univesal Alcorn and Universal Audenried both have enrollment caps. That prevents many of our children from even attending.

This project that Longfellow is proposing is an opportunity for long-time residents and new residents to have training, jobs, economic development, and, most of all, partnerships. Real partnerships. Not someone deciding what they think is best for Grays Ferry but instead asking what it is that Grays Ferry needs and "What can we do to help?" This partnership will also

include any and every child in Grays Ferry who wants to learn more through some of the programming they will offer. For the past few weeks, that's what we have been working on with Longfellow. Is it the best agreement I don't know, but what I do know is this is an opportunity and a chance for more in a neighborhood that was never forgotten by its residents. For all that I have said, I ask that you support this project. Thank you.

Susan Kettell

Testimony before the Philadelphia School District

Regarding: Concerns and Care for The Philadelphia High School for Girls

July 24, 2023

Hello, my name is Susan Kettell. I am a retired School District of Philadelphia teacher. My two daughters are graduates of the Philadelphia High School for Girls - classes 242 and 244. Since then, I have been a cheerleader of sorts for Girls High. I visited this past spring, had good talks with a few teachers, as well as Principal Lisa Mesi, who has done very significant things for the school community – increased enrollment, increased partnerships, raised outside funding, fostered a summer bridge program and has high praise and expectations for the students. I also talked with Ms. Hinton, of the Alumnae Association and had wonderful informal conversations with a few students. I wanted to hear their dreams and support the school community where and when I could....my way of giving back.

My presence here today is to speak from my heart and share my sadness and deep concerns about the conflict at the recent Girls High graduation. I do not know the whole story. My first question is: Who does? Do you? The press doesn't either. Certainly not the television news station where I first heard about this year's graduation ceremony conflict with the "sensational tone" and the quick judgment on the principal. The media stated that the principal delayed handing the diploma to a few students who broke with the procedures that had been pre-set, talked about, and practiced by the girls. These long-standing Girls High graduation procedures were announced at the beginning of the ceremony for both the audience and the graduates; that graduates were to walk across the stage when their name was called, proudly and with dignity, to receive their diploma from Principal Mesi. In the following weeks, Principal Mesi was taken out of Girls High School, according to a July 5th Philadelphia Inquirer article: "The Girls High Principal is gone - at least temporarily." That same article references a letter from School District Associate Superintendent, Tomas Hanna notifying the Girls High community of "the temporary change in leadership at the historic magnate school."

Further questions: Who knows where Principal Mesi went? What does temporary mean? Would it have been more important for the District to hear of why the principal held off handing the diplomas? Did we hear that all the graduates did indeed receive their diplomas? Would it have been more important to ask all the parties involved to

come meet with you and hear all sides, talk it out? Would it have been more important for you to consider the history and traditions of Girls High since its founding in 1848 and is still uniquely one of the few public girls' high schools in America, where it is important to honor and respect each graduate by being able to hear the names that are called without distraction? The understandable enthusiasm of "calling out" can affect that respect and it can easily get out of hand, get magnified as the ceremony goes on - as a teacher I've experienced this. Did the Principal have a chance to tell her side of the story? Would it have been more important to hear the idea that at Girls High they do not want any one graduate to take the attention away from the whole amazing group of graduates? Would it have been more important that you hear that the graduates and audience over many years are asked respectfully and nicely several times beforehand to not "call out" until the end when all will be cheered enthusiastically?

A former student of mine who more recently graduated from Girls High said to me: "They (the School District) should not have 'villainized' the principal." Another alumna said: "Isn't it wonderful that the principal wanted to keep the respect and traditions of the beautiful and special graduation ceremony where all the students wear a white outfit of their choice and hold flowers." Another adult I spoke with said: "They aren't getting rid of the principal, are they? The girls and audience should have followed directions and showed respect for the other students." Others I talked with said: "Too much was made of it - didn't need the media involved," but they were not in agreement with the action of the principal. Those I talked with did appreciate the wonderful learning and uniqueness that takes place at Girls High for young women of ALL neighborhoods in the City. So, you see there were a variety of responses, but in all, people would ask: "What is the whole story?" Although of course this is a personnel matter and confidentiality must be respected, appearances and perception matter. The story the public knows is, an unfortunate, perhaps regrettable, incident happened at one of our high school graduations, and the principal was removed. What is the message you are sending to all principals, to all students, to all parents?

My point is, is it not important for School District leaders to set an example for students and the community on how to manage conflict, encouraging members of the Girls High community – teachers, all staff, other students, and parents to feel safe enough to speak about this without repercussions or fear of punishment, or as some have shared, losing their jobs?

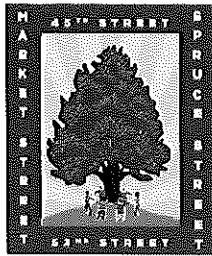
It takes time and practice and conversation, conversation, conservation, listening and hearing, for healing to begin. My concern is also for all the Girls High students enrolled in the school who were affected by media and District leaders, denigrating their school

and principal at a time when they were proud to graduate from the Philadelphia High School for Girls after four years of putting in hard work and being a part of the long standing, important traditions.

The time is now for District leadership to "right the ship." Humbly, go forward living out the Girls High motto, "Intangible Spirit." Make a plan to guide the mending and healing for each of the young women in conflict, all the graduates, all the Girls High students, and Principal Mesi.

As a teacher I have always looked at the classroom and school as "sacred space" where the actual space and those within are valued and respected. Respect for the "other" is vital - to be worked on every single day, forever. Let's meet the challenge TOGETHER! Let the public see and hear your example of working the conflict out. It is my hope, in my heart, that the District can acknowledge that it would be important to bring all the parties together for conversation to begin the healing, walk together in the journey towards creating "sacred space" at the Philadelphia High School for Girls.

Thank you for the time to speak of my Concerns and Care for The Philadelphia High School for Girls!



Walnut Hill Community Association
4547 Locust Street, Philadelphia, PA 19139
(215) 979-3344 - walnuthillevents@gmail.com

Officers

President,
Margaret Livingston

Vice President,
Horace Patterson

Secretary,
Dawn Maglicco

Financial Secretary,
Delores Fisher

Treasurer,
Nadine Livingston

Zoning,
Dave Brindley

August 10, 2023

The School District of Philadelphia
440 N. Broad Street
Philadelphia, PA 19130

Subject: KOZ extension for 4628 Market Street.

To Whom It May Concern,

I am writing on behalf of Walnut Hill Community Association, a dedicated Registered Community Organization (RCO) committed to enhancing the well-being and overall quality of life for residents in our vibrant and diverse neighborhood in West Philadelphia. Specifically, I wanted to express our support for The Enterprise Center CDC (TEC-CDC) extension of the Keystone Opportunity Zone (KOZ) at 4628 Market.

We have spoken to TEC-CDC and are excited about the prospect of a mixed-use transit-oriented development project at 46th and Market. Also, many aspects of TEC-CDC's approach align with specific initiatives outlined in the WHCA neighborhood plan. Specifically, access to locally operated MBE retail, increased access to jobs and ongoing collaboration with other neighborhood stakeholders.

I hope you will consider our support for TEC-CDC proposal as we believe that this project represents a significant step towards a healthier, more prosperous, and thriving community. Please reach out if there are additional opportunities for Walnut Hill Community Association to provide additional information. We are eager to participate and provide valuable insights that reflect the perspectives and interests of Walnut Hill residents.

Thank you in advance for your consideration.

Sincerely,


Margaret Livingston

Walnut Hill Community Association is dedicated to revitalization of the neighborhood between 45th Street and 52nd Street from Market Street to Spruce Street. We welcome your input, energy and participation in Walnut Hill!

www.walnuthillca.org

Shakyrá Greene <sgreene@philasd.org>

Fwd: [EXTERNAL SENDER] Additional Commitments in Wexford project

Board of Education <schoolboard@philasd.org>

Thu, Aug 17, 2023 at 9:58 PM

For written testimony

----- Forwarded message -----

From: **Anne Nadol** <Anne.Nadol@phila.gov>

Date: Thu, Aug 17, 2023 at 9:27 PM

Subject: [EXTERNAL SENDER] Additional Commitments in Wexford project

To: Schoolboard@philasd.org <Schoolboard@philasd.org>Get [Outlook for iOS](#)

Dear School Board members: Below please find additional commitments made by Wexford today with Councilmember Gauthier that were not included in the PowerPoint presentation you received. As you will see, these commitments focus on expanded opportunities for students, scholarships and workforce development.

Thank you,

Anne Nadol

1. Expansion of West Philly Scholarship Fund: we will commit to expand our scholarship fund, established by our project at 38th and Market, by an additional \$200,000 per future building (or \$600,000 total).
2. Expansion of FirstHand Program: we will commit to expand the Science Center's FirstHand program by funding an additional \$150,000 per future building (or \$450,000 total) to support additional student growth in the program.
3. Expansion of West Philly Skills Initiative: we will commit to expand WPSI's University City Workforce Training Program, currently in a PILOT stage for lab-related careers, by funding an additional \$150,000 per future building (or \$450,000 total) to support additional cohorts

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Fwd: [EXTERNAL SENDER] Board comments1 message

----- Forwarded message -----

From: **Board of Education** <schoolboard@philasd.org>

Date: Thu, Aug 17, 2023 at 6:59 PM

Subject: Fwd: [EXTERNAL SENDER] Board comments

----- Forwarded message -----

From: **Soneyet Muhammad** <art.soneyet@gmail.com>

Date: Thu, Aug 17, 2023 at 5:01 PM

Subject: [EXTERNAL SENDER] Board comments

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

I am going to submit my written testimony instead of live testimony:

My name is Soneyet Muhammad and I am the Chief Program Officer for Episcopal Community Services, a leading OST provider in our City. I am also a parent of a rising 3rd grader and kindergartener at E.M. Stanton Elementary school in South Philadelphia. I want to highlight the challenges my husband and I have faced as parents this summer in finding suitable childcare for our children.

This summer, we had two, free summer programs at Stanton: one was operated by SteamWorks and the other by Sunrise Philadelphia. They operated for the same grades, same time of day, and same days. They both started on June 26 and concluded on Aug 4. My question is why?

Instead of these two competing programs at the same location, could SteamWorks be offered from 330-6p to enable parents like me to remain at work for a full work day? One camp could have been offered after August 4 so that children had a **free** place to go until the start of the school year. Now, there are young children who don't have ongoing, enriching programs amidst an albeit declining but omnipresent gun violence crisis.

The lack of coordination, input from parents, and most importantly, providers, means that families with lesser means than my own don't have the resources they need to remain at work as we claw our collective way out of remaining one of the nation's largest poorest city. Like myself, there are antipoverty advocates in the District and among the provider community. Changing a decades-old problem of the lack of transparent communication and coordination between OST providers and the District must be resolved so that families have a safe place for their children while they work to support them.

Thanks,
Soneyet Muhammad
[1151 S 19th Street](#)
[Philadelphia, PA 19146](#)
art.soneyet@gmail.com
202-368-6878

Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Deborah Grill, Community Member
Topic: Charter School
Renewals/Non-Renewals
2. Jennifer Clement, District Staff
Member
Topic: Action Item 52, Franklin
Towne Charter High School – Notice
of Revocation of Charter
3. Anne Dorn, Parent/Guardian
Topic: Criteria Based School
Admissions
4. Prabhat Nigam, Community Member
Topic: Google Licenses
5. Lisa Haver, APPS
Topic: Charter Renewals (Action
Items 46-52)
6. Ilene Poses, Community Member
Topic: KOZ/Charter Renewal
7. Kristin Luebbert, District Staff
Member
Topic: KOZs and Priorities
8. Barbara Dowdall, APPS
Topic: Traditions
9. Jonathan Dougherty, District Staff
Member
Topic: Action Item 52, Franklin
Towne Charter High School – Notice
of Revocation of Charter
10. Joanne Attewell, District Staff
Member
Topic: Action Item 52, Franklin
Towne Charter High School – Notice
of Revocation of Charter
11. Jenny Greenberg, Community
Member
Topic: Action Item 38,
Neighborhood Gardens Trust -
Community Garden at Steel School
12. Meeka Outlaw, Community Member
Topic: Action Item 10, Authorization
for Keystone Opportunity Zone -
Longfellow
13. Horace Clouden, PCAC
Topic: Junior High School
14. “Mama” Gail Clouden, Community
Member
Topic: Barriers to Entry
15. Leah Clouden, Community Member
Topic: Education Completion
16. Soneyet Muhammad,
Parent/Guardian
Topic: Needed Coordination between
the District and OST programs
17. Donna Cooper, Children First
Topic: School District Outreach
18. Dr. Sharmon James, District Staff
Member
Topic: Revocation of Charter



19. Casey Angel, Community Member
Topic: Action Item 10, Authorization
for Keystone Opportunity Zone -
Longfellow
20. Lois Brink, Community Member
Topic: Action Item 1, Acceptance of
Donation from The Big Sandbox for
Tanner Duckrey School
21. Timothy Roundtree, Community
Member
Topic: Action Item 9, Authorization
for Keystone Opportunity Zone -
The Enterprise Center
22. Danita Bates, Community Member
Topic: Action Item 1, Acceptance of
Donation from The Big Sandbox for
Tanner Duckrey School
23. Isaiah Nathaniel, Community
Member
Topic: Action Item 1, Acceptance of
Donation from The Big Sandbox for
Tanner Duckrey School
24. Lynda Rubin, Community Member
Topic: Action Item 52, Franklin
Towne Charter High School – Notice
of Revocation of CharterFarm Lease
25. Scott Peterman, Philadelphia
Charters for Excellence
Topic: Action Item 52, Franklin
Towne Charter High School – Notice
of Revocation of CharterFarm Lease

Action Item Questions and Answers - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 8/17/2023

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Action Item Questions and Answers

Type

Supporting Document



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Action Item Questions

1

Action Item Questions	Submitted by:	Response
<p>1). Acceptance of Donation from The Big Sandbox for Tanner Duckrey School (\$1,150,000)</p> <ol style="list-style-type: none">1. What is being enhanced beyond what has already been done?2. What phase is this project in?	<p>Board Member Egea-Hinton</p> <p>Vice President Fix-Lopez</p>	<ol style="list-style-type: none">1. Phase 1 of the work performed at Duckrey was focused on younger students and included a small play structure, a merry-go-round, a soccer pitch, a funnel ball pole, a table with benches, and related landscaping, at a total cost of \$283,000. Phase 2 of the work is focused on providing older students with active outdoor facilities including renovating and improving two full court basketball courts, a large challenging climb-type play structure, and two stations with structures designed as exercise stations, at a total cost not to exceed \$1,150,000



The School District of Philadelphia

Board of Education Action Item Questions and Responses August 17, 2023

		2. Phase 2 is in the process of obtaining permits required to begin the work.
<p>2). Approval of School Plans</p> <ol style="list-style-type: none"> 1. How do school plans happen in the event there is a principal vacancy? 2. What category of schools require plans? 3. How do these plans differ from school plans required through Title I? 4. What is the scope of the school plan? 	<p>Vice President Fix-Lopez</p> <p>Board Member Salley</p> <p>Board Member Thompson</p> <p>Board Member Wilkerson</p>	<ol style="list-style-type: none"> 1. In the past couple of years we have worked to involve school-based planning teams at all schools - as opposed to just principals - in the development of school plans. In the event that there is a principal vacancy, we create plans with the remaining members of the school's leadership team (assistant principals, school based teacher leaders, climate managers, counselors, and school community stakeholders), along with the Assistant Superintendent. 2. The Pennsylvania Department of Education (PDE) requires that all schools who receive Title I funds submit a school plan. However, only designated school plans (CSI, ATSI, and TSI) require Board approval. 3. These plans are required through Title I (see 3).



The School District of Philadelphia

Board of Education Action Item Questions and Responses August 17, 2023

		<p>4. Our school plans are targeted school <i>improvement</i> plans, not comprehensive school plans. With this in mind, the scope</p>
<p>7). Amendment to the Contract with Hartford Life and Accident Insurance Company - Basic Life and Accidental Death, and Dismemberment Programs (\$2,969,844)</p> <ol style="list-style-type: none"> 1. Is this the same insurance company we have used in the past? 2. Have we explored alternative vendors for this work? 3. Request for additional information regarding the decision to stay with this vendor ? 	Board Member Egea-Hinton	<ol style="list-style-type: none"> 1. Hartford Life and Accident Insurance Company (The Hartford) is the incumbent and acquired the book of business from Aetna. Combined, Aetna and The Hartford insurance companies have provided these insurance products to the district for over 10 years. 2. The Hartford offered to extend the current contract with no increase in premium. Our benefits consultant advised that, in the context of fluctuation in the life insurance market rates due to the pandemic, since we are satisfied currently with The Hartford, it was in the district's best interest to accept the one year extension with no premium increase at this time. 3. The plan is to release a new solicitation (full RFP) in 2025 in anticipation of a more stable market. During the previous RFP



The School District of Philadelphia

Board of Education Action Item Questions and Responses August 17, 2023

		process, the district evaluated four proposals.
<p>17). Contract with Guaranteed On Site for Drapery Cleaning & Fireproofing Services (\$350,000)</p> <p>1. Is it more cost effective to purchase new curtains?</p>	Board Member Salley	<p>1. Federal law requires that fire retardant needs to be reapplied every five years. The cost for reapplication at a typical school would be \$6,000, whereas replacement stage curtains would be approximately \$50,000. A recent quote to replace just the window curtains in the auditorium was \$20,590, which did NOT include stage curtains.</p>
<p>18). Ratification for an Amendment of a Contract with Applied Data Systems - Computerized Maintenance Management System (CMMS) Archibus (MOJO) Hosting and Licensing (\$455,000)</p> <p>1. Request to clarify if this action item is referring to the work order system itself or just the hosting service.</p> <p>2. Are we currently measuring the success of the current system?</p>	<p>Board Member Egea-Hinton</p> <p>Vice President Fix-Lopez</p> <p>Board Member Salley</p>	<p>1. This action item is referring to both CMMS and Archibus for the next two fiscal years (FY24 and FY25):</p> <ul style="list-style-type: none"> a. Archibus Software and License Renewal (without system) b. Hosting provided by ADSI (hosting) c. An additional amount set aside for hourly costs for tech support as needed (system support). <p>2. At this time the quantitative metrics of the current system are not captured effectively.</p>



The School District of Philadelphia

Board of Education Action Item Questions and Responses August 17, 2023

<ol style="list-style-type: none"> 3. Is this a continuation of the old system or is this system being used until a new system is identified? 4. Request for data that shows effectiveness 		<p>However, there are qualitative measures which clearly indicate the system is not meeting work order management needs (e.g. reporting, user interface, performance, etc.).</p> <ol style="list-style-type: none"> 3. This is a continuation of a contract for the old system implemented in 2015. We are evaluating Archibus (MOJO) internally, and soliciting external technical assistance/expertise to identify an objective system to replace the existing system. 4. Archibus (MOJO) does not provide adequate tools to measure its effectiveness. However, Archibus (MOJO) can provide sufficient work order data as requested (e.g. work order details such as location, trade, etc.).
<p>37). Contract with Yondr for Phone Free School Environments (\$2,000,000)</p> <ol style="list-style-type: none"> 1. What will be the communication plan to students and families regarding the use of the pouches? 	<p>Board Member Egea-Hinton Vice President Fix-Lopez Board Member Salley</p>	<ol style="list-style-type: none"> 1. Per the updated electronic device policy and administrative procedures, the communications to students and families will be defined at the school level and vary

<ol style="list-style-type: none"> 2. Is this \$ spend that we will need to budget for every three years? 3. What is the long term plan for supporting this strategy? 4. Is there a write-off strategy? 5. What is our current approach? Is this inventory or disposable? 		<p>by school in accordance with policy guidelines and school specific protocols.</p> <ol style="list-style-type: none"> 2. No, the not to exceed amount is not a guaranteed spend amount, rather an authorization of spending across all schools as needed. The actual spend will be based on which schools choose to implement the pouches. Additionally, schools use their operating budgets to fund the pouches so it is their responsibility to identify and allocate funding annually. 3. We intend to monitor a variety of data points (climate & academic) in relation to schools who implement the pouches vs. those that do not to determine the overall effectiveness. If there is overwhelming successful implementation and positive outcomes, we would encourage more schools to adopt the pouches. 4. 4 and 5. Currently, the pouches are rented from YONDR for each school year to allow for ongoing upgrades to the product and continuous customer support. As YONDR improves upon the pouches they substitute the current inventory for the new versions
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		and support schools with ongoing training and implementations in response to each school's unique implementation process.
<p>40). Amendment of Contract with Teaching Learning Solutions (\$269,000) - Added 8.1.2023</p> <ol style="list-style-type: none"> 1. What role will the firm play? 2. Will this process require additional firms to support this work? 3. Who will be managing this work? 4. What preparation is being done to support championing and building out this work? 5. Will this tool be built from scratch? 	Board Member Salley	<ol style="list-style-type: none"> 1. Teaching and Learning Solutions will work in collaboration with the Talent Office to develop an evaluation model for central office employees and other staff who are not currently evaluated under Policy 313. The vendor will support the team's engagement with relevant stakeholders, review of data and research on best practices and the criteria for assessing performance for various staff positions, development of the performance model, design and planning of relevant training, and preparation of materials and resources needed from the development stage through implementation. 2. There is no intention to work with additional firms, as this project leverages the one vendor that has supported the district's



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		<p>existing evaluation systems, particularly for teachers.</p> <ol style="list-style-type: none">3. The Executive Director – Educator Effectiveness and the Director of Strategic Projects are co-managing the project team that is implementing Strategic Action 5.6. The Executive Director – Educator Effectiveness’s role encompasses primary responsibility for any/all employee evaluations.4. This vendor’s work will be occurring at the same time as the development of a new employee evaluation policy that is scheduled to be presented to the Board Policy Committee in the fall of 2023. The phases of this work over the next year include: research phase; initial engagement phase, including building awareness, gathering input/feedback, and other engagement with stakeholders; policy development phase; design phase; and pilot phase. The work is built out into
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		<p>multiple phases that involve several iterations of ongoing feedback.</p> <p>5. The project team will be reviewing a variety of samples from other organizations, including from this vendor's experiences. Additionally, the district will be seeking to build as much alignment as possible with existing evaluation systems for other employee groups. In that sense, tools, resources, and processes are not being developed from scratch. At the same time, these will all be new for the district. This vendor is a supplemental support to assist and consult as we design the tool and performance model using relevant data, research, and feedback from stakeholders.</p>
<p>41). Amendment of Contract with Blackney Hayes Architects for Professional Design Services for the TM Peirce Elementary School (\$105,000) - Added 8.1.2023</p> <p>1. Why is this project still going through design work?</p>	Board Member Wilkerson	<p>1. The design work has been completed. However, part of Blackney Hayes' services includes construction administration work during and after the construction phase of the project. These services during construction include, but are not limited to, documenting project meetings, processing</p>



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<p>2. What were the unforeseen conditions?</p>		<p>RFI's and submittals, conducting field inspections, reviewing change orders and applications for payment, developing punch lists and reviewing project close out documents. The additional compensation is due to Blackney Hayes for having to provide its construction administration services for up to an extra 18 months. These extra months were the result of the construction contract being extended due to delays caused by unforeseen conditions.</p> <p>2. The most significant unforeseen condition was the result of the existing soil being tested and found to contain asbestos and lead contaminated materials. This required the soil to be removed and disposed of rather than reused onsite and delayed the start of building construction. Updated PWD requirements for modifications to the stormwater management design as well as</p>
<p>44). Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Horatio B. Hackett School - Added 8.1.2023</p>	<p>Board Member Wilkerson</p>	<p>1. Hackett's playground and field were completed by the Philadelphia Eagles in 2018. This action item provides funding specifically for stormwater management</p>



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1. Is this action item for a playground?		systems that will help with water run off for the playground.
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Action Item - 1.

Title: Acceptance of Donation from The Big Sandbox for Tanner Duckrey School (\$1,150,000)

Board of Education Meeting Date: 8/17/2023

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 as follows:

From:

Purpose:

Donation Start Date: 8/18/2023

Donation End Date: 11/30/2024

Value of Donation for an amount up to: \$1,150,000

Donated Items:

This project builds off a successful first phase of schoolyard improvements completed in 2019 which included play structures for young scholars, benches, trees and a soccer pitch for the school and its community. The donation from The Big Sandbox, valued at \$1,150,000, includes all costs of purchasing and installation of the new play structure and exercise equipment, refurbishing of two basketball courts with amenities, and all associated site improvements. This new play structure is a Two-Mast Spacenet for innovative play, both passive and challenging. Fitness equipment will include structures at four separate stations.

The kick off date for this project is planned for August 18, 2023. The site improvements will be under the direction and supervision of Gessler Construction Inc. with oversight of the engineering and landscape construction by Engineering & Land Planning Associates, Inc. (E&LP).

Justification of Donation:

This project supports the District's efforts to create a safe, welcoming and healthy place where our students, staff, and community want to be and learn each day.

There will be no cost to the School District. The Big Sandlot will contract directly for installation and supervision of the installation of the play/exercise equipment structures and

basketball courts refurbishing, score board and all associated grading and other site work.

The Big Sandlot received donations from: US Department of Housing and Development, Economic Development Initiative - Community Project Funding Grants (\$650,000); PA Office of the Budget, The Redevelopment Assistance Capital Program grant (\$500,000).

Location:

Duckrey, Tanner G. School;

Renewal Options: No

Description:

To support outdoor permanent play and exercise equipment/structures and associated site grading, refurbishing existing basketball courts including player benches and scoreboard, including all labor and installation, and to grant a license and right of entry agreement for Gessler Construction Inc.

Office Originating Request: Operations - Capital Programs

Action Item - 2.

Title: Approval of School Plans

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Administration recommends that the Board of Education approve the 2023-2024 school improvement plans prepared by the Administration and the filing of these plans with the Pennsylvania Department of Education (PDE) as required by the Every Student Succeeds Act.

Purpose:

The Pennsylvania Department of Education and State Board Regulations require that all governing school boards review the school improvement plans for any school that is designated Comprehensive Support & Improvement (CSI), Additional Targeted Support & Improvement (ATSI), and Targeted Support and Improvement (TSI).

Description:

The school improvement planning process is completed on an annual basis. The goal of school planning is to support school leadership teams in developing a clear vision for improvement by assessing their needs and then outlining how they will utilize their resources to implement a limited number of evidence-based strategies, with a focus on increasing student achievement.

The process begins in February each school year with principals establishing a planning team consisting of a wide array of stakeholders. The planning team then collaboratively works through the planning process, which consists of three distinct phases. Phase 1 is the needs assessment. During this phase, school teams analyze data across a host of key areas, including academics, attendance, climate, and college and career readiness. From this data review, school teams identify areas of concern, which become the focus of the plan. The needs assessment phase continues with school teams then working through the District's root cause analysis process. Schools are asked to complete this process for academics, attendance, and climate, with a focus on identifying implementation issues at their school that focus on adult actions and are within their locus of control. Finally, the needs assessment phase ends with schools rating themselves on PDE's 18 Essential Practices, with schools then choosing 2-3 practices that they wish to focus on improving during the coming school year. Schools are asked to connect their Essential Practice ratings and selections to the root cause analyses they conducted.

Next, school teams move to Phase 2 of the school improvement planning process, which focuses on action planning. This phase kicks off with the District's budget process in March. School leaders are asked to provide a rationale for how their discretionary purchases align to both the findings from their needs assessment and the district's strategic vision and goals. Next, school teams select the strategies that they wish to focus on implementing in the upcoming school year. Then, action plans for these strategies are built based on guidance from programmatic offices in the Academic Services Office and directly from their Assistant Superintendents. Finally, the action planning phase ends with goal-setting, during which schools are guided to set goals in accordance with our Board Goals and other key metrics that are scored

on the District's report card, the SPREE.

Phase 3 of the school improvement planning process focuses on reviewing and submitting plans. The review process consists of Assistant Superintendents examining the plans and approving of their contents. Plans are then posted for a 30-day public review period, during which time families and members of the community are able to leave feedback using our form, which is available in four languages, or by contacting the school directly. Since the plans are considered living documents, feedback received from the community is shared with school teams, who then have the opportunity to edit their plans accordingly.

The school plans are posted here:

<https://www.philasd.org/planningsupports/school-plans-2023-24/>

Why is this Action Item needed?

The Pennsylvania Department of Education and State Board Regulations require that all governing school boards review the school improvement plans for any school that is designated Comprehensive Support & Improvement (CSI), Additional Targeted Support & Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

All school plans contain District-approved strategies that are aligned to the strategic vision of the District. While the majority of the planning process was undertaken prior to the development of the strategic plan, we are working to update the plans to identify the known strategic actions related to instruction that will be implemented next year. Furthermore, all school plans contain all relevant Board Goals, depending on the grade-levels served by each individual school.

Additionally, our goal-setting guidance encourages schools to set goals that aim to make year-over-year gains that are commensurate with the increases we are looking to make as a district as established by the Goals & Guardrails annual targets.

Is this an evidence-based strategy? What evidence exists to support this approach?

In addition to being a required practice by PDE, school planning is widely considered an essential practice for spurring improvement in schools. Furthermore, all of the strategies that schools are selecting for their school improvement plans have been approved by our programmatic offices, and all of these strategies have well-established track records of success in spurring student growth, with a robust portfolio of evidence supporting their efficacy.

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

The school improvement planning process involves an array of stakeholders, including Chief Officers, programmatic office managers, Assistant Superintendents, and school leaders. First, various programmatic offices collaborated to develop standardized action planning guidance for each approved strategy. Next, Assistant Superintendents were engaged to both discuss their role in supporting the planning process and to also give them the opportunity to articulate their points of emphasis as it relates to strategy implementation. From there, school leaders were brought into the process, and they were encouraged to include all members of their leadership team in planning meetings. Once plans were developed, they were posted publicly for community review,

with feedback forms created in four different languages. Since the plans are considered a living document, feedback received from the community is shared with school teams, who then have the opportunity to edit their plans accordingly. School leaders are also encouraged to present their school plans to those who attend Title I and School Advisory Council team meetings.

Location:

Comegys Benjamin B Sch, Edmonds Franklin Sch, Emlen Eleanor C Sch, Feltonville Sch of Arts & Sciences, Hill Freedman World Academy, Middle Years Alternative, Motivation HS, Northeast HS, Roxborough HS, Cassidy Academics Plus Sch, Castor Gardens MS, Cooke Jay MS, Disston Hamilton Sch, Duckrey Tanner Sch, Feltonville Intermediate School, Hartranft John F Sch, Hopkinson Francis Sch, Hunter William H Sch, Juniata Park Academy, Lea Henry C Sch, Locke Alain Sch, Longstreth William C Sch, Mayfair Sch, McMichael Morton Sch, Munoz-Marin Luis, Penrose Sch, Potter-Thomas Sch, Sullivan James J Sch, Taylor Bayard Sch, Webster Sch, Willard Frances E Sch, Ziegler William H Sch, Allen Dr Ethel Sch, Amy At James Martin, Barry Comm John Sch, Bartram John - Main, Bethune Mary McLeod Sch, Blankenburg Rudolph Sch, Bryant William C Sch, Building 21, Catharine Joseph Sch, Clemente Roberto MS, DeBurgos Bilingual Magnet MS, Edison HS/Fareira Skills, Fels Samuel HS, Forrest Edwin Sch, Frankford HS, Franklin Benjamin HS, Furness Horace HS, Harding Warren G MS, Harrington Avery D Sch, Heston Edward Sch, High School of the Future, Kelley William D Sch, Kensington Creative & Performing Arts HS, Kensington Health Sciences, Kensington HS, King Martin Luther HS, Lincoln HS, Mastbaum Jules E AVTS, McDaniel Delaplaine Sch, Meade Gen George C Sch, Mitchell EI Sch, Overbrook HS, Peirce Thomas M Sch, Penn Treaty Sch, Philadelphia Learning Academy - North, Philadelphia Learning Academy - South, Philadelphia Military Acad at Elverson, Philadelphia Virtual Academy, Randolph A Philip AVT HS, Rhoads James Sch, Rhodes E Washington Sch, Roosevelt Theodore MS, Sayre William L MS, Sheppard Isaac Sch, South Philadelphia HS, Steel Edward Sch, Strawberry Mansion HS, The LINC, The U School:, Innovative Lab, The Workshop School, Tilden William T MS, Washington George HS, Washington Grover Jr Sch, West Philadelphia HS, Widener Memorial Sch, Wright Richard R Sch, Allen Ethan Sch, Anderson Add B Sch, Blaine James G Sch, Bregy F Amedee Sch, Bridesburg Sch, Brown Henry A Sch, Brown Joseph H Sch, Carnell Laura H Sch, Casarez Gloria EI Sch, Cayuga School, Childs George W Sch, Cramp William Sch, Dunbar Paul L Sch Elkin Lewis Sch, Ellwood Sch, Fanny Jackson Coppin Sch, Farrell Louis H Sch, Fell D Newlin Sch, Finletter Thomas K Sch, Fitzpatrick Aloysius L Sch, Franklin Benjamin Sch, Franklin LC, Gideon Edward Sch, Girard Stephen Sch, Gompers Samuel Sch, Hackett Horatio B Sch, Hamilton Andrew Sch, Holme Thomas Sch, Kearny Gen Philip Sch, Kelly John B Sch, Kenderton EI Sch, Key Francis Scott Sch, Kirkbride Eliza B Sch, Lamberton Robert E Sch, Lawton Henry W Sch, Lowell James R Sch, Ludlow James R Sch, Marshall John Sch, Marshall Thurgood, McCloskey John F Sch, McClure Alexander K Sch, Mifflin Thomas Sch, Moffet John Sch, Morrison Andrew J Sch, Morton Thomas G Sch, Nebinger George W Sch, Northeast Community Propel Academy, Olney EI Sch, Overbrook Edu Ctr, Overbrook Elementary School, Pennell Joseph Sch, Pennypacker Samuel Sch, Pollock Robert B Sch, Prince Hall, Richmond Sch, Rowen William Sch, Sharswood George Sch, Solis-Cohen Solomon Sch, Southwark Sch, Spring Garden Sch, Spruance Gilbert Sch, Stanton Edwin M Sch, Stearne Allen M Sch, Taggart John H Sch, Vare-Washington EI Sch, Waring Laura W Sch, Washington, Martha Sch, Welsh John Sch

Office Originating Request: Evaluation, Research and Accountability

ATTACHMENTS:

Description

Type

Action Item - 3.

Title: Approval of Personnel Hires (Updated 8.11.2023)

Board of Education Meeting Date: 8/17/2023

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 August 17, 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

Action Item 3

Type

Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **July 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

ADAMS, DAYRON	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF ENVIRONMENTAL MGMT	07/02/23	\$15.00 HOURLY RATE
BERNARD, YVETTE	GENERAL CLEANER	OVERBROOK ELEMENTARY SCHOOL	06/26/23	\$32,260.00 ANNUAL SALARY
CAGE, RONALD JOSEPH	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	06/20/23	\$72,500.00 ANNUAL SALARY
CALDWELL, RYAN C	EXT ACTVTS,NON-CONTRACT EMP-HR	FACILITIES MGMT. & SERVICES	07/02/23	\$15.00 HOURLY RATE
CALDWELL, TYLIK AMIR	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF SCHOOL SAFETY	07/18/23	\$15.00 HOURLY RATE
CARGILL, CLARRISSA	SECRETARY I	EDMONDS, FRANKLIN S. SCHOOL	06/14/23	\$28,989.00 ANNUAL SALARY
CHEATON, DIAMOND ZHANE	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF SPECIALIZED SERVICES	07/02/23	\$15.00 HOURLY RATE
CINTRON, ISHAIAH T	SUPPORTIVE SERVICES ASST, 4 HR	KEARNY, GEN. PHILIP SCHOOL	05/22/23	\$13,507.00 ANNUAL SALARY
COATES, SHANIAH N	EXT ACTVTS,NON-CONTRACT EMP-HR	EARLY CHILDHOOD EDUCATION	07/02/23	\$15.00 HOURLY RATE
COPPEDGE, KRISHA	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	06/28/23	\$73,809.00 ANNUAL SALARY
CUOMO, JACQUELINE	STEP CLINICAL COORDINATOR	MORRISON, ANDREW J. SCHOOL	07/17/23	\$75,764.00 ANNUAL SALARY
DAVIS, IKEAM	GENERAL CLEANER	BETHUNE, MARY M. SCHOOL	06/26/23	\$32,260.00 ANNUAL SALARY
DELILLO, CHRISTINA	PROFESSIONAL LRNING SPECIALIST	CHIEF ACADEMIC OFFICE	07/03/23	\$95,641.00 ANNUAL SALARY
DUMAN, AYSE	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF PROCUREMENT SERVICES	07/02/23	\$15.00 HOURLY RATE
EHRENBERG, ZOE M	SCHL IMPROVEMENT & DATA SPLST	PLANNING & EVIDENCE-BASED SUPT	07/17/23	\$82,309.00 ANNUAL SALARY

Personnel Hires
August 17, 2023
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EVANS, MEGAN	EXT ACTVTS, NON-CONTRACT EMP-HR	RECRUITMENT & STAFFING	07/02/23	\$42.50 HOURLY RATE
FARRELL, MAURA	EXT ACTVTS, NON-CONTRACT EMP-HR	RESEARCH & EVALUATION	07/02/23	\$18.00 HOURLY RATE
FRANCIS, MATTHEW	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	06/27/23	\$69,233.00 ANNUAL SALARY
GANTT, VEDA MARIE	EXT ACTVTS, NON-CONTRACT EMP-HR	HEAD START CENTRAL OFFICE	07/02/23	\$15.00 HOURLY RATE
GAYLE, WYAN DELROY	EXT ACTVTS, NON-CONTRACT EMP-HR	FOOD SERVICES ADMIN & SUPPORT	07/02/23	\$20.00 HOURLY RATE
GRANT, KRISTIN	SCHOOL COUNSELOR, 10 MONTHS	SOUTH PHILADELPHIA HIGH SCHOOL	06/16/23	\$50,066.00 ANNUAL SALARY
GRANT-SKINNER, JEREMY	DEPUTY SUPERT OF TAL, STR, CUL	CHIEF EXECUTIVE OFFICE	06/01/23	\$260,000.00 ANNUAL SALARY
HARRIS, TERRY GLEN	EXT ACTVTS, NON-CONTRACT EMP-HR	RECRUITMENT & STAFFING	07/02/23	\$41.00 HOURLY RATE
HASIUK, OLEH	INDUSTRY DEVELOPMENT SPLST	STUDENT EMPLOYMENT CERT OFFICE	06/20/23	\$71,326.00 ANNUAL SALARY
HERSEY, KENNA	EXT ACTVTS, NON-CONTRACT EMP-HR	EMPLOYEE RECORD SUPPORT	07/02/23	\$15.00 HOURLY RATE
HILL, AMBER KIMBERLY	DIR, PROFESSIONAL DEVELMNT&PROG	TEACHING AND LEARNING	07/31/23	\$108,505.00 ANNUAL SALARY
HURST, JEREMIAH NEILL	EXT ACTVTS, NON-CONTRACT EMP-HR	EMPLOYEE SUPPORT SERVICES	06/27/23	\$15.00 HOURLY RATE
HURST, JEREMIAH NEILL	EXT ACTVTS, NON-CONTRACT EMP-HR	EMPLOYEE SUPPORT SERVICES	07/02/23	\$15.00 HOURLY RATE
ISMAIL, LISA	PREVENTION & INTERVENTION LIAI	PREVENTION & INTERVENTION PHILADELPHIA LEARNING ACADEMY SOUTH	07/05/23	\$70,102.00 ANNUAL SALARY
JACKSON, KEVIN KEITH	GENERAL CLEANER		06/12/23	\$32,260.00 ANNUAL SALARY
JAFFE-WARD, DENALI	EXT ACTVTS, NON-CONTRACT EMP-HR	FACILITIES MGMT. & SERVICES	07/02/23	\$15.00 HOURLY RATE
JOHNS, DAIJAH	EXT ACTVTS, NON-CONTRACT EMP-HR	FACILITIES MGMT. & SERVICES	07/02/23	\$15.00 HOURLY RATE
JONES, CHERYL COLEMAN	EXT ACTVTS, NON-CONTRACT EMP-HR	ECYEH-EDUCATING HOMELESS KIDS	07/17/23	\$15.00 HOURLY RATE
KANDRICK, JON	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	07/17/23	\$82,602.00 ANNUAL SALARY
LAKHRISSI, HOUDA	CUST SUPP/EXTERNAL LIAISON	HEAD START CENTRAL OFFICE	07/17/23	\$31,209.00 ANNUAL SALARY
LAMBERSKY, EVAN T	EXT ACTVTS, NON-CONTRACT EMP-HR	OFFICE OF PROCUREMENT SERVICES	07/02/23	\$15.00 HOURLY RATE
LAWRENCE, JAZMYN	SCHOOL SAFETY OFFICER	OFFICE OF SCHOOL SAFETY	06/04/23	\$32,863.00 ANNUAL SALARY
LEBRON, NATALIA	OPERATIONS TRAINEE	RECRUITMENT & STAFFING	06/20/23	\$45,815.00 ANNUAL SALARY
LEWIS, SHIDA CASSONDRA	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	07/20/23	\$34,079.00 ANNUAL SALARY

LUNA, MELVIN	GENERAL CONSTRUCTION MECHANIC 'B'	CARPENTRY SERVICES	06/20/23	\$48,490.00	ANNUAL SALARY
MARIANNO, LATRICE CLAUDETTE	EXT ACTVTS, NON-CONTRACT EMP-HR	EVALUATION, RESEARCH & ACCT.	06/14/23	\$18.00	HOURLY RATE
MARIANNO, LATRICE CLAUDETTE	EXT ACTVTS, NON-CONTRACT EMP-HR	EVALUATION, RESEARCH & ACCT.	07/02/23	\$18.00	HOURLY RATE
MARTIN, JAHEIM	SUPPORTIVE SERVICES ASST, 3 HR	COMEGYS, BENJAMIN B. SCHOOL	06/06/23	\$10,130.00	ANNUAL SALARY
MCDUFFIE, CIRE NAFIS	GENERAL CLEANER	HIGH SCHOOL OF THE FUTURE	06/26/23	\$32,260.00	ANNUAL SALARY
MORGAN, CHYNA C	SPECIAL EDUCATION ASSISTANT	MCKINLEY, WILLIAM SCHOOL	06/02/23	\$22,790.00	ANNUAL SALARY
NAVARRO-LOPEZ, MICHAEL TONY	GRANTS DEV & SUP SPECIALIST II	OFFICE OF GRANTS DEVELOPMENT	07/31/23	\$69,671.00	ANNUAL SALARY
PIPITONE, MICHAEL PATRICK	EXT ACTVTS, NON-CONTRACT EMP-HR	HR EMPLOYEE ENTRY	07/02/23	\$33.00	HOURLY RATE
REACH, AMANDA	EXT ACTVTS, NON-CONTRACT EMP-HR	OFFICE OF MULTIPLE PATHWAYS	07/02/23	\$18.00	HOURLY RATE
REYNOLDS, JADRIEN	EXT ACTVTS, NON-CONTRACT EMP-HR	GENERAL ACCOUNTING	07/02/23	\$15.00	HOURLY RATE
RIVERS, DESIREE	PROGRAM COORDINATOR	RECORDS MANAGEMENT	06/20/23	\$56,858.00	ANNUAL SALARY
ROANE, CRYSTAL	EXT ACTVTS, NON-CONTRACT EMP-HR	HEAD START CENTRAL OFFICE	07/02/23	\$15.00	HOURLY RATE
ROGERS, FATIMA M	PRINCIPAL	OFC OF LEADERSHIP DEVELOPMENT	07/28/23	\$159,536.00	ANNUAL SALARY
SALERNO-O'DONNELL, JORDAN G	FINANCIAL MANAGEMENT TRAINEE	GRANTS FISCAL SERVICES	07/17/23	\$45,007.00	ANNUAL SALARY
SAPP, ROBERT O	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	06/20/23	\$75,764.00	ANNUAL SALARY
SCANLON, JAMES D	PRO-RATED SUMMER DAILY	WIDENER MEMORIAL SCHOOL	06/26/23	\$315.80	DAILY RATE
SCANLON, JAMES D	PRO-RATED SUMMER DAILY	WIDENER MEMORIAL SCHOOL	07/03/23	\$315.80	DAILY RATE
SINGLETARY-SELBY, TERNESSA CARRINA	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	06/01/23	\$22,790.00	ANNUAL SALARY
SMITH, EMMANUEL T	GENERAL CLEANER	COMEGYS, BENJAMIN B. SCHOOL	06/29/23	\$32,260.00	ANNUAL SALARY
STEINER-ROSE, BEATRIX	TEACHER, FULL TIME	SAUL, WALTER B. HIGH SCHOOL	06/15/23	\$51,539.00	ANNUAL SALARY
THOMAS, CARMELO	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	06/21/23	\$67,000.00	ANNUAL SALARY
TYIRA, LIEREN	DATA ANALYST	RESEARCH & EVALUATION	06/12/23	\$53,834.00	ANNUAL SALARY
VIAUD, MARLON	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	06/26/23	\$71,000.00	ANNUAL SALARY
WALKER, CANDACE M	TEACHER, FULL TIME	ZIEGLER, WILLIAM H. SCHOOL	06/22/23	\$50,066.00	ANNUAL SALARY

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WHITE, JAMES A.	GRANTS COMPLIANCE MONITOR	GRANTS COMPLIANCE	07/05/23	\$77,000.00	ANNUAL SALARY
WILKINS, BRITTANY N	EXT ACTVTS, NON-CONTRACT EMP-HR	OFFICE OF ENVIRONMENTAL MGMT	07/02/23	\$15.00	HOURLY RATE
WILLIAMS, TYRON	GENERAL CLEANER	KENDERTON ELEMENTARY SCHOOL	06/29/23	\$32,260.00	ANNUAL SALARY
WOODLAND, RODNESHA	PROGRAM COORDINATOR	PHILADELPHIA MILITARY ACADEMY	07/10/23	\$51,003.00	ANNUAL SALARY
WOODS, MARQUISE	SUPPORTIVE SERVICES ASST, 4 HR	PENN TREATY HIGH SCHOOL	06/06/23	\$13,507.00	ANNUAL SALARY

Action Item - 4.

Title: Approval of Personnel Terminations (Updated 8.17.2023)

Board of Education Meeting Date: 8/17/2023

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 August 17, 2023:

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

Office Originating Request: Talent

ATTACHMENTS:

Description

Action Item 4 - FINAL

Type

Supporting Document

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

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective August 17, 2023:

Tasha Shorter	Bus Attendant
Tashirah Rhem	Student Climate Staff

RESOLVED, that Ciana Evans is dismissed from her employment by The School District of Philadelphia as a temporary professional employee, effective immediately.

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

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

RESOLVED, that Veronica Tabron be dismissed from her employment by The School District of Philadelphia as a member of its student climate staff, 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 - 5.

**Title: Administration's Recommendation for Termination of Professional Employees
(Updated 8.17.2023)**

Board of Education Meeting Date: 8/17/2023

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. B.R.
2. R.G.

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 - 6.

Title: Approval of Resignations and Retirements (Updated 8.17.2023)

Board of Education Meeting Date: 8/17/2023

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the
following individuals are accepted effective August 17, 2023.

*Names to be provided for public view immediately prior to the Board of Education Action
Meeting on August 17, 2023.

Office Originating Request: Talent

ATTACHMENTS:

Description

Action Item 6

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective August 17, 2023

Adamson-White, Debontina	Harding, Warren G. Middle Sch	Teacher, Full Time	09/29/2023	Resignation
Adeel, Sherwin	Northeast High School	Teacher, Full Time	06/15/2023	Resignation
Amoussa, Kimberly	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Anderson, Isiah	Records Management	Records Clerk	08/04/2023	Resignation
Andrews, Brenda	Passyunk Garage	Bus Chauffeur Pt (4-5Hrs/Day)	06/15/2023	Retirement
Aneja, Kawalpreet	Randolph Technical High School	Teacher, Full Time	06/15/2023	Resignation
Arroyo, Pedro	The Linc	Teacher, Full Time	06/15/2023	Resignation
Baer, Airel	Logan, James School	Teacher, Full Time	06/15/2023	Resignation
Ball, Sharon	Office Of School Safety	Alarm Systems Dispatch Oper	09/14/2023	Retirement
Banks, Shymid	Richmond School	Building Engineer-Group Ii	07/28/2023	Resignation
Bartle, Matthew	Mya-Middle Years Alternative	Teacher, Full Time	06/15/2023	Resignation
Barton, Hannah	Research & Evaluation	Data Analyst	07/07/2023	Resignation
Beaver, Joanne	Creative And Performing Arts	Principal	09/01/2023	Retirement
Beni, Shami	Music, Instrumental	Teacher, Full Time	07/28/2023	Resignation
Bottmeyer, Eric	Science Ldshp Academy @ Beeber	Teacher, Full Time	06/15/2023	Resignation
Brothers, Tennille	Jenks, Abram School	Supportive Services Asst, 4 Hr	06/15/2023	Resignation
Brown, Craig	Custodial Auxiliary	Facilities Truck Chauffeur	07/14/2023	Retirement

Brown, Denise	Hill-Freedman World Academy	Special Education Assistant	06/29/2023	Retirement
Brown, Kevin	Blankenburg, Rudolph School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Burke, Cheryl	Food Services Admin & Support	Food Svcs Worker Senior	06/15/2023	Retirement
Burke, Shaun	Tilden Middle School	General Cleaner, 8 Hours	07/14/2023	Resignation
Buxton, Briani	Ellwood School	Student Climate Staff,4 Hours	03/22/2023	Resignation
Calabrese, Sara	Fels, Samuel High School	Asst Principal	10/02/2023	Resignation
Caldwell, Torrey	Broad Street Garage	Bus Chauffeur	07/18/2023	Resignation
Campbell, Dharya	Finletter, Thomas K. School	Teacher Resident	06/15/2023	Resignation
Capecci, Anthony	Facilities Mgmt. & Services	Maintenance Resource Scheduler	08/14/2023	Retirement
Carroll, John	Heating Services	Steamfit/Iron A5	06/30/2023	Retirement
Carroll, Maria	Building 21	Teacher,Full Time	06/15/2023	Resignation
Carter, Marlana	Gideon, Edward School	Special Education Assistant	06/15/2023	Resignation
Castellucci, Mary	Vare-Washington Elementary	Supportive Services Asst, 3 Hr	06/15/2023	Resignation
Chan, Jodie	Grants Comp - Federal Programs	Senior Grant Monitor	06/30/2023	Resignation
Chance, Lyndsey	Phila Juv Justice Svcs Ctr	Teacher,Full Time	06/15/2023	Resignation
Chicano, Stephen	Cayuga School	Asst Principal	07/31/2023	Resignation
Childs, Sylvester	Rhodes Elementary School	Custodial Assistant	07/20/2023	Retirement
Churley, Luke	Lincoln, Abraham High School	Teacher,Full Time	06/15/2023	Resignation
Clark, Jillian	Patterson, John M. School	Teacher,Full Time	10/27/2023	Resignation
Cole, Paige	Kensington Health Sciences	Special Education Assistant	05/22/2023	Resignation

Collins, Justin	Parkway-Northwest High School	Teacher, Full Time	07/28/2023	Resignation
Cooke, Jason	Grants Fiscal Services	Financial Management Trainee	07/24/2023	Resignation
Cooper, Krystiane	Washington, Grover Jr. Middle	Step Clinical Coordinator	08/16/2023	Resignation
Covington, Charice	Masterman, Julia R. High School	General Cleaner, 8 Hours	09/08/2023	Retirement
Cox, Myishing		Asst Principal	08/16/2023	Resignation
Crespo-Addison, Naomi	Crossan, Kennedy C. School	Supportive Services Asst, 3 Hr	06/15/2023	Resignation
Custis, Siani	Childs, George W. School	General Cleaner, 8 Hours	07/14/2023	Resignation
Czarkowski, Samuel	Vaux Big Picture High School	Teacher, Full Time	06/15/2023	Resignation
Davila, Francisca	Marshall, Thurgood School	Special Education Assistant	06/15/2023	Retirement
Davis, Bridget	Engineering & Science High Sch	Teacher, Full Time	06/15/2023	Resignation
Day, Emily	Bryant, William C. School	Teacher, Full Time	06/15/2023	Resignation
Defrancesco, Kaila	Girls, Phila High School For	Teacher, Full Time	09/11/2023	Resignation
Delarosa, Carmen	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Deluca, John	Wilson, Woodrow Middle School	Teacher, Full Time	06/15/2023	Resignation
Disandro, Cristina	Deburgos, J. Elementary	Teacher, Full Time	06/15/2023	Resignation
Dixon, Sharon	Holme, Thomas School	Teacher, Full Time	06/15/2023	Retirement
Doyle, Molly	Hartranft, John F. School	Teacher, Spec Education	06/15/2023	Resignation
Dreuitt, Raijene	Harrington, Avery D. School	Teacher, Full Time	06/15/2023	Resignation
Dreuitt, Andre	Lincoln, Abraham High School	Student Climate Staff, 7 Hours	06/15/2023	Resignation
Duncan, Emily	Shallcross Garage	Bus Chauffeur	08/04/2023	Resignation

Edwards, Brittany	Willard, Frances E. School	Bus Attendant	06/15/2023	Resignation
Edwards, Shaneek		Special Education Assistant	06/15/2023	Resignation
Espinosa, Saleena	Juniata Park Academy	Special Education Assistant	06/15/2023	Resignation
Fay, James	Washington, George High School	Teacher,Full Time	06/15/2023	Resignation
Fisher, Patrick	Webster, John H. School	Teacher,Full Time	06/15/2023	Resignation
Flores, Michelle	Mayfair School	Teacher,Full Time	06/15/2023	Resignation
Freed, Jordyn	Decatur, Stephen School	Teacher,Spec Education	06/15/2023	Resignation
Freeman, Machumu	Stetson, John B. Middle School	Teacher,Full Time	06/15/2023	Resignation
Galiano, Loribeth	Family & Community Engagement	Family Engagement Liaison	08/28/2023	Resignation
Gary, Christina	Stearne, Allen M. School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Gerstenfeld, Hope	Moore, J. Hampton School	Teacher,Full Time	09/19/2023	Retirement
Geter, Ronald	Amy Northwest	General Cleaner, 8 Hours	06/19/2023	Retirement
Gilman, Jared	Arthur, Chester A. School	Teacher,Full Time	06/15/2023	Resignation
Gold, Erin	Olney High School	Asst Principal	08/28/2023	Resignation
Gonzalez, Cassandra	Morrison, Andrew J. School	Secretary I	06/15/2023	Resignation
Gordon, Chad	Castor Gardens Middle School	Teacher,Full Time	06/15/2023	Resignation
Gorski, Cheryl	The U School	Teacher,Full Time	06/15/2023	Resignation
Green, Kyesha	Wagner, Gen. Louis Middle Sch.	School Counselor, 10 Months	06/15/2023	Resignation
Green, Lisa	Edison, Thomas A. High School	Teacher,Full Time	06/15/2023	Resignation
Green, Ruthalee	Roosevelt Elementary School	Food Svcs Assistant	06/15/2023	Retirement

Green, Kermit	Conwell, Russell Middle School	Teacher,Full Time	06/15/2023	Resignation
Grieb, Sara	Building 21	Teacher,Full Time	06/15/2023	Resignation
Griffin, Radeesha	Roosevelt Elementary School	Special Education Assistant	06/15/2023	Resignation
Gutierrez, Gabriela	Franklin, Benjamin Elem School	School Psychologist	10/09/2023	Resignation
Hammitt, Robin	Office Of School Safety	Serious Incident Desk Recorder	03/01/2024	Retirement
Harrell, Sheila	Webster, John H. School	General Cleaner, 8 Hours	06/09/2023	Retirement
Harvey, Shakia	Harrington, Avery D. School	Climate Support Specialist	06/15/2023	Resignation
Hayde, Maryanne	Office Of Specialized Services	Coord,Specialized Svcs	08/11/2023	Resignation
Hennigan, Shonique	Willard, Frances E. School	Food Svcs Assistant	6/15/2023	Resignation
Henry-Beauchamp, Leah	West Philadelphia High School	Teacher,Spec Education	07/28/2023	Resignation
Hernandez, Mayra	Brown, Henry A. School	Student Climate Staff,3 Hours	06/15/2023	Retirement
Hewitt, Trevor	Washington, George High School	Teacher,Full Time	06/15/2023	Resignation
Hill, Darby	Roxborough High School	Special Education Assistant	06/15/2023	Resignation
Holloway, Tamara	Office Of General Counsel	Program Manager, Oper&Grt	08/02/2023	Resignation
Hood, Andre	Office Of School Safety	School Safety Supervisor	08/02/2023	Resignation
Hurley, Thomas	Sayre, William L. High School	Teacher,Spec Education	06/15/2023	Resignation
Iannetta, Rachel	Locke, Alain School	Teacher,Full Time	06/15/2023	Resignation
Ingram, Tyjuan	Rhodes Elementary School	Food Svcs Utility Worker	06/15/2023	Resignation
Innes, Allison	Rhodes Elementary School	Teacher,Spec Education	06/15/2023	Resignation
Jackson, Hester	Kearny, Gen. Philip School	Food Svcs Worker Senior	06/15/2023	Resignation

Jackson, Wendy	Munoz-Marin, Hon Luis School	Teacher,Full Time	09/22/2023	Resignation
Jefferson, Danika	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Jeter, Lawrance	Phila Juv Justice Svcs Ctr	Teacher,Spec Education	06/15/2023	Resignation
Jiles, Dinah	Mastbaum, Jules E. High School	Food Svcs Worker Iii	06/15/2024	Retirement
Jones, Bonnie	Spruance, Gilbert School	Supportive Services Asst, 3 Hr	6/2/2023	Retirement
Joseph, Roxann	Morton, Thomas G. School	Teacher,Full Time	06/15/2023	Resignation
Joyce, Robyn	Cassidy,Lewis C Academics Plus	Teacher,Full Time	06/15/2023	Resignation
Kandrick, Jon	Climate & Safety	Climate And Culture Coach	08/25/2023	Resignation
Keogh, Meghan	Spruance, Gilbert School	Teacher,Full Time	06/15/2023	Resignation
Kern, Regina	Decatur, Stephen School	Special Education Assistant	06/15/2023	Retirement
Kocher, John	District Performance Office	Associate,Analytics	07/14/2023	Resignation
Kwon, Katherine	Cayuga School	Teacher,Full Time	09/26/2023	Resignation
Lajara Rosado, Bianca	Office Of The Chief Of Schools	Prg Cd, Multiple Offices	08/04/2023	Resignation
Lancit, April	King, Martin Luther High Sch.	Step Clinical Coordinator	09/03/2023	Resignation
Lawrence, Andrea	Taylor, Bayard School	Custodial Assistant	07/11/2023	Retirement
Leung, Tami Lai Ming	Spruance, Gilbert School	Special Education Assistant	10/16/2023	Retirement
Levine, Elizabeth	Bryant, William C. School	Teacher,Full Time	06/15/2023	Resignation
Lichter, Sarah	Office Of Inspector General	Investigative Attorney	07/28/2023	Resignation
Lilholt, Nicole	Loesche, William H. School	Teacher,Full Time	06/15/2023	Resignation
Locks, Barbara	Blankenburg, Rudolph School	General Cleaner, 8 Hours	07/05/2023	Retirement

Lugo, David	Philadelphia Military Academy	Asst Principal	06/23/2023	Resignation
Magnus, Christina	Office Of General Counsel	Asst General Counsel	08/04/2023	Resignation
Maldonado, Annabel	Deburgos, J. Elementary	Student Climate Staff,6 Hours	06/15/2023	Resignation
Malishchak, Alexa	Spruance, Gilbert School	Counseling Asst,Bilingual	06/15/2023	Resignation
Malita, Sofia	Fitzpatrick, A.L. School	General Cleaner, 8 Hours	07/17/2023	Retirement
Marino, Shane	Frankford High School	Teacher,Full Time	09/22/2023	Resignation
Mayfield, Saahidaa	Barry, John Elementary School	Teacher,Full Time	10/03/2023	Resignation
Mcclary, Robin	Peirce, Thomas M. School	Food Svcs Worker Iii	08/04/2023	Retirement
Mcintosh, Tracey	Wagner, Gen. Louis Middle Sch.	Secretary Iii (General)	10/02/2023	Retirement
Mckinney-Lucas, Rosetta	Rhodes Elementary School	Climate Support Specialist	01/17/2023	Retirement
Mcmillan, Margaret	Dobbins, Murrell High School	Asst Principal	07/28/2023	Resignation
Mina, Daniel	Dunbar, Paul L. School	Principal	08/22/2023	Resignation
Monroe, Bianca	Recruitment & Staffing	Recruitment & Selection Spclst	07/14/2023	Resignation
Moore, Jovan	Girard Academic Music Program	Principal	09/29/2023	Resignation
Muhammad, Jamillah	Bache-Martin School	Food Svcs Worker Senior	06/15/2023	Resignation
Murphy, Erin	Vare-Washington Elementary	Teacher,Full Time	06/15/2023	Resignation
Nieves, Desirree	Juniata Park Academy	Secretary I	06/15/2023	Resignation
Obrien-Taormina, Theresa	Hopkinson, Francis School	Special Education Assistant	06/15/2023	Resignation
Orlando, James	Edison, Thomas A. High School	Teacher,Full Time	06/15/2023	Resignation
Ortiz, Carmen	Deburgos, J. Elementary	Climate Support Specialist	09/11/2023	Retirement
Passio, Linda	Baldi Middle School	Bus Attendant,Six Hours	06/19/2023	Retirement

Perotti, John	Washington, George High School	Teacher, Full Time	06/15/2023	Resignation
Platt, Sarah	Cayuga School	Teacher, Full Time	06/15/2023	Resignation
Poindexter, Raymona	Gompers, Samuel School	Student Climate Staff, 5 Hours	01/05/2024	Retirement
Potenza, Victoria	Diversity, Equity & Inclusion	Program Manager, Oper&Grt	09/18/2023	Resignation
Potter, Kathryn	Mc Michael, Morton School	Step School Behavioral Consult	08/21/2023	Resignation
Rankin, Calia	Mc Clure, Alexander K. School	Teacher, Full Time	06/15/2023	Resignation
Ray, Nicole	Lincoln, Abraham High School	Step Clinical Coordinator	08/18/2023	Resignation
Rein, Samuel	Information Systems	Dir, Student Info Systems Deve	7/13/2023	Resignation
Reiter, Ryan	Penn Treaty High School	School Climate Manager	06/23/2023	Resignation
Relvas, John	Roosevelt Elementary School	Teacher, Full Time	06/15/2023	Resignation
Reynoso, Escarlet	Deburgos, J. Elementary	Counseling Asst, Bilingual	06/15/2023	Resignation
Rice, Angela	Recruitment & Staffing	Lead Talent Partner	07/31/2023	Resignation
Rietzen, David	Franklin, Benjamin High School	Teacher, Spec Education	06/15/2023	Resignation
Rios, Alyssa	Franklin, Benjamin Elem School	Supportive Services Asst, 4 Hr	06/15/2023	Resignation
Roberts, Syiesha	South Philadelphia High School	Food Service Assistant	05/24/2023	Resignation
Roberts, Devon	Hopkinson, Francis School	Teacher, Full Time	09/08/2023	Resignation
Robinson, Brandi	Lea, Henry C.	Special Education Assistant	6/15/2023	Resignation
Robinson, Clarissa	Marshall, Thurgood School	Teacher, Full Time	06/15/2023	Resignation
Robinson, John	Washington, Grover Jr. Middle	Teacher, Full Time	06/15/2023	Resignation

Robinson, Joanne	Overbrook Elementary School	General Cleaner, 8 Hours	06/30/2023	Retirement
Rodgers, Kinshasa	Franklin, Benjamin High School	Asst Principal	07/28/2023	Resignation
Rodriguez, Marcela	Rhawnhurst School	Teacher,Full Time	09/26/2023	Resignation
Ross, Tyrone	Henry, Charles W. School	Principal	08/20/2023	Resignation
Rothwell, Charlotte	Olney Elementary School	Custodial Assistant	09/29/2023	Retirement
Rountree, Joyce	Philadelphia Military Academy	Food Svcs Worker Ii	06/15/2023	Retirement
Rubinsky, Debra	Feltonville Intermediate	Teacher,Full Time	12/01/2023	Retirement
Ryan, Rachel	Comly, Watson School	Teacher,Full Time	06/15/2023	Resignation
Sahebi, Madina	Frank, Anne School	Student Climate Staff,5 Hours	06/15/2023	Resignation
Salisbury, Claudine	Farrell, Louis H. School	Student Climate Staff,6 Hours	06/15/2023	Retirement
Sandler, Danielle	Lincoln, Abraham High School	Teacher,Spec Education	06/15/2023	Resignation
Scott, Shila	Edison, Thomas A. High School	Teacher,Full Time	06/15/2023	Resignation
Seymour, Sofie	Vaux Big Picture High School	Teacher,Full Time	06/15/2023	Resignation
Simms, Vernal		School Safety Officer	06/15/2023	Resignation
Simon, Debra	Northeast High School	School Safety Officer	09/08/2023	Retirement
Slaton, Shirley	Penn Treaty High School	Student Climate Staff,6 Hours	08/30/2023	Retirement
Smith, Kim	Girard Academic Music Program	Food Svcs Worker Iii	06/15/2023	Retirement
Smith, Dana	Mastbaum, Jules E. High School	General Cleaner, 8 Hours	08/09/2023	Resignation
Smith, Tristan	Tilden Middle School	Teacher,Full Time	06/15/2023	Resignation

Smith, Deshawn	Emlen, Eleanor C. School	Student Climate Staff,3 Hours	06/15/2023	Resignation
Smith-Towns, Qiana	Bryant, William C. School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Spriggs, Kathryn	Shawmont School	Special Education Assistant	07/28/2023	Retirement
Spross, Devan	Allen, Ethan School	Teacher,Full Time	06/15/2023	Resignation
Srivastava, Prerna	Welsh, John School	Principal	07/07/2023	Retirement
Steele, Chelsey	Cayuga School	Teacher,Spec Education	06/15/2023	Resignation
Stern, Avery	Kensington Capa	Teacher,Full Time	06/15/2023	Resignation
Stevens, Denise	Parkway C.C. Middle College	Food Svcs Worker Ii	09/05/2023	Retirement
Stewart, Donya	Sullivan, James J. School	Teacher,Spec Education	07/14/2023	Resignation
Stringfield, Sherri	Spring Garden School	Teacher,Full Time	06/15/2023	Resignation
Sturns-Brew, La Queta	Rhoads, James School	Teacher,Full Time	06/15/2023	Resignation
Szczurek, Dana	Juniata Park Academy	Teacher,Full Time	06/15/2023	Resignation
Tabachnick, Jill	Kensington High School	Teacher,Full Time	06/15/2023	Resignation
Taddei, Zoe	Cassidy,Lewis C Academics Plus	Step Clinical Coordinator	08/18/2023	Resignation
Teme, Fatbardha	Frankford High School	Food Svcs Assistant	06/15/2023	Retirement
Theodore, Christopher	Meredith, William M. School	Teacher,Full Time	10/02/2023	Retirement
Thomas, Patricia	Mc Clure, Alexander K. School	Teacher,Full Time	06/15/2023	Resignation
Thompson, Thomas	Custodian-Administration Bldg	General Cleaner, 8 Hours	12/18/2023	Retirement
Thornton, Terell	Academy At Palumbo	Food Svcs Utility Worker	06/15/2023	Resignation
Timmons, Vicki	Gompers, Samuel School	Supportive Services Asst, 3 Hr	06/15/2023	Retirement

Tooke, Tracy	Masterman, Julia R. High School	Teacher, Demonstration	09/20/2023	Retirement
Upshaw, William	Shallcross Garage	Transportation Mechanic	03/24/2023	Resignation
Vickery, Ann	Decatur, Stephen School	Community Relation Liaison, Ft	08/16/2023	Retirement
Watts, Cheryl	Kensington Health Sciences	Special Education Assistant	09/05/2023	Retirement
Weiner, Ashley	Mayfair School	School Counselor, 10 Months	06/15/2023	Resignation
Wenger, Rebecca	Widener Memorial School	Teacher, Spec Education	09/22/2023	Resignation
Westmaas, Lucas	District Performance Office	Dashboard Developer & Data Coa	08/15/2023	Resignation
Williams, Shatequa	Blankenburg, Rudolph School	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Wilson, Angela	Fitzpatrick, A.L. School	Building Engineer-Group Iii	08/10/2023	Retirement
Wright, Josephine	Meade, Gen. George G. School	General Cleaner, 8 Hours	06/29/2023	Retirement
Young, Willona	Office Of School Safety	School Safety Officer, 8Hrs	08/04/2023	Resignation

Action Item - 7.

Title: Amendment to the Contract with Hartford Life and Accident Insurance Company - Basic Life and Accidental Death, and Dismemberment Programs (\$2,969,844)

Board of Education Meeting Date: 8/17/2023

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:

Hartford Life and Accident Insurance Company

Purpose:

To provide Basic Life and Accidental Death & Dismemberment plans, voluntary supplemental insurance, and retiree policies

Original Start Date: 1/1/2019

Current End Date: 12/31/2023

Amended End Date: 12/31/2025

Currently Authorized Compensation: \$6,760,000

Additional Compensation:

\$2,969,844

Total New Compensation: \$9,729,844

Location:

All Schools; Administrative Office(s);

Renewal Options: No

Description:

The District is seeking to provide comprehensive and competitively priced basic and supplemental term life policies for permanent School District employees and qualified

retirees.

Why is this contract needed?

The District provides these benefits per labor contracts with PFT, SPAP, CASA, Local 634, and 32 BJ/District 1201. Non-represented employees are offered term life insurance coverage of \$45,000. The amendment would authorize additional funds for a two-year extension of Hartford Life and Accident Insurance Company's contract. The vendor has committed to holding the current rate through the proposed contract end date in 2025 despite expected increases in the insurance market.

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

Life insurance is a recruitment and retention tool as part of a suite of competitive benefits that supports the District's Guardrail #1, well-staffed, safe and welcoming schools. This is a low cost benefit program for the District and perceived as an added value to the compensation package.

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?

During the previous contract, the vendor has supported ease of claims processing, online and by phone for both Short Term disability claims and death claims with reasonable responsiveness. Additionally Vendor has assisted the District identifying and processing unclaimed policies for retirees.

Related resolution(s)/approval(s):

November 15, 2018; A-6

Funding Source(s):

FY24 Payroll Agency

FY25 Payroll Agency

FY26 Payroll Agency

Office Originating Request: Talent

Action Item - 9.

Title: Authorization for Keystone Opportunity Zone - The Enterprise Center (Updated 8.15.2023/Updated 8.16.2023)

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education, upon consideration of the request of the City of Philadelphia, hereby resolves to consent that, subject to and contingent upon approval by the Commonwealth of Pennsylvania of the extended designations, all real estate taxes imposed on real property located in the designated Keystone Opportunity Zones (KOZ) identified below are abated, and a person or business subject to realty use and occupancy tax with respect to real property located in the Zones may claim one hundred (100%) exemption from such tax, all subject to the conditions set forth in City of Philadelphia Bill No. 190848, and further subject to the agreement of the City of Philadelphia that, with respect to applications for extension pursuant to Act No. 79 of 2008 (the "Act"), amending, Act No. 92 of 1988, the Keystone Opportunity Zone Act, and 1237, Act No. 16 of 2012, the City shall provide notice to the Board of Education at the time such application is submitted, and of the date of the application and identify of all properties for which exemptions and abatement are sought in such application; provided that no property shall be included in any Zone unless the owner of such property has entered into an agreement for "Payments in Lieu of Taxes" ("PILOT"), containing such terms and conditions as will provide for the maximum payment amount permissible under Section 310 of the Act, as amended; and further, the Board of Education hereby authorizes and directs the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such PILOTs, which PILOTs shall be separate agreements between the School District of Philadelphia and property owners and between the City and property owners.

Background:

The General Assembly enacted Act No. 79 of 2008, amending Act No. 92 of 1988, the Keystone Opportunity Zone Act authorizing certain exemptions, abatements, credits and deductions of certain state taxes in certain deteriorated areas of the Commonwealth, known as Keystone Opportunity Zones ("KOZ"), Expansion Zones ("KOEZ"), and Improvement Zones ("KOIZ"), to promote development and job formation. The Act makes the foregoing exemptions, abatements, credits and deductions by all local taxing authorities with taxing jurisdiction over the affected deteriorated area.

The Mayor and the Director of Commerce of the City of Philadelphia previously applied to the Commonwealth, pursuant to the Act, to designate certain deteriorated areas of Philadelphia as Keystone Opportunity Zones, Expansion Zones and Improvement Zones, and to extend the duration of certain previously-designated zones, and to subject such areas to the exemptions, abatements, credits and deductions authorized by the Act. The Pennsylvania General Assembly has passed and the Governor has signed 1237, Act No. 16 of 2012, which modified the existing KOZ legislation by allowing for a ten (10) year extension of the term for unoccupied KOEZ and KOIZ.

Philadelphia City Council has approved and the Mayor has signed Bill No. 190848, which provides for the exemptions, abatements, credits and deductions required by the Act in order to qualify for the designations and extensions referenced above and as specifically set forth in the below Schedule 1 property list: and the Act requires that all taxing authorities with jurisdiction over a proposed KOZ, KOEZ, or KOIZ enact an ordinance or resolution to be included with the City's application to the Commonwealth, providing for exemptions, abatements, credits and/or

deductions from certain taxes within the Zones.

SCHEDULE 1, Parcels in current Keystone Opportunity Zone to be extended

	Property Address	OPA Account No.
	4628 Market Street	88-5-790940

Funding Source(s):

Fiscal Year 2024

Office Originating Request: Finance

Action Item - 10.

Title: Authorization for Keystone Opportunity Zone - Longfellow (Updated 8.15.2023/Updated 8.16.2023)

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education, upon consideration of the request of the City of Philadelphia, hereby resolves to consent that, subject to and contingent upon approval by the Commonwealth of Pennsylvania of the extended designations, all real estate taxes imposed on real property located in the designated Keystone Opportunity Zones (KOZ) identified below are abated, and a person or business subject to realty use and occupancy tax with respect to real property located in the Zones may claim one hundred (100%) exemption from such tax, all subject to the conditions set forth in City of Philadelphia Bill No. 190848, and further subject to the agreement of the City of Philadelphia that, with respect to applications for extension pursuant to Act No. 79 of 2008 (the "Act"), amending, Act No. 92 of 1988, the Keystone Opportunity Zone Act, and 1237, Act No. 16 of 2012, the City shall provide notice to the Board of Education at the time such application is submitted, and of the date of the application and identify of all properties for which exemptions and abatement are sought in such application; provided that no property shall be included in any Zone unless the owner of such property has entered into an agreement for "Payments in Lieu of Taxes" ("PILOT"), containing such terms and conditions as will provide for the maximum payment amount permissible under Section 310 of the Act, as amended; and further, the Board of Education hereby authorizes and directs the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such PILOTs, which PILOTs shall be separate agreements between the School District of Philadelphia and property owners and between the City and property owners

Background:

The General Assembly enacted Act No. 79 of 2008, amending Act No. 92 of 1988, the Keystone Opportunity Zone Act authorizing certain exemptions, abatements, credits and deductions of certain state taxes in certain deteriorated areas of the Commonwealth, known as Keystone Opportunity Zones ("KOZ"), Expansion Zones ("KOEZ"), and Improvement Zones ("KOIZ"), to promote development and job formation. The Act makes the foregoing exemptions, abatements, credits and deductions by all local taxing authorities with taxing jurisdiction over the affected deteriorated area.

The Mayor and the Director of Commerce of the City of Philadelphia previously applied to the Commonwealth, pursuant to the Act, to designate certain deteriorated areas of Philadelphia as Keystone Opportunity Zones, Expansion Zones and Improvement Zones, and to extend the duration of certain previously-designated zones, and to subject such areas to the exemptions, abatements, credits and deductions authorized by the Act. The Pennsylvania General Assembly has passed and the Governor has signed 1237, Act No. 16 of 2012, which modified the existing KOZ legislation by allowing for a ten (10) year extension of the term for unoccupied KOEZ and KOIZ.

Philadelphia City Council has approved and the Mayor has signed Bill No. 190848, which provides for the exemptions, abatements, credits and deductions required by the Act in order to qualify for the designations and extensions referenced above and as specifically set forth in the below Schedule 1 property list: and the Act requires that all taxing authorities with jurisdiction over a proposed KOZ, KOEZ, or KOIZ enact an ordinance or resolution to be included with the City's application to the Commonwealth, providing for exemptions, abatements, credits and/or deductions from certain taxes within the Zones.

SCHEDULE 1, Parcels in current Keystone Opportunity Zone to be extended:

	Property Address	OPA Account No.
	3401 Grays Ferry Avenue	77-3-262100

Funding Source(s):

Fiscal Year 2024

Office Originating Request: Finance

Action Item - 11.

Title: Authorization for Keystone Opportunity Zone - Stateside Vodka (Updated 8.15.2023/Updated 8.16.2023))

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education, upon consideration of the request of the City of Philadelphia, hereby resolves to consent that, subject to and contingent upon approval by the Commonwealth of Pennsylvania of the extended designations, all real estate taxes imposed on real property located in the designated Keystone Opportunity Zones (KOZ) identified below are abated, and a person or business subject to realty use and occupancy tax with respect to real property located in the Zones may claim one hundred (100%) exemption from such tax, all subject to the conditions set forth in City of Philadelphia Bill No. 190848, and further subject to the agreement of the City of Philadelphia that, with respect to applications for extension pursuant to Act No. 79 of 2008 (the "Act"), amending, Act No. 92 of 1988, the Keystone Opportunity Zone Act, and 1237, Act No. 16 of 2012, the City shall provide notice to the Board of Education at the time such application is submitted, and of the date of the application and identify of all properties for which exemptions and abatement are sought in such application; provided that no property shall be included in any Zone unless the owner of such property has entered into an agreement for "Payments in Lieu of Taxes" ("PILOT"), containing such terms and conditions as will provide for the maximum payment amount permissible under Section 310 of the Act, as amended; and further, the Board of Education hereby authorizes and directs the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such PILOTs, which PILOTs shall be separate agreements between the School District of Philadelphia and property owners and between the City and property owners.

Background:

The General Assembly enacted Act No. 79 of 2008, amending Act No. 92 of 1988, the Keystone Opportunity Zone Act authorizing certain exemptions, abatements, credits and deductions of certain state taxes in certain deteriorated areas of the Commonwealth, known as Keystone Opportunity Zones ("KOZ"), Expansion Zones ("KOEZ"), and Improvement Zones ("KOIZ"), to promote development and job formation. The Act makes the foregoing exemptions, abatements, credits and deductions by all local taxing authorities with taxing jurisdiction over the affected deteriorated area.

The Mayor and the Director of Commerce of the City of Philadelphia previously applied to the Commonwealth, pursuant to the Act, to designate certain deteriorated areas of Philadelphia as Keystone Opportunity Zones, Expansion Zones and Improvement Zones, and to extend the duration of certain previously-designated zones, and to subject such areas to the exemptions, abatements, credits and deductions authorized by the Act. The Pennsylvania General Assembly has passed and the Governor has signed 1237, Act No. 16 of 2012, which modified the existing KOZ legislation by allowing for a ten (10) year extension of the term for unoccupied KOEZ and KOIZ.

Philadelphia City Council has approved and the Mayor has signed Bill No. 190848, which provides for the exemptions, abatements, credits and deductions required by the Act in order to qualify for the designations and extensions referenced above and as specifically set forth in the below Schedule 1 property list: and the Act requires that all taxing authorities with jurisdiction over a proposed KOZ, KOEZ, or KOIZ enact an ordinance or resolution to be included with the City's application to the Commonwealth, providing for exemptions, abatements, credits and/or deductions from certain taxes within the Zones.

SCHEDULE 1, Parcels in current Keystone Opportunity Zone to be extended:

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	Property Address	OPA Account No.
	13000 McNulty Road	88-5-924002

Funding Source(s):

Fiscal Year 2022

Office Originating Request: Finance

Action Item - 12.

Title: Authorization for Keystone Opportunity Zone - Wexford (Updated 8.15.2023/Updated 8.16.2023))

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education, upon consideration of the request of the City of Philadelphia, hereby resolves to consent that, subject to and contingent upon approval by the Commonwealth of Pennsylvania of the extended designations, all real estate taxes imposed on real property located in the designated Keystone Opportunity Zones (KOZ) identified below are abated, and a person or business subject to realty use and occupancy tax with respect to real property located in the Zones may claim one hundred (100%) exemption from such tax, all subject to the conditions set forth in City of Philadelphia Bill No. 190848, and further subject to the agreement of the City of Philadelphia that, with respect to applications for extension pursuant to Act No. 79 of 2008 (the "Act"), amending, Act No. 92 of 1988, the Keystone Opportunity Zone Act, and 1237, Act No. 16 of 2012, the City shall provide notice to the Board of Education at the time such application is submitted, and of the date of the application and identify of all properties for which exemptions and abatement are sought in such application; provided that no property shall be included in any Zone unless the owner of such property has entered into an agreement for "Payments in Lieu of Taxes" ("PILOT"), containing such terms and conditions as will provide for the maximum payment amount permissible under Section 310 of the Act, as amended; and further, the Board of Education hereby authorizes and directs the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such PILOTs, which PILOTs shall be separate agreements between the School District of Philadelphia and property owners and between the City and property owners.

Background

The General Assembly enacted Act No. 79 of 2008, amending Act No. 92 of 1988, the Keystone Opportunity Zone Act authorizing certain exemptions, abatements, credits and deductions of certain state taxes in certain deteriorated areas of the Commonwealth, known as Keystone Opportunity Zones ("KOZ"), Expansion Zones ("KOEZ"), and Improvement Zones ("KOIZ"), to promote development and job formation. The Act makes the foregoing exemptions, abatements, credits and deductions by all local taxing authorities with taxing jurisdiction over the affected deteriorated area.

The Mayor and the Director of Commerce of the City of Philadelphia previously applied to the Commonwealth, pursuant to the Act, to designate certain deteriorated areas of Philadelphia as Keystone Opportunity Zones, Expansion Zones and Improvement Zones, and to extend the duration of certain previously-designated zones, and to subject such areas to the exemptions, abatements, credits and deductions authorized by the Act. The Pennsylvania General Assembly has passed and the Governor has signed 1237, Act No. 16 of 2012, which modified the existing KOZ legislation by allowing for a ten (10) year extension of the term for unoccupied KOEZ and KOIZ.

Philadelphia City Council has approved and the Mayor has signed Bill No. 190848, which provides for the exemptions, abatements, credits and deductions required by the Act in order to qualify for the designations and extensions referenced above and as specifically set forth in the below Schedule 1 property list: and the Act requires that all taxing authorities with jurisdiction over a proposed KOZ, KOEZ, or KOIZ enact an ordinance or resolution to be included with the City's application to the Commonwealth, providing for exemptions, abatements, credits and/or deductions from certain taxes within the Zones.

SCHEDULE 1, Parcels in current Keystone Opportunity Zone to be extended:

	Property Address	OPA Account No.
A)	225 N. 38 th Street	88-5-631800
B)	3400 Market Street	88-5-646662
C)	3800-14 Market Street	77-4-688300
D)	3816-40 Market Street	88-5-045600

Funding Source(s):

Fiscal Year 2024

Office Originating Request: Finance

Action Item - 13.

Title: Authorization for Keystone Opportunity Zone - The Arsenal (Updated 8.15.2023/Updated 8.16.2023) - FAILED

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education, upon consideration of the request of the City of Philadelphia, hereby resolves to consent that, subject to and contingent upon approval by the Commonwealth of Pennsylvania of the extended designations, all real estate taxes imposed on real property located in the designated Keystone Opportunity Zones (KOZ) identified below are abated, and a person or business subject to realty use and occupancy tax with respect to real property located in the Zones may claim one hundred (100%) exemption from such tax, all subject to the conditions set forth in City of Philadelphia Bill No. 190848, and further subject to the agreement of the City of Philadelphia that, with respect to applications for extension pursuant to Act No. 79 of 2008 (the "Act"), amending, Act No. 92 of 1988, the Keystone Opportunity Zone Act, and 1237, Act No. 16 of 2012, the City shall provide notice to the Board of Education at the time such application is submitted, and of the date of the application and identify of all properties for which exemptions and abatement are sought in such application; provided that no property shall be included in any Zone unless the owner of such property has entered into an agreement for "Payments in Lieu of Taxes" ("PILOT"), containing such terms and conditions as will provide for the maximum payment amount permissible under Section 310 of the Act, as amended; and further, the Board of Education hereby authorizes and directs the School District of Philadelphia, through the Superintendent or his designee, to execute, deliver and perform such PILOTs, which PILOTs shall be separate agreements between the School District of Philadelphia and property owners and between the City and property owners.

Background:

The General Assembly enacted Act No. 79 of 2008, amending Act No. 92 of 1988, the Keystone Opportunity Zone Act authorizing certain exemptions, abatements, credits and deductions of certain state taxes in certain deteriorated areas of the Commonwealth, known as Keystone Opportunity Zones ("KOZ"), Expansion Zones ("KOEZ"), and Improvement Zones ("KOIZ"), to promote development and job formation. The Act makes the foregoing exemptions, abatements, credits and deductions by all local taxing authorities with taxing jurisdiction over the affected deteriorated area.

The Mayor and the Director of Commerce of the City of Philadelphia previously applied to the Commonwealth, pursuant to the Act, to designate certain deteriorated areas of Philadelphia as Keystone Opportunity Zones, Expansion Zones and Improvement Zones, and to extend the duration of certain previously-designated zones, and to subject such areas to the exemptions, abatements, credits and deductions authorized by the Act. The Pennsylvania General Assembly has passed and the Governor has signed 1237, Act No. 16 of 2012, which modified the existing KOZ legislation by allowing for a ten (10) year extension of the term for unoccupied KOEZ and KOIZ.

Philadelphia City Council has approved and the Mayor has signed Bill No. 190848, which provides for the exemptions, abatements, credits and deductions required by the Act in order to qualify for the designations and extensions referenced above and as specifically set forth in the below Schedule 1 property list: and the Act requires that all taxing authorities with jurisdiction over a proposed KOZ, KOEZ, or KOIZ enact an ordinance or resolution to be included with the City's application to the Commonwealth, providing for exemptions, abatements, credits and/or deductions from certain taxes within the Zones.

SCHEDULE 1, Parcels in current Keystone Opportunity Zone to be extended:

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	Property Address	OPA Account No.
A)	2275 Bridge Street Unit 111	88-4-529170
B)	2275 Bridge Street Unit 112	88-4-529175
C)	2275 Bridge Street Unit 119 A	88-4-529186
D)	2275 Bridge Street Unit 14	88-4-529050
E)	2275 Bridge Street Unit 15	88-4-529055
F)	2275 Bridge Street Unit 2	88-4-529005
G)	2275 Bridge Street Unit 219	88-4-529260
H)	2275 Bridge Street Unit 28	88-4-529065
I)	2275 Bridge Street Unit 28 A	88-4-529070
J)	2275 Bridge Street Unit 3	88-4-529010
K)	2275 Bridge Street Unit 40	88-4-529085
L)	2275 Bridge Street Unit 220	88-4-529265

Funding Source(s):

Fiscal Year 2024

Office Originating Request: Finance

Action Item - 14.

Title: Contract for Google Workspace for Education Plus Licenses (\$1,214,765.37)
UPDATED 08.14.23

Board of Education Meeting Date: 8/17/2023

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:

Golden Five LLC

Purpose:

Procurement of Google Workspace for Education Plus licensing for District students and staff

Start date: 8/18/2023

End date: 7/31/2026

Compensation not to exceed: \$1,214,765.37

Location:

All Schools; Administrative Offices

Renewal Options: No

Description:

Why is this contract needed?

The Office of Information Technology and Data Management is seeking to purchase Google Workspace for Education Plus licensing for District students and staff at a competitively bid, fixed license rate for three years (August 2023 - July 2026). The District's current Google Workspace for Education Plus licensing expires August 30, 2023. Google Workspace for Education Plus licensing is foundational to the District's educational and operational objectives, providing collaboration tools, including Gmail, Google Calendar, Google Meet, and Google Drive AND using Google Classroom as our learning management system.

Continued access to Google Workspace for Education is required for the District to continue to serve and support our students, staff, and communities.

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

As noted above, Google Workspace is a critical part of the District's operational and educational/instructional work.

How will the success of this contract be measured?

Assignment of licenses and uninterrupted access to Google services will be indicators of a successful contract.

Funding Source(s):

FY24 Operating Budget

FY25 Operating Budget

FY26 Operating Budget

Office Originating Request: Information Technology

Action Item - 15.

Title: Amendment of the Supplemental Staffing Contracts with Various Vendors - No Cost Time Extension

Board of Education Meeting Date: 8/17/2023

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:

Constructonomics LLC
Atane Consulting
The McKissack Group
The Temple Group
S. T. Engineers, Inc.
The McCloud Group LLC
Promatech, Inc.
Rotator Staffing Services

Purpose:

To extend the end dates of the existing contracts

Original Start Date: 9/24/2021

Current End Date: 9/1/2023

Amended End Date: 12/31/2023

Currently Authorized Compensation: \$8,000,000

Additional Compensation:

\$0

Total New Compensation: \$8,000,000

Location:

All Schools

Renewal Options: No

Description:

The Office of Capital Programs has identified a need to extend the time for completion of the existing Supplemental Staffing Contracts to December 31, 2023. The existing contracts will expire on September 1, 2023. The companies currently supplying staff to the District and the services being provided by these staff members would cease if the contract is not extended. The new request for proposal (RFP) has yet to be finalized. These contracts will support 11 vacancies in the Office of Capital Programs that are currently staffed by the existing supplemental consultants.

The new RFP has been advertised and will be selected through a competitive quote process and will be assigned work by the Office of Capital Programs.

The success of this RFP will be measured by the consultants providing the review and/or creation of code compliant structural designs. The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract for M/WBE percentage.

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):

September 23, 2021; No. 15

Funding Source(s):

FY23-24 - Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 16.

Title: Change Orders at Various Locations (\$1,225,693)

Board of Education Meeting Date: 8/17/2023

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
Devine Brothers, Inc.
Dolan Mechanical, Inc.
E J Electric, Inc.
Eagle I Electric, Inc.
Eagle Mechanical, Inc.
Edward J. Meloney, Inc.
Ernest Bock & Sons, Inc.
Gem Mechanical Services, Inc.
Hyde Electric Corporation
John S. McManus, Inc.
Johnson Controls Inc
Lex Electric Company, Inc.
Lorenzon Brothers
Madden Electric Associates, Inc
Magnum, Inc.
McGoldrick Electric Inc.
Murphy Quigley Company, Inc.
Paramount Electrical Service, LLC
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:

8/18/2023

End Date:

Through completion dates for previously approved construction, as well as professional design/structural/architectural services contracts

Compensation not to exceed:

\$1,225,693

Separate Compensation by Vendor and Locations:

Allstates Mechanical, Ltd. - Mechanical Contract - Major HVAC Renovation at Vare - Washington Elementary School \$14,126.00

Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Allen, Ethan Elementary School \$7,631.00

Allstates Mechanical, Ltd. - Mechanical Contract - Mechanical Renovation at Edmonds, Franklin S. Elementary School \$38,858.00

BSI Construction, LLC - General Contract - Addition and Major Renovations at Frank, Anne Elementary School \$401,578.00

BSI Construction, LLC - General Contract - New Construction at Peirce, Thomas May Elementary School \$5,890.00

Devine Brothers, Inc. - Electrical Contract - New Construction at Peirce, Thomas May Elementary School \$55,364.00

Dolan Mechanical, Inc. - Plumbing Contract - Addition and Major Renovations at Frank, Anne Elementary School \$2,254.00

E J Electric, Inc. - Electrical Contract - Classroom Modernization at Sullivan, James J. Elementary School \$11,729.00

E J Electric, Inc. - Electrical Contract - New Construction at Peirce, Thomas May Elementary School \$30,279.00

Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School \$24,623.00

Eagle Mechanical, Inc. - Plumbing Contract - Major Renovation and Addition at Allen, Ethan Elementary School \$4,112.00

Edward J. Meloney, Inc. - Mechanical Contract - Addition and Major Renovations at Frank, Anne Elementary School \$69,983.00

Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School \$38,755.00

Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School \$6,290.00

Gem Mechanical Services, Inc. - Mechanical Contract - Mechanical Plant Replacement at Pennell, Joseph Elementary School \$12,000.00

Gem Mechanical Services, Inc. - Plumbing Contract - Culinary Arts Suite Renovations at Wagner, General Louis Middle School \$3,797.00

Gem Mechanical Services, Inc. - Plumbing Contract - Major HVAC Renovation at Vare - Washington Elementary School \$61,662.00

Hyde Electric Corporation - Electrical Contract - Fire Alarm Replacement at Furness, Horace Howard High School \$27,665.00

Hyde Electric Corporation - Electrical Contract - Major HVAC Renovation at Vare - Washington Elementary School \$8,541.00

Hyde Electric Corporation - Electrical Contract - Major Renovations and Addition at Pollock, Robert Blair Elementary School \$14,266.00

John S. McManus, Inc. - General Contract - exterior Renovations at Feltonville Intermediate School \$17,336.00

Johnson Controls Inc - General Contract - Energy Savings Upgrades GESA-2 at Lowell, James R. Elementary School \$51,579.00

Lex Electric Company, Inc. - Electrical Contract - Electrical Upgrades at Nebinger, George W. and Taggart, John H. Elementary Schools -\$43,528.00

Lex Electric Company, Inc. - Electrical Contract - HVAC Renovation at Morton, Thomas G. Elementary School \$28,557.00

Lorenzon Brothers - General Contract - Exterior Door Replacement at Mitchell, S. Weir Elementary School

\$9,958.00

Lorenzon Brothers - General Contract - Major HVAC Renovation at Vare - Washington Elementary School
\$40,295.00

Madden Electric Associates, Inc - Electrical Contract - classroom Addition at Mayfair Elementary School
\$40,897.00

Magnum, Inc. - General Contract - Athletic Field and Stadium Renovations at Lincoln, Abraham High School - \$97,314.00

McGoldrick Electric Inc. - Electrical Contract - Major Renovation and Addition at Allen, Ethan Elementary School \$22,376.00

McGoldrick Electric Inc. - Electrical Contract - New Construction at Solis-Cohen, Solomon Elementary School \$8,041.00

Murphy Quigley Company, Inc. - General Contract - Elevator Replacement at Masterman, Julia R. Middle/High School \$12,629.00

Murphy Quigley Company, Inc. - General Contract - New Cafeteria at Blankenburg, Rudolph Elementary School \$4,206.00

Paramount Electrical Service, LLC - Electrical Contract - Mechanical Plant Replacement at Wright, Richard R. Elementary School \$15,435.00

Robert Michaels and Associates, Inc. - General Contract - Classroom Improvements at Mayfair Elementary School \$36,785.00

Robert Michaels and Associates, Inc. - General Contract - Roof Replacement and Facade Repairs at Hartranft, John F. Elementary School \$84,990.00

Smith Construction, Inc. - General Contract - Major Renovation at Forrest, Edwin Elementary School \$37,142.50

Smith Construction, Inc. - General Contract - Toilet Room Modification at Logan, James Elementary School Total \$68,365.00

TE Construction Services, LLC - General Contract - Major Renovations and Addition at Pollock, Robert Blair Elementary School \$16,264.00

The Bedwell Company - General Contract - Classroom Modernization at Patterson, John N. Elementary School \$29,304.00

The Bedwell Company - General Contract - Major Renovation Phase 3 at Pratt, Anna B. Elementary School \$2,972.00

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 40, valued at \$167,415,836. The total amount of the change orders to be presented to the Board of Education, for its approval, at the August 17, 2023, meeting is \$1,225,693, which is .73% of the total value of the aforementioned 40 construction projects. Our current change order rate on all open construction contracts is \$35,941,746.00, of which 0.44% are design errors, 0.34% are design omissions, 1.06% are unforeseen conditions and 0.58% 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:

Capital Budget FY 23-24

Related resolutions(s)/approval(s):

August 20, 2020; No.12

April 22, 2021; No.18

September 23, 2021; No.13

September 22, 2022; No.7

June 23, 2022; No.29

May 28, 2020; No.14

May 26, 2022; No.53

January 27, 2022; No.8

April 22, 2021; No.17

December 9, 2021; No.17

December 9, 2021; No.21

May 27, 2021; No.32

December 9, 2021; No.18

April 22, 2021; No.17

December 10, 2020; No.19

January 26, 2023; No.11

April 21, 2022; No.11

September 23, 2021; No.13

March 25, 2021; No.20

June 23, 2022; No.29

January 28, 2021; No.11

January 30, 2020; No.24

October 18, 2018; No.7

June 27, 2019; No.28

February 24, 2022; No.12

May 27, 2021; No.32

March 24, 2022; No.20

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 17.

Title: Contract with Guaranteed On Site for Drapery Cleaning & Fireproofing Services (\$350,000)

Board of Education Meeting Date: 8/17/2023

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:

Guaranteed On Site

Purpose:

Fireproofing of all non Inherent Flame-Retardant (IFR) Stage Curtains

Start date: 9/1/2023

End date: 6/30/2026

Compensation not to exceed: \$350,000

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: \$150,000

Description:

The Philadelphia Department of Licenses & Inspections (L&I) requires that all stage curtains that are not Inherent Flame Retardant (IFR) must be treated and certified every 5 years. The Work under this Contract consists of furnishing all labor, equipment, incidentals, materials, scaffolding, hoisting, permits, clean-up and supervision required to perform the tasks related to each project. This service is necessary for the safety of the students, staff and the community that utilizes our facilities.

Guaranteed on Site was selected through a competitive quote process and will be assigned work by the Office of Facilities Management and Services, who will monitor

the work for quality and completeness.

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):

Funding Source(s):

FY24 Operating

FY25 Operating

FY26 Operating

Office Originating Request: Operations - Facilities

Action Item - 18.

Title: Ratification for an Amendment of a Contract with Applied Data Systems - Computerized Maintenance Management System (CMMS) Archibus (MOJO) Hosting and Licensing (\$455,000)

Board of Education Meeting Date: 8/17/2023

Action under consideration

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

With:

Applied Data Systems, Inc.

Purpose:

Hosting services and software subscription license fees for the work order system

Original Start Date: 7/1/2020

Current End Date: 6/30/2023

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$810,810

Additional Compensation: \$455,000

Total New Compensation: \$1,265,810

Location:

All Schools; Administrative Office(s);

Description:

Why is this contract needed?

The Office of Facilities Management and Services has identified a need to amend the contract with Applied Data Systems Inc. (ADSI), for internet server host and software server license fees for the Archibus (MOJO) work order management system. ADSI is uniquely qualified to provide the hosting, manage the associated Microsoft SQL Server Enterprise Database, and provide the technical support as needed. Without hosting and licensing for this system, the online work order system would not be accessible.

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

Maintaining up-to-date work management system to support day-to-day operations along with preventative and correct maintenance of 216 District schools will support the District's 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.

How will the success of this contract be measured?

The success of this contract will be measured by the system's ability to operate MOJO to track open and closed work orders, provide historical data to analyze and improve efficiency of facilities and maintenance practices.

Related resolution(s)/approval(s):

August 18, 2022; #25

Funding Source(s):

FY24 Operating

FY25 Operating

Office Originating Request: Operations - Facilities

Action Item - 19.

Title: Ratification of a Contract with Meteor Education, LLC for the Purchase and Installation of Dividers at Lincoln High School (\$400,000)

Board of Education Meeting Date: 8/17/2023

Action under consideration

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

With:

Meteor Education, LLC

Purpose: To purchase and install dividers at Lincoln High school

Start date: 5/25/2023

End date: 12/31/2023

Compensation not to exceed: \$400,000

Location: Lincoln, Abraham High School

Description:

The Office of Facilities Management and Services has identified a need to purchase and install the room dividers to address the overcrowding at Lincoln High school. These dividers will be used to modify existing spaces to create new classrooms to support learning. The modifications require completion before the opening of the school year 2023-24 and as such the materials were ordered in May to support installation. These modifications will add an additional 15 classrooms to Lincoln High School to support enrollment.

The Office of Facilities Management and Services will monitor the work for quality and completeness. This ratification is necessary because the work needed to start immediately in order to be completed prior to the new school year.

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

Office Originating Request: Operations - Facilities

Action Item - 20.

Title: Amendment of Contract with Tozour Energy Systems for Unit Ventilators Programming Services (\$1,500,000)

Board of Education Meeting Date: 8/17/2023

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:

Tozour Energy Systems

Purpose:

To provide unit ventilator programming and other maintenance services

Original Start Date: 1/21/2021

Current End Date: 6/30/2023

Amended End Date: 6/30/2026

Currently Authorized Compensation: \$1,380,000

Additional Compensation:

\$1,500,000

Total New Compensation: \$2,880,000

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: \$500,000

Description:

In order to meet the ventilation requirements to support the supply of outside air, it is necessary to service and reprogram unit ventilators as part of a maintenance program. There are over 12 schools that have existing Tozour-Trane univents with more schools planned . These unit ventilators operate on a proprietary software platform and require Tozour-Trane specific programming. The Maintenance Department does not have the capacity at this time to complete this work.

Success of this contract will be measured by performance and completion of work.

Maintaining up-to-date univents in District schools will support the District's 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):

February 25, 2021; #13

April 22, 2021; #22

Funding Source(s):

FY24 Operating

FY25 Operating

FY26 Operating

Office Originating Request: Operations - Facilities

ATTACHMENTS:

Description

Type

Action Item - 21.

Title: Contract with Carrier Corporation for HVAC System Maintenance and Components(\$6,000,000)

Board of Education Meeting Date: 8/17/2023

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:

Carrier Corporation

Purpose:

HVAC system maintenance and components

Start date: 9/1/2023

End date: 6/30/2026

Compensation 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: \$2,000,000

Description:

The Office of Facilities Management & Services has identified a need to provide HVAC system repairs in various schools, according to needs identified by Maintenance and Capital Programs. The Carrier Corporation contract supports the Maintenance Department's ability to service existing Carrier HVAC system components and proprietary building automation system (BAS) control software.

Success of this contract will be measured by performance and completion of work. 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.

Maintaining up-to-date HVAC systems in District schools will support the District's 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

Action Item - 22.

Title: License Agreement with the City of Philadelphia for use of the Lincoln Pool

Board of Education Meeting Date: 8/17/2023

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

Purpose:

To allow Philadelphia Parks and Recreation to use the Lincoln Pool during certain permitted hours to provide recreational programming, lifeguard training, swim classes and swim meets.

Start Date: 8/18/2023

End Date: 8/31/2024

License Fee not to exceed: \$1

Location:

Lincoln Pool

Renewal Options: Yes

Number of Options: 3

Duration of each option to extend: Years: 3 Months:

Description:

The City of Philadelphia (City) through Philadelphia Parks and Recreation (PPR) has requested permission to use Lincoln Pool located behind Lincoln High School and the adjacent locker rooms both owned by the The School District of Philadelphia at 3201 Ryan Avenue for its lifeguard training, swim classes, open swimming and swim meets for the hours of 9 a.m. to 5 p.m. weekdays (non-School District holidays) and during the summer period and 4 p.m. to 9 p.m. every weekday (non-School District holidays) during the school year. The City will manage the pool water during the summer hours and assist with the management during the school year. The City may permit Community Users to use the pool during its permitted hours, but such Community Users must file a Facilitron permit and provide insurance and indemnification. The District shall use the pool for its practices and swim meets and such hours shall be excluded from the Permitted Hours. The

Office of Facilities Management & Services shall maintain and provide custodial services during all hours of operations.

Office Originating Request: Operations - Facilities

Action Item - 23.

Title: The Camelot Schools of Pennsylvania, L.L.C. Alternative Education Program at Grover Washington, Jr. Middle School

Board of Education Meeting Date: 8/17/2023

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:

The Camelot Schools of Pennsylvania, L.L.C. - RFP NG10075 Alternative Education Programs (Continuation)

Purpose:

To provide classroom and ancillary space for educational purposes.

Start Date: 9/1/2023

End Date: 6/30/2024

Lease Amounty not to exceed: \$191,175.41

Location:

Washington, Grover Jr. Middle School;

Renewal Options: Yes

Number of Options: 3

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

Lease/Rent amount not to exceed: FY25- \$173,401.78; FY26- \$182,071.86; FY27- \$191,175.41

Description:

Why is this contract needed?

The Camelot program is the sole provider of its Accelerated programs for out-of-school youth or young adults, students significantly at risk of academic failure, students whose learning was disrupted as a result of the 2020-2021 global pandemic, students not making adequate progress in traditional school settings, and students returning from adjudicated placements. The contract with Camelot to provide Accelerated programs was approved by the Board on April 21, 2022,

Action Item 27. This program is currently located at 4641 Roosevelt Blvd in a privately-leased facility with a total of 400 students. The program will split into two sites in order to better serve students in a small environment that provides more personalized education and supportive services; 200 students will move into the third floor of Grover Washington, Jr. Middle School, that will include scheduled use of the gymnasium and cafeteria.

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

The split siting and location at Grover Washington, Jr. Middle School will further support Goal 4 by providing improved instructional spaces and more personalized learning for smaller program size. Additionally, the new space will afford students space for extra-curricular activities, athletics and meals (gymnasium and cafeteria) that are currently not available to students, supporting Guardrails 1 and 2.

How will the success of this contract be measured?

The School District of Philadelphia's Opportunity Network has a three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. This includes Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) that provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. Facilities use, maintenance and appropriateness are assessed as part of this annual evaluation process. Reports summarizing each program's performance are publicly available on the School District website.

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

The overarching goal of Opportunity Network contracted alternative education programs is to educate students who have not been successful in a traditional school setting. Research for Action published a study in 2013 that examined the impacts of Accelerated programs on credit accumulation and graduation rates (Norton, Gold & Peralta, May 2013). Researchers found that significantly more Accelerated school students earned six or more credits in one school year when compared to similar students enrolled in neighborhood high schools. In addition, Accelerated school students had significantly higher five- and six-year graduation rates when compared to similar students enrolled in neighborhood high schools.

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 Facilities Management & Services has evaluated the third floor of Grover Washington and has taken all necessary requirements to accommodate the site to support the additional 200 students. The leadership teams of both Excel Academy South and Grover Washington, Jr. Middle School have been engaged in collaborative planning for this relocation over the past few months. Both school communities were engaged prior to the end of the last school year. School reopening events will be held in collaboration between the schools so both school communities can learn about each other. Opportunities for shared student experiences (e.g. student mentoring of older to younger students) have also been discussed so that the siting

of Excel Academy to the new space is mutually beneficial to both school communities.

Related resolution(s)/approval(s):

April 21, 2022; No. 27 - Service Contract Action Item

Funding Source(s):

Camelot's annual compensation is set-off by the annual lease rate. Compensation is paid to Camelot with operating dollars from the Transition & Alternative Education budget (110-1100-2024-9840-1442111-536001-000000-000000). Total annual lease rate is transferred from the Transition & Alternative Education budget to Facilities budget at the end of each fiscal year.

Office Originating Request: Operations - Facilities

Action Item - 24.

Title: Memorandum of Understanding with District Management Group, LLC

Board of Education Meeting Date: 8/17/2023

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:

District Management Group, LLC

Purpose:

To support efforts to increase student attendance and decrease chronic absenteeism

Start date: 8/18/2023

End date: 6/30/2024

Value of Services not to exceed:\$175,000

Location:

Edmonds, Franklin S. School; Logan, James School; Anderson, Add B. School; Locke, Alain School; Southwark School; Cramp, William School; Disston, Hamilton School; Dobbins, Murrell Career and Technical Education High School; Tilden, William T. Middle School; Kensington Health Sciences Academy; Gideon, Edward School; Wright, Richard R. School; South Philadelphia High School; Frankford High School;

Renewal Options: No

Description:

Why is this contract needed?

Philadelphia's Office of Children and Families is financially supporting student attendance services, in fourteen identified community schools, to build professional capacity among school leaders and select school-based staff to monitor and address student attendance. The District Management Group's (DMG) Breakthrough Results approach is focused on increasing student attendance and reducing chronic absenteeism. This memorandum of understanding is needed to engage with DMG to build the capacity of school-based staff to track and monitor student attendance and remove barriers to regular attendance. The ultimate goal is to increase student attendance, reduce truancy in the identified schools, and identify best practices that will benefit other schools. During the 2022-2023 school year, ten schools participated in the Breakthrough Results approach. They were selected based on their

community school status, the attendance data at each school, and the request of the school leaders. For the 2023-2024 school year the Office of Children and Families have also identified four additional schools who participated in the first cohort to participate in this initiative again. These schools were chosen based on qualitative and quantitative information during the first cohort in order to receive additional support for continuous improvement.

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

This work is connected to Guardrail 1, Safe and Welcoming Schools and supports the goals and guardrails for increased student achievement in English Language Arts and math. Students have greater academic success when they attend school. Support provided to staff and students through this initiative with the DMG is tied to Guardrail 1 Safe and Welcoming Schools.

How will the success of this contract be measured?

The success of this contract will be measured by the increase in attendance data for the students in the participating community schools and the increased knowledge and understanding of the school's attendance team members who implement tier 1, tier 2, and tier 3 attendance strategies.

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 spring of 2023, ten (10) community schools implemented DMG's Breakthrough Results approach. Participating schools took part in a ten week performance cycle from February 20, 2023 through May 5th, 2023. School-based teams identified students to support with attendance and identified a SMART goal. i.e. 23 or 30 students who have had 7 absences at baseline will have 7 or fewer additional absences through May 5, 2023. The overall goal was for targeted students to end the school year with 90% or higher attendance, cumulatively.

At the end of the ten week challenge, nine out of 10 Breakthrough Results school teams met their established SMART goal with 250 students (87%) meeting or exceeding their attendance goals by the end of the ten weeks. The school-based teams targeted students who had high absences but above 90% attendance at baseline, with the goal of keeping them above 90% attendance at the end of the year. The Office Research and Evaluation found that all but 11 targeted students at K-8 met the goal of 90% or higher attendance by the end of the year and Similarly, all but 11 targeted students at the high school level met the goal of 90% or higher attendance by the end of the year.

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

The Breakthrough Results service combines focused goals, rapid action cycles, performance coaching, progress monitoring and targeted professional development to empower teams. Breakthrough Results participants report significant personal outcomes and growth from their involvement.

87% of participants stated that they grew professionally from being part of Breakthrough Results (BTR)

82% of team participants stated that they would strongly recommend future participation to a colleague

DMG has found impressive results with Breakthrough Results working with attendance teams in the Los Angeles Unified School District (LAUSD). A case study published demonstrated that after eight weeks of using the DMG Breakthrough Teams approach, the Breakthrough Teams targeted nearly 500 of the 645 students in foster care or experiencing homelessness. The targeted group ended up with a rate of chronic absenteeism that was three times lower than that of the control group.

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 Children and Families offered the District the opportunity to participate in the selection process for their vendor. Community school leaders were also invited to participate in the selection process and attend an orientation to best understand more about the initiative. Central office attendance coaches were also involved to support this initiative.

Related resolution(s)/approval(s):

February 27, 2020; No. 42

January 26th, 2023; No. 15

Office Originating Request: Student Support Services

Action Item - 25.

Title: Memorandum of Understanding with Various Vendors for Vision Services

Board of Education Meeting Date: 8/17/2023

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:

Wills Eye Hospital
Salus University College of Optometry
Vision to Learn

Purpose:

To provide vision screening and follow-up vision exams and services to School District of Philadelphia students

Start date: 8/31/2023

End date: 8/31/2025

Value of Services not to exceed:\$1,000,000

Location:

All Schools;

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 2 Months:

Description:

Why is this contract needed?

Historically, one in four students naturally needs glasses to see the board, read a book, or participate in class; yet, in underserved communities, 95% of students who need glasses do not have them. Since the COVID-19 pandemic, studies have found that more students are failing their initial vision screening and are in need of an eye exam. More than 2 million students nationwide fail eye exams but lack access to adequate vision care. Students with

uncorrected vision impairment often avoid reading, suffer headaches, and have trouble focusing in class, as 80% of learning during a child's first 12 years is visual. Students with uncorrected vision impairment are more likely to fail at least one grade, less likely to read at grade level by third grade – a milestone critical to preventing dropout – and more likely to engage in antisocial and delinquent behavior. In fact, up to 70% of juvenile offenders have uncorrected vision issues

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

This work is directly connected to the District's Goals and Guardrails by providing eye exams and eye glasses when needed to support students with their reading goals. In addition, this work is aligned to Guardrail 1 by supporting schools in being welcoming and healthy places where students learn every day.

How will the success of this contract be measured?

The program will be measured by the number of students receiving eye exams and eyeglasses across 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?

During the 2022-2023 school year, approximately 5,500 eye exams were administered resulting in over 4,500 glasses prescribed to students.

Related resolution(s)/approval(s):

September 20, 2018; A-9

June 24, 2021; 49

Office Originating Request: Student Support Services

Action Item - 26.

Title: Memorandum of Understanding with Community Partners for Dental Services

Board of Education Meeting Date: 8/17/2023

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:

St. Christopher's Foundation for Children-Ronald McDonald CareMobile (Community Oral Health Initiative)

Kids Smiles, Inc.

University of Pennsylvania, School of Dental Medicine (Penn Smiles)

Trustees of the University of Pennsylvania

Big Smiles/Smile Programs

Oral Health Impact Project Pennsylvania

Purpose:

To provide dental services and oral health education to improve the overall health of School District of Philadelphia students at no cost to the District

Start date: 8/31/2023

End date: 8/31/2025

Value of Services not to exceed:\$500,000

Location:

All Schools;

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 2 Months:

Description:

Why is this contract needed?

School dental screening programs help identify the oral health needs of students. Poor oral health can have a detrimental effect on children's quality of life, their performance at school,

and their success later in life. According to studies, cavities (also known as caries or tooth decay) are the most common chronic disease of childhood in the United States. Untreated cavities can cause pain and infections that may lead to problems with eating, speaking, playing, and learning. Children who have poor oral health often miss more school and receive lower grades than children who have good oral health.

Tooth decay is preventable and ensuring that students have the preventive oral health services they need in school is important in helping them stay healthy and ready to learn. Dental screenings that include education, topical fluoride application, and necessary referrals can have a positive effect on the oral health of children. During childhood and adolescence, oral health behaviors develop, along with beliefs and attitudes. Children and adolescents are receptive to new information and the earlier healthy oral habits are established the greater their impact. Messages about achieving and maintaining good oral health can be reinforced regularly throughout the school years. Encouraging students to adopt healthy oral health habits equips them with skills enabling them to make healthy decisions and adopt healthy lifestyles.

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

This work is directly connected to the District's Goals and Guardrails by supporting schools in welcoming and healthy places where students learn every day.

How will the success of this contract be measured?

Success will be measured by the additional number of students who receive dental services throughout the school year. The annual School Health Annual Reimbursement Request System (SHARRS) counts how many students access dental services throughout 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?

During the 2022-2023 school year approximately 6,000 District students received dental examinations. The numbers include services rendered by family dentists as well as services provided through these types of no-cost District partners. The program will continue to be measured by the number of students who receive dental services at no costs.

Related resolution(s)/approval(s):

September 20, 2018; A-8

June 24, 2021; 48

Office Originating Request: Student Support Services

Action Item - 27.

Title: Memorandum of Understanding with Sandy Hook Promise - Acceptance of In-Kind Services

Board of Education Meeting Date: 8/17/2023

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:

Sandy Hook Promise

Purpose:

To deliver training and support to students in grades 6-8 at 20 middle schools to implement the Start With Hello program with Sandy Hook Promise (SHP)

Start date: 8/21/2023

End date: 6/30/2025

Value of Services not to exceed:\$110,000

Location:

Schools with grades 6 - 8 to be selected based on expressed interest from the school leader and demonstrate how they will create a Start With Hello community at their school using the Start With Hello Implementation Guide.

Description:

Why is this contract needed?

Start With Hello is a program for students in grades 6-8 that teaches them how to reach out and help someone who is alone, promoting inclusivity and connection within the school community at no cost to the District. Over 8 million students and educators have already participated in the 45-minute program. It has been successful in reducing bullying, fostering socialization and upstanders, and improving the overall school culture. Participating schools will receive certified SHP trainers, ongoing technical assistance, and comprehensive resources. Research shows that evidence-based social-emotional programs like Start With Hello play a significant role in preventing violence both inside and outside of schools. These programs strengthen relationships, equip students with conflict resolution and emotional

regulation skills, and create more welcoming learning environments, leading to improved attendance and engagement among students.

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

Start With Hello addresses Guardrail 1: Welcoming and Supportive Schools which works to make sure that every school is a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This program helps to build students' social and emotional skills, supporting the development of positive relationships, and improving overall school climate.

How will the success of this contract be measured?

District schools participating in the Start With Hello program will receive training from certified SHP trainers, ongoing technical support, and access to comprehensive lesson plans, activities, and resources throughout the grant period. The success of this agreement will be gauged by the completion rates and understanding of program goals among students who take part in the virtual self-led training offered by Sandy Hook Promise. These goals include: 1) recognizing loneliness and social isolation in their peers; 2) assisting peers who may be lonely or socially isolated; and 3) cultivating an empathetic and inclusive community. To assess the contract's success, schools must register with the SHP Learning Center, provide training to staff and students, and create a plan to expand the Start With Hello program in both classrooms and the entire school.

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

The effectiveness of the Sandy Hook Promise program was evaluated by the University of Michigan's School of Public Health's Prevention Research Collaborative. Key findings revealed that training students to recognize warning signs, take them seriously, and use an anonymous reporting system significantly enhances students' competency, confidence, and intentionality in reporting such signs. The short-term outcomes include an increased willingness to speak up, improved attitudes about school, and stronger relationships between students and teachers. These positive short-term results are linked to longer-term outcomes, leading to an improved school culture and a reduction in overall violent acts.

Office Originating Request: Student Support Services

Action Item - 28.

Title: Amendment of Contract for Supplemental Health Service Staff (\$1,021,000)

Board of Education Meeting Date: 8/17/2023

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:

Progressus Therapy, LLC
SHC Services, Inc.

Purpose:

To support medical professional services for three offices, Prevention and Intervention, Employee Health Services, and Student Health Services, that provide nursing and medical support in schools and administrative offices

Original Start Date: 9/27/2021

Current End Date: 8/31/2024

Currently Authorized Compensation: \$900,000

Additional Compensation:

All entities will be paid out of the aggregate amount not to exceed \$1,021,000 in additional compensation

Total New Compensation: \$1,921,000

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: Option compensation fixed at an

aggregate amount not to exceed \$1,021,000

Description:

Why is this contract needed?

Progressus Therapy, LLC and SHC Services, Inc. will continue to provide professional physical and mental health services to make certain physicians, school nurses, behavioral health providers, and private-duty nurses available to support students and staff. This action will support services provided by the offices of Prevention and Intervention, Employee Health Services, Student Health Services. Progressus Therapy, LLC and SHC Services, Inc. will provide substitute and per diem medical professionals, as needed, to manage the ongoing and critical health needs of students who are attending public and non-public schools and address the needs of district staff. This action also authorizes the recruitment and hiring of physical and mental health professionals to fill critical behavioral health and medical health vacancies that are increasingly hard to fill. Filling these positions will provide that our students and school communities have the mental and behavioral health support that is needed.

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

By identifying substitutes and new hires to provide much needed services to students and staff we are promoting safe, welcoming, and healthy schools and workplaces. This is the intent of the Board of Education Guardrail 1 Safe and Welcoming Schools.

How will the success of this contract be measured?

The success of this contract is measured by: 1. the reduction in the number of vacant physical and mental health positions in administrative offices and schools and 2. the successful recruitment of physical and mental health professionals to fill such vacancies.

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?

Success has been measured by the timely identification of vacant healthcare positions.

Related resolution(s)/approval(s):

September 23, 2021; No. 27

Funding Source(s):

FY23-24 Operating

FY23-24 Community Behavioral Health STEP Grant

Office Originating Request: Student Support Services

Action Item - 29.

Title: Amendment of Agreement For Services - ELD Apparel, LLC - Purchase of Uniforms for Homeless Students (\$600,000) - Updated 8.15.2023

Board of Education Meeting Date: 8/17/2023

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:

ELD Apparel, LLC

Purpose:

To order and ship uniform packages and school supplies to students experiencing homelessness

Original Start Date: 7/1/2022

Current End Date: 6/30/2025

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$1,300,000

Additional Compensation:

\$600,000

Total New Compensation: \$1,900,000

Location:

All Schools;

Renewal Options: No

Description:

Through our partnership with ELD Apparel, the Educating Children & Youth Experiencing Homelessness (ECYEH) office is responsible for ordering and shipping uniform packages and school supplies to these students. However, the need has surpassed the initial projections,

leading to a higher expenditure from our allocated budget. Therefore, it is necessary to add more funds to the contract to accommodate the greater demand and ensure we can continue supporting students effectively.

Why is this contract needed?

Additional funds are needed to augment the uniform contract due to an increased number of students experiencing homelessness being identified and requesting uniforms. Due to the increase in students identified, the demand has exceeded the initial projections, consequently resulting in escalated expenditure. It is imperative to augment the contract's funding in order to accommodate the demand and ensure the uninterrupted provision of effective student support.

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

The uniform contract is directly linked to two guardrails: Guardrail 2, which focuses on enriching and well-rounded school experiences, and Guardrail 3, which emphasizes partnering with parents and family members. By providing uniforms to students, the uniform contract contributes to Guardrail 2 by ensuring that every student can attend school in proper attire, promoting a sense of belonging and comfort. This, in turn, enhances their overall educational experience by creating an inclusive and positive learning environment. The uniform contract aligns with Guardrail 3 by relieving families experiencing homelessness from the additional burden of purchasing uniforms and supplies. By addressing this financial challenge, it allows parents and family members to focus on other essential aspects of their lives and supports their engagement in their child's education.

How will the success of this contract be measured?

Success will be measured by the ability to provide necessary resources to students who are experiencing homelessness and removing the barrier of not having proper clothing and school supplies for school. During the 2022-2023 school year, we provided uniforms to over 1000 students in need.

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?

Homelessness is a traumatic experience for children and youth. Students experiencing homelessness are more likely to drop out of high school and have high school graduation rates that are well below graduation rates of students who are poor, but who have stable homes. Tragically, not getting a high school degree leads to a cycle of homelessness: lack of a high school degree or GED is the single greatest risk factor for experiencing homelessness as a young adult. Removing these barriers prepared students to attend school with adequate clothing and school supplies.

Related resolution(s)/approval(s):

May 26, 2022; #30

March 28, 2019; #33

October 18, 2018; #15

June 21, 2018; #A-15

Funding Source(s):

FY24: ARP-HCY II

FY25: Title I for

Office Originating Request: Student Support Services

Action Item - 30.

**Title: Contracts with Various Vendors for Mental Health and Climate Initiatives (\$780,000)
- Updated 8.1.2023**

Board of Education Meeting Date: 8/17/2023

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:

Pixel Parlor, LLC
CORA Services Inc.
Peer Connections
Education Development Center
Child and Family Resiliency Project

Purpose:

To support mental health and climate initiatives as part of the Pennsylvania Commission On Crime and Delinquency (PCCD) grant that was awarded to the School District of Philadelphia.

Start date: 8/21/2023

End date: 7/31/2024

Compensation not to exceed: \$780,000

Separate Compensation by Vendor:

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: Each option fixed at a maximum aggregate amount not to exceed \$780,000

Description:

Why is this contract needed?

The grant from the Pennsylvania Commission on Crime and Delinquency helps enable the District to collaborate with several contractors to provide training and consultation to staff to continue to strengthen our integration of social-emotional learning and mental health supports and conflict resolution training & consultation to all organizations that provide direct services to youth. Infographics and communication support are included in the grant that informs students and families on what mental health and trauma programs are available, how to access them, and translate graphics into multiple languages. Contracting this work supports the Districts work to disseminate information on resources and supports available.

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

This grant and contractor selection are in alignment with the Board of Education's Guardrail 1: Welcoming and Supportive Schools by contracting with vendors who assist with behavioral and mental health supports. Survey respondents ranked student social-emotional needs as a top-three priority for the 2022-2023 budget when asked by the District's Office of Research and Evaluation. District staff will further strengthen welcoming and supportive school environments for students after going through training that focuses on the integration of social-emotional learning and mental health supports within schools; Guardrail 3: Partnering with Parents and Family Members with the creation of infographics, resources, and other graphics in multiple languages to inform students, parents, and families about what District mental health and trauma programs and events are available to them. Resources will include information on how to access these resources as well as positive behavioral intervention strategies for students, staff, families, and community partners; and Guardrail 4: Addressing Racist Practices by delivering conflict resolution training and consultation to all organizations that provide direct services to youth. Training includes diversity, equity, and inclusion professional development that helps staff and youth explore topics such as identity and implicit biases, with an emphasis on school-based climate approaches through Social Emotional Learning.

How will the success of this contract be measured?

These vendors will provide the services funded by the Pennsylvania Commission On Crime And Delinquency (PCCD) grant. The Office of Prevention & Intervention will evaluate whether the grant helped to achieve the desired outcomes if the services offered meet the mental health initiative needs, training and communication needs. Training District personnel will foster sustainability and success of the programming beyond the grant and the contractor support provided. Evaluation will be completed for the contractors leading training and consultation services through: increased peer mentoring; immediate response to requests for

services; communication and discussion around the needs of students, and problem-solving barriers; increase in service provision for students who need support around grief and loss; and, quality clinical services provided to students to increase wellbeing.

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?

Success has been measured in the past with Pixel Parlor through the successful completion of projects previously identified, including both a brand and writing design guide which helps the Office of Prevention & Intervention communicate available resources effectively with the District and community. CORA Services Inc. has been an active partner with the District including serving as a licensed mental health provider agency through Intensive Behavioral Health Services (IBHS). CORA Services has been designated as a provider through a Memorandum of Understanding between the District and IBHS since 2020.

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

The Education Development Center (EDC) has sixty years of experience collaborating with public and private partners to advance quality education and health equity around the world using evidence-based research and programming. EDC was selected as a vendor for training support due to their expertise in areas such as suicide prevention, early childhood development and learning, and youth workforce development. Through Act 89 funding, CORA provides support services on counseling, education, psychology and speech services to over 12,000 students in 62 nonpublic schools in Philadelphia. CORA has a proven track record of delivering these services for over 50 years, and is well equipped to lead training that places a strong emphasis on the needs of the whole child.

Related resolution(s)/approval(s):

July 23, 2020; # 16

Funding Source(s):

FY24 PCCD SMH and SS&S Grant

FY24 STEP

FY24 ARPA ESSER 3

Office Originating Request: Student Support Services

Action Item - 31.

Title: Authorization for Payment to Sixsmith's Sporting Goods, Inc. - Athletic Supplies and Equipment (\$1,650,000)

Board of Education Meeting Date: 8/17/2023

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:

Sixsmith's Sporting Goods, Inc.

Purpose:

Athletic supplies and equipment

Start date: 8/18/2023

End date: 8/18/2026

Compensation not to exceed: \$1,650,000

Separate Compensation by Vendor:

Location:

All Schools:

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 2 Months:

Maximum compensation authorized per option period: Each option at fixed amount of \$1,100,000

Description:

Why is this contract needed?

This contract will enable our interscholastic athletic teams to compete in high-quality, PIAA

state-approved athletic supplies and equipment for competition throughout our seasons. Each of the teams operate on a 5-year equipment cycle, and each year we have several teams at each school in need of new equipment. This contract will allow our student-athletes and teams to continue competing in their respective seasons.

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

This contract is directly connected to Guardrail 2, which supports opportunities of well-rounded and enriching experiences for all students, including athletics.

How will the success of this contract be measured?

The success of this contract will be measured by ensuring our student-athletes are competing in PIAA-approved equipment in their interscholastic competitions.

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?

These vendors have been long standing with the District and have ensured our student-athletes are able to continue competing at a state-level competition, as evidenced by the success of many of our teams competing for state championships year after year.

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

Yes. A committee panel of coaches, athletic directors and sport chairpersons were involved in the selection process.

Funding Source(s):

FY24 Operating

FY25 Operating

FY26 Operating

Office Originating Request: Academic Support

Action Item - 32.

Title: Contract with Agile Sports Technologies (Hudl) - Sports Analytics Data Platform (\$150,602)

Board of Education Meeting Date: 8/17/2023

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:

Agile Sports Technologies, Inc.

Purpose:

Online and mobile video analysis platform for student athlete performance analytics, e-film uploading capabilities, and collegiate access for NCAA recruitment opportunities

Start date: 8/18/2023

End date: 8/18/2024

Compensation not to exceed: \$150,602

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: Each option at 110% of first year cost

Description:

Why is this contract needed?

Athletic participation helps students grow, learn, and enjoy themselves. During fall, winter, and spring seasons, student athletes participate in home and away competitions, tournaments, and state-level championships. Coaches and students record game and individual highlights for training purposes and increased exposure to college recruiters. This contract enables the District to provide all 73 participating high schools access to Hudl. Hudl

is a video analysis platform that helps athletes, coaches, and teams improve their performance. Users can upload, tag, and analyze video footage of games, practices, and drills. Hudl also offers a number of features, including the ability to create highlights, add annotations, and track progress with metrics. This contract will help student athletes improve their technique, identify strengths and weaknesses, learn from mistakes, and get feedback from coaches. It will also help them share their highlights with friends, family, and college coaches.

Hudl works actively with each college coach at the Junior College, NAIA, and NCAA (Division I, II, and III) levels, which will increase exposure and expand postsecondary opportunities for all District high school student athletes. Access to this platform will support student athletes with NCAA eligibility, game film breakdown/highlights, and individual recruitment pages. Each high school athletic team will have an unlimited number of accounts to meet their expanding needs. Each coach and player will have individual accounts for full access to all team tools. Each end-user will be able to access all of the tools the service provides with any available Wi-fi connection. Users can also download the free Hudl application from most smartphones and tablets. Each student athlete will have their own page, which enables them to display the plays they've tagged as personal highlights and can then share that highlight reel with family, friends and college recruiters. Players can also order a DVD or downloadable file to save all of their highlights from the service. Highlight videos can be sent directly to colleges and universities digitally. This service is free to all college coaches possessing a valid/verified institution email, quickly allowing global viewing access to any college expressing interest in particular student athletes. Hudl will provide online and live support to Athletics and all end-users with the navigation, usage and management of all its accounts.

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

Aligned to the Goals & Guardrails, the District is committed to ensuring students have access to a well-rounded education, including athletics integrated into the school experience. The value of athletics in schools is significant, and there are many proven long-lasting benefits for students. Some benefits include physical health improvements, stress management, and academic benchmarks. According to the National Federation of State High School Associations, three of the most important participation takeaways that students continue to practice after graduation are 1) a stronger sense of self-confidence in building relationships with others and having an expanded capacity for empathy; 2) developing a better understanding of self and in so doing understanding how their actions affect others; and 3) building foundations for lifelong fitness habits.

How will the success of this contract be measured?

The success of this contract will be measured by Hudl software usage data, increased student athlete exposure for recruitment and athletic scholarship opportunities, and the overall improvement of athletic programming for participating high schools.

Related resolution(s)/approval(s):

October 22, 2020; No. 24

Funding Source(s):

FY24 Operating and Categorical

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type

Action Item - 33.

Title: Contract with Philadelphia Literacy Initiative - Preschool Program Support (\$67,500)

Board of Education Meeting Date: 8/17/2023

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 Literacy Initiative

Purpose:

To recruit, screen, train, and manage volunteers to support classroom teachers at selected District-funded Pre-K program locations during the regular instructional day

Start date: 9/1/2023

End date: 6/30/2024

Compensation not to exceed: \$67,500

Location:

Up to 30 District-funded Pre-K Program Locations across the City of Philadelphia

Renewal Options: No

Description:

Why is this contract needed?

The School District's engagement with the Philadelphia Literacy Initiative (PLI) will allow trained adult volunteers to work with pre-k students at selected program sites throughout the city. Under the direction and supervision of their respective classroom teachers, PLI volunteers will engage children both individually and in small groups, and can also provide whole-class learning support as deemed appropriate. Instructional staff, school principals, and pre-k center directors responsible for promoting positive outcomes among a predominately low-income participant cohort will benefit significantly from the assistance offered by these carefully vetted and managed volunteers, all of whom are highly motivated to put their life experience to excellent use. For school year 2023/24, the District intends to pay PLI an amount not to exceed \$67,500 for the services of up to 30 volunteers for a period of 10 months, which will cover all operational costs related to volunteer recruitment, screening, training, placement, and supervision.

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

PLI's intergenerational tutoring and mentoring model strategically trains and deploys its

volunteers to use multi-tiered, standards-aligned materials and interventions to address the five critical areas of reading skill development-- phonemes, phonics, vocabulary, fluency, and comprehension. The overall programmatic goal, that every participating child will experience noticeable literacy growth, directly aligns with the Board of Education Reading Goal: Every student reads on or above grade level.

How will the success of this contract be measured?

Success of the contract will be measured through both quantitative and qualitative means. Data collected and analyzed will encompass the quality of volunteer training sessions, the extent of volunteer access to resources and support, the number of participating students, the frequency of volunteer/student contact, and perceived changes in student academic and/or social behaviors. The District will also distribute surveys to classroom teachers, school principals, and pre-k center directors to obtain feedback about the tutoring program overall that will be used to inform future improvements. Philadelphia Literacy Initiative has committed to data collection, reporting, and evaluation activities that align with District's policies and procedures, and produce useful information regarding program effectiveness.

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

Research has shown generally that students tend to improve academically under more personalized attention, and specifically that one-on-one tutoring programs utilizing community volunteers have been found to enhance the literacy skills of lower-performing early readers (Meier, J., & Invernizzi, M., 2001). PLI volunteers are trained in evidence-based mentoring and tutoring practices, and the assistance they will provide pre-k classroom teachers increases the likelihood that students concentrate better on instructional activities, develop critical-thinking skills, and become more effective, self-actualized learners.

Funding Source(s):

FY24 Categorical

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type

Action Item - 34.

Title: Contract with Paul H Brookes Publishing Co., Inc – Pre-K Developmental Screening Activities (\$213,000)

Board of Education Meeting Date: 8/17/2023

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:

Paul H Brookes Publishing Co., Inc

Purpose:

To support required classroom-based developmental and social-emotional screening for approximately 11,000 Pre-K students annually

Start date: 8/18/2023

End date: 6/30/2024

Compensation not to exceed: \$213,000

Location:

Over 170 individual school and community-based preK sites across the city.

Renewal Options: No

Description:

Why is this contract needed?

The School District is required by the federal, state, and local authorities providing targeted grant funding that support its citywide preK programming to reliably perform, with the consent of guardians, a series of screenings to identify concerns regarding the cognitive, language, motor, behavioral, social, and emotional skill development of every participating preK student within 45 calendar days of enrollment. Early screening is a highly effective method for educators to gauge a child's progress, for parents to understand, anticipate, and celebrate related milestones, and for a timely determination to be made about any follow-up steps that should be taken to properly support healthy growth and development. These early screening activities also provide a critical first step in the process of recognizing children with specific delays so that in-depth evaluations and, if appropriate, interventions can be provided.

For nearly two decades, the School District has satisfied the aforementioned screening requirements by using the Ages and Stages Developmental and Social/Emotional Questionnaires, which are known in shorthand as the ASQ-3 and the ASQ:SE-2, respectively.

These evidence-based screening tools, which are the exclusive intellectual property of Paul H. Brookes Publishing Co., Inc., allow the classroom teacher to reliably assess a child's development across multiple domains. All of the District's preK teachers, instructional specialists and special needs coordinators are already trained in administering and interpreting the ASQ and help to facilitate its citywide implementation on an annual basis for thousands of children across more than 170 preK program sites. The Office of Early Childhood Education has spent a great deal of time and effort establishing a robust support structure around this particular instrument, and has orchestrated the timely and effective screenings of tens of thousands of District pre-k students during that period.

The Pennsylvania Department of Education's Office of Child Development and Early Learning (OCDEL) specifically recommends ASQ as the screening instrument to be utilized in conjunction with all state-funded preK programs. The federal Office of Head Start recommends that its grantees, including the District, follow such recommendations provided by its state preK authority. Finally, the city-funded PHLpreK program has also universally adopted the ASQ for required screenings. The deep commitment our program has made to this assessment tool is widely accepted and encouraged by its various funding agencies, and allows for greater coordination and alignment with preK programming at both the state and local levels.

Recently, Brookes Publishing converted the ASQ materials from hard copy to an electronic format called ASQ Online. Approval of this action item would allow District-managed preK classrooms to transition from the paper copies of the screening tool currently being used to an electronic version of screening tool, which would make data entry, aggregation, and analysis much easier and effective for all users. The ASQ Online will allow for streamlined data management processes, while eliminating the replacement costs of photocopying and delivering questionnaires to preK classrooms, while also fostering accuracy with automated scoring and targeted document selection. This purchase will also support a training component for all new and returning preK staff to be proficient in the use of the updated components of the ASQ Online screening tools.

Paul H Brookes Publishing Co., Inc., an industry leader since 1978, is the sole source for purchase of all materials related to ASQ assessments, including the most current electronic platform and digital materials, and therefore a fully approved Sole Source Certification Request form has been attached to this action item as required.

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

Purchases under this authorization support the School District's goals of every student reading and performing math on or above grade level (Goals 1-3). In addition, the proposed contract will provide participating preK students with relevant social, emotional and mental health supports (Guardrail 1), and will encourage parents, guardians, and other caregivers to become involved in the academic and behavioral development of their children (Guardrail 3).

How will the success of this contract be measured?

Success of the contract will be measured through an analysis of quantitative and qualitative data related to the implementation of the electronic ASQ screening tools. Data to be collected, compiled, and reviewed will include the number of teachers receiving targeted professional development, the number of parents that directly participate in screening activities, the number of students successfully screened using ASQ-3 and ASQ-SE2, and the level of satisfaction with the overall process expressed via surveys by parents, teachers, and other relevant stakeholders. All data collection, analysis, and reporting activities will align with the School District's adopted policies and procedures, and are designed to furnish reliable information concerning program effectiveness.

If this is an evidence-based strategy, then what is the nature of that evidence?

Since 2001, the American Academy of Pediatrics has recommended universal developmental screening and surveillance to promote early diagnosis and intervention and to improve the outcomes of children with developmental delays and disabilities. Developmental delays and social-emotional issues are estimated to affect one in every six children. Studies have shown that children who receive early treatment for developmental delays and social-emotional issues are, in the shorter term, less likely to be placed in special education programs at/near the beginning of the elementary grades, and are, in the longer term, more likely to avoid delinquency, graduate from high school, locate and maintain gainful employment, and cultivate a lifestyle that minimizes risky behaviors.

Numerous validity, reliability, and utility studies have been conducted on the ASQ early screening tool over the past two decades, all of which indicate that it is an accurate, effective and user-friendly tool for screening.

What other stakeholder groups were involved in this selection process, and how?

As noted previously, ASQ is the preferred screening method of the state's Office of Child Development and Early Learning, which is the source of the School District's PA Pre-K Counts grant as well as its Head Start Supplemental Assistance Program grant. Furthermore, the non-District portion of the city's PHLpreK initiative is transitioning to ASQ online in the coming year, which would make the District "out of sync" with many of its local peers in the event that the proposed purchase is not authorized.

Funding Source(s):

FY24 Categorical

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Type

Action Item - 35.

Title: Contract with First Student, Inc. - Transportation Services for Athletic Events (\$1,095,000)

Board of Education Meeting Date: 8/17/2023

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:

First Student, Inc.

Purpose:

To provide safe, reliable, and cost efficient transportation scheduling and busing services to all interscholastic athletic competitions and events

Start date: 8/18/2023

End date: 8/18/2026

Compensation not to exceed: 1,095,000

Location:

All Schools;

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 2 Months:

Maximum compensation authorized per option period: \$730,000

Description:

Why is this contract needed?

Athletic participation helps students grow, learn, and enjoy themselves while they use and develop their personal, physical, and academic skills. Every year, middle and high school athletic teams participate in interscholastic athletic competitions and events away from their home schools. This contract authorizes the District to provide safe and reliable transportation to and from all away athletic competitions, events, and tournaments throughout the fall, winter, and spring seasons at no expense to students and families.

There are several reasons why it is important for the District to pay for student-athletes to travel to and from athletic competitions and events. To begin with, it allows all students to have the opportunity to participate in sports, regardless of their financial circumstances. Additionally, when students travel to away games, they get to see other schools and meet new people. This can help to promote school spirit and create a more positive school environment. Furthermore, when students know that they will be able to travel to away games, they are more likely to attend school regularly. This is because they want to be able to participate in the games and support their teammates. Overall, student-athletes both enjoy and benefit from away athletic competitions and events.

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

Aligned to the Goals & Guardrails, the District is committed to ensuring students have access to a well-rounded education, including athletics integrated into the school experience. The value of athletics in schools is significant, and there are many proven long-lasting benefits for students. Some benefits include physical health improvements, stress management, and academic benchmarks. According to the National Federation of State High School Associations, three of the most important participation takeaways that students continue to practice after graduation are 1) a stronger sense of self-confidence in building relationships with others and having an expanded capacity for empathy; 2) developing a better understanding of self and in so doing understanding how their actions affect others; and 3) building foundations for lifelong fitness habits.

How will the success of this contract be measured?

The success of this contract will be measured by the vendor's ability to provide quality customer service, including on-time arrivals, addressing any problems promptly, communicating efficiently, and ensuring safe, reliable transportation 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 process resulting in this contractor included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated the contractor's RFP responses. First Student was the sole bidder for this RFP and is currently an approved District busing supplier in good standing.

Related resolution(s)/approval(s):

May 28, 2020; No. 37

Funding Source(s):

FY24 Operating and Categorical

FY25 Operating and Categorical

FY26 Operating and Categorical

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type
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Action Item - 36.

Title: Ratification of Contracts with Various Vendors - Supplemental Materials (\$8,800,000)

Board of Education Meeting Date: 8/17/2023

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:

Great Minds
SAVVAS
HMH
McGraw Hill
Mackin
Vista Learning

Purpose: K-12 English Language Arts Consumables and Digital Licenses and also for the purchase of curriculum for non-public schools (not to exceed \$5 million) pursuant to federal COVID rescue funds specifically provided to non-public schools

Start Date: July 1, 2023

End Date: June 30, 2024

Compensation not to exceed: \$8,800,000

Location(s):

All Schools; Non-public Schools

Description:

The District has entered into contracts with various vendors to extend the usage of the current K-12 English Language Arts (ELA) core resources for an additional year. This was necessary to facilitate a phased approach to the implementation of the new ELA core instructional resources, which is scheduled to begin in the 2024-2025 school year. The phased approach is being taken to provide a well-planned and effective adoption process. By focusing on implementing the math core instructional resources first, the District can prepare its teachers and students to transition to the new ELA resources in the following academic year. Extending the usage of the current ELA resources provides continuity in ELA instruction while allowing for a smooth transition to the new resources. This will allow students to continue to receive quality instruction in ELA while the District works to implement the new math resources.

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

Extending the usage of the current K-12 ELA resources is connected to the District's plan to

achieve Goals & Guardrails in several ways. It will allow students to continue to receive quality instruction in ELA, provide continuity in ELA instruction, and allow the District to smoothly implement the planned phased approach smoothly. This is aligned with the goal for all students to be proficient in reading and math by the end of third grade, which is one of the key goals.

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.

Related resolution(s)/approval(s):

August 18, 2022, No. 24

October 28, 2021; No. 17

Office Originating Request: Academic Support

Action Item - 37.

Title: Contract with Yondr for Phone Free School Environments (\$2,000,000)

Board of Education Meeting Date: 8/17/2023

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:

Yondr Inc.

Purpose:

Program to establish phone-free school environments

Start date: 7/1/2023

End date: 6/30/2024

Compensation not to exceed: \$2,000,000

Location:

All Schools;

Renewal Options: Yes

Number of Options: 1

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

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

Description:

The School District of Philadelphia has identified a need for a program to support phone-free environments in schools during instructional time. Yondr, Inc will supply schools with the equipment (pouches and unlocking magnets), staff training and ongoing implementation support for schools opting to purchase the program. The Yondr Education Program includes: full customer service (community outreach, implementation, site visits); free accessories (unlocking bases, distribution totes); and free replacement pouches. The purpose of the pouches is to limit a student's access to their phone during school hours. The phone is placed in the pouch at the beginning of the day and the student will have their pouch unlocked at the end of the day or as needed in alignment with each school's implementation plans.

The purpose of this action item is for the District to negotiate a set price, increase spending authority and authorize schools to engage their school communities around the decision to purchase and implement the Yondr program at their school. Authorization will provide the opportunity for all District schools to utilize Yondr's services at a fixed price of \$19 per student. The current Limited Contract process and purchasing threshold are limited on a first-come, first-served basis and pricing may vary by school. Additionally, the Limited Contract process caps spending at \$100,000 for any given vendor which limits the amount of schools that can purchase the pouches.

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

Implementation of this program supports Board Guardrails 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. Unfortunately, there have been several negative incidents at schools that stem from students being able to use cell phones to coordinate unsafe activities and behaviors. The implementation of the phone free environments and the absence of cell phones during the day, can help reduce the number of students leaving the building and regaining access by texting their friends, lead to less incidents of cyber bullying, and a reduction in class cuts. Yondr pouches also support our Academic Goals; with cell phone distraction having direct correlations to academic performance, successful implementation of phone free environments within our schools supports increased achievement.

How will the success of this contract be measured? The success of this contract will be measured through the review of student climate data with an expectation to see a reduction in serious incidents in addition to an increase in student learning as evidenced by benchmarks, constructed responses, on-track percentages, and teacher assessments.

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? As reported by school leaders who have implemented Yondr pouches in previous years, the implementation of Yondr pouches has cut down the use of social media communication which serves as the cause of many student disagreements and negative behaviors. It also builds social skills among students supporting traditional student communications and interactions that have been lost to text and online chat or social media messaging platforms. More importantly, teachers are able to instruct in an environment without phone disruptions.

When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach? With a cell phone free environment, schools can increase engagement in the classroom so that there can be a substantial increase in student learning. An article by Melissa Hunt from the University of Pennsylvania's Department of Psychology on the impact of phones and social media on the well being of young adults states "[t]he overall finding of the empirical literature is that pervasive smartphone use is strongly associated with worse academic outcomes".

Furthermore, survey data from 900 participating partners reported the following positive results :

- 65% reported increase in academic performance
- 74% saw improvement in student behavior
- 83% saw improvement in classroom student engagement

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? There have been a large number of stakeholders that have actively sought this resource for their

schools. Students, parents, school staff and school facing central administration have all been advocates for the use of Yondr cell phone pouches in schools for a variety of reasons. Additionally, the Yondr Pouch system is also being implemented successfully in other large urban Districts such as New York, Boston and Detroit.

Furthermore, determinations on the implementation of the Yondr Education Program will not be done unilaterally. Schools seeking to use Yondr must engage their school communities to determine if the program is the right fit for their school and to identify the best practices and school level policies that will be used during implementation.

Funding Source(s):

FY23-24 Operating and Categorical

Office Originating Request: Schools

Action Item - 38.

Title: Neighborhood Gardens Trust - Community Garden at Steel School

Board of Education Meeting Date: 8/17/2023

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:

The Neighborhood Gardens Trust

Right of Entry with: Furtick Farm

Purpose:

To license an area behind the school for the purposes of permitting a community garden, Furtick Farm.

Value of donation for an amount up to: N/A

Equipment Description:

N/A

License/Right of Entry Start Date: 8/18/2023

License/Right of Entry End Date: 6/30/2024

License Fee not to exceed:\$1

Location:

Steel, Edward T. School;

Renewal Options: Yes

Number of Options: 3

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

Description:

The Neighborhood Garden Trust is working with Pennsylvania Horticultural Society on a

Greening Plan for Nicetown and Tioga which includes granting funds to the Furtick Farm site to be located at Steele School. The purpose of Furtick Farm is to create a garden resource hub to support home and community gardeners in growing and sharing food. Furtick Farm will be available for the Steele School to utilize the garden for educational purposes. The School District will have no financial commitment to the Furtick Farm, other than providing the land for the community garden to grow vegetables in raised beds.

How is this work connected to the District's plan to achieve Goals & Guardrails? The Furtick Farm Garden at Steel is directly connected to Guardrail 1: Welcoming and Supportive Schools and Guardrail 2: Enriching and Well-Rounded Experiences. The garden will not only improve the aesthetics of the school but also increase opportunities for students and the community to engage in spaces with inclusive climates that provide access to robust social, and emotional learning and to integrate co-curricular activities into student's everyday school experience.

How will success be measured? Success of this program will be measured by evaluating the number of in school and out of school activities provided for students by the Furtick Farm Garden at Steel School. This will also be measured by number of students served throughout the terms of the lease agreement.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach? Garden planning allows students to be creative while learning useful skills. Instructors can pull from a variety of curriculums during the course of work with the garden. Community gardens also support the development of life skills beneficial to emotional health, nutrition, exercise, community engagement, and other areas.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how? In addition to a letter of support from the Steel School Principal and engagement of the student and community stakeholders; the Nicetown community leader at Furtick Farm has been working with our Office of Public and Government Relations to create support for the garden at Steel School.

Office Originating Request: Schools

Action Item - 39.

Title: Ratification of Contracts with Various Vendors - Schools (\$64,480)

Board of Education Meeting Date: 8/17/2023

Action under consideration

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

With:

JEVS Human Services

Purpose: To establish the Exploration Initiative: Program design, development and delivery of career exploration program for GWHS students.

Start Date: 7/1/2022

End Date: 6/30/2023

Compensation not to exceed: \$50,000

Location(s): Washington, George High School

With: Ebony Suns Enterprises LLC

Purpose: To assist students with participating in several career exploration and professional employment projects, leadership development, and entrepreneurial opportunities. Also providing group immersion projects in professional occupation/learning environments, in conjunction with local private sector businesses, academic institutions, non-profit organizations, and private trade union/non-union programs with students.

Start Date: 7/1/2022

End Date: 6/30/2023

Compensation not to exceed: \$10,000

Location(s): Robeson, Paul High School for Human Services

With: KCAP Consulting and Coaching

Purpose: To address the challenge of learning gaps in children, a 3 part approach of supporting a learning environment is implemented

Start Date: 7/1/2022

End Date: 6/30/2023

Compensation not to exceed: \$4,680

Location(s): Overbrook Elementary School;

Description:

Why is this contract needed?

The contracts identified above require ratification due to misunderstandings by the schools' administration around navigating the process for engaging in service contracts. All of the principals are now aware of the procedures and will ensure adherence to the contracting and purchasing processes going forward.

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

Program design, development and delivery of career exploration program and professional employment projects, leadership development, and entrepreneurial opportunities for students aligns to Goal 4: College & Career. Both programs (JEVS & Ebony Suns) provide students with opportunities to graduate ready for college and careers. Each student receives core academic knowledge and the opportunity to engage in experiences that will prepare them for post-secondary success.

KCAP Consulting and Coaching focuses on strategic planning and development of instructional leadership to develop systems to support math growth and mitigate learning gaps to engage in standards. This 3-part approach of supporting a learning environment aimed at producing a long-term impact on student outcomes, teacher efficacy, and leadership behaviors aligns to Goal 3: Math - Every student performs on or above grade level in math.

How will the success of this contract be measured? Success for the career development programs is measured by the amount of students engaged in the program participating in career exploration and professional employment projects & workshops that will result in students selecting a career of their choice. Success will also be measured by the amount of students able to take advantage of entrepreneurial opportunities that lead students to development of business plans needed to support efforts to become business owners.

Success for the math professional development contract is measured by the increased level of understanding instructional staff and school leadership obtains and their ability to customize and

implement math standards in a way that leads to growth in student achievement and outcomes.

Funding Source(s): FY23 Categorical & FY24 Operating

Office Originating Request: Schools

Additional Information:

Charge Account(s):

George Washington HS FY23: 150-5336-2023-8030-1101404-536001-533623-00000 \$50,000

Robeson FY24: 110-1100-2024-1050-1101404-536001-000000-00000 \$10,000

Overbrook Elementary FY24: 110-1100-2024-4370-1101202-536001-000000-00000 \$4,680

Office Originating Request: Schools

Action Item - 40.

Title: Amendment of Contract with Teaching Learning Solutions (\$269,000) - Added 8.1.2023

Board of Education Meeting Date: 8/17/2023

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:

Teaching and Learning Solutions

Purpose:

To increase funding and amend the scope of the existing contract to support the design/redesign of staff evaluation framework, processes, and implementation

Original Start Date: 3/25/2022

Current End Date: 6/30/2025

Currently Authorized Compensation: \$353,275

Additional Compensation:

\$269,000 (\$136,500 in FY24 and \$132,500 in FY25)

Total New Compensation: \$622,275

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 \$200,000

Description:**Why is this contract needed?**

To deliver on our unwavering focus to meet the academic, social, and emotional needs of all students, the District aims to review and (re)design the staff evaluation process in accordance with law and research-based practices to ensure an improved system of feedback, growth, and development for our employees. This amendment will expand the scope of work and funding allocated to Teaching Learning Solutions to include supporting the development of evaluative framework, processes, and tools for additional District staff members (i.e. Central Office Staff) in collaboration with the Office of Talent. The vendor will work with the District to conduct relevant research, engage stakeholders in meaningful cycles of feedback and revision, design an evaluation model and training materials for implementation.

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

All Goals and Guardrails are supported through developing effective evaluation structures, processes, and guidelines that support the ongoing and sustained growth, development, and capacity of our District workforce. This amendment

How will the success of this contract be measured?

The success of this contract will be measured by the meaningful development and implementation of staff evaluation criteria, processes, and tools.

Related resolution(s)/approval(s):

March 24, 2022; Action Item #9

Funding Source(s):

FY 24/25 Operating

Office Originating Request: Talent

Action Item - 41.

Title: Amendment of Contract with Blackney Hayes Architects for Professional Design Services for the TM Peirce Elementary School (\$105,000) - Added 8.1.2023

Board of Education Meeting Date: 8/17/2023

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:

Blackney Hayes Architects

Purpose:

Professional design services for new construction

Original Start Date: 5/1/2020

Current End Date: 6/30/2023

Amended End Date: 12/31/2024

Currently Authorized Compensation: \$1,998,785

Additional Compensation:

Blackney Hayes Architects - \$105,000

Total New Compensation: \$2,103,785

Location:

Peirce, Thomas M. School;

Renewal Options: No

Description:

The Office of Capital Programs has identified a need to extend the design services being provided by Blackney Hayes Architects at the new TM Peirce Elementary School. The additional time extension is necessary to complete the work, which was delayed due to design and services that required changes as well as unforeseen conditions that impacted design information and calculations to allow them to build correctly.

Additional contract administration services will be required as a result of the following: Soil exchanges are required at the site. During the final signage review, the District requested that the architect move the sign from the wall of the building to the ground. Later, the District requested that the architect move the sign back to the original wall location. Several changes were identified during review for the AV package. Philadelphia Water Department (PWD) has started requiring the school District to provide two (2) backflow preventers. Several changes were identified during review for the stormwater management plan with the green infrastructure team.

This will require multiple drawing updates, additional construction meetings, meeting minutes, review of change orders and review of schedules. Construction duration will be extended from 13 to 24 months.

Success of this contract will be measured by performance and completion of work.

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 30, 2020; 24

June 29, 2023; 46

Funding Source(s):

FY24 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 42.

Title: Capital Award for Schoolyard Improvements at William H. Hunter Elementary School (\$1,110,000) - Added 8.1.2023

Board of Education Meeting Date: 8/17/2023

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:

Rockport Construction Company Inc.

Purpose:

To construct schoolyard improvements and greening in the schoolyard

Start date: 8/19/2023

End date: 12/31/2024

Compensation not to exceed: \$1,110,000

Separate Compensation by Vendor:

Location:

Hunter, William H. School;

Renewal Options: No

Maximum compensation authorized per option period: \$1,110,000

Description:

The Fund for The School District of Philadelphia received a grant award from the William Penn Foundation (WPF) Great Learning Initiative for the purpose of developing, designing and constructing three schoolyard improvement projects at to transform the sites into playful learning landscapes that will support early literacy. The acceptance of the grant in the amount of \$2,500,000 was approved by the Board at the March 28, 2019 meeting. The Office of Capital Programs in coordination with The Fund has worked to develop design and construction documents for the three schoolyards (Farrell, Pennell, and Hunter Elementary Schools) identified by the grant. The William H. Hunter Elementary School is the third of the three schools to reach design completion.

Success will be measured through the successful completion of the construction play structures and amendments and establishment of the planting areas, and the integration of teacher training and schoolyard learning.

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. 20

Funding Source(s):

FY 23-24 Capital Budget

William Penn Foundation Greater Learning Grant

Office Originating Request: Operations - Capital Programs

Action Item - 43.

Title: Renewal of License Agreement with Today's Child Learning Centers (\$77,833.30) - Added 8.1.2023

Board of Education Meeting Date: 8/17/2023

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:

Today's Child Learning Centers

Purpose:

To provide Head Start programming for 120 eligible children

Start Date: 9/1/2023

End Date: 6/30/2024

License Fee not to exceed: 77,833.30

Location:

L.P. Hill, 3133 Ridge Avenue, Philadelphia

Renewal Options: Yes

Number of Options: 1

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

Maximum license fee authorized per option period: \$99,000

Description:

The District's Office of Real Property Management has identified space for Today's Child Learning Center to operate a Head Start program at L. P. Hill School on the 1st floor from (Exit B-Exit D). Renewal of this License Agreement enables the District to continue to support the provision of Head Start services to 120 children and families in this area.

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

Children who attend Pre School are academically ready for kindergarten which supports grade level reading by grade three. Every school will be a safe, welcoming, and a healthy place where our students, staff and community want to be and learn each day.

How will the success of this contract be measured?

Children leave the program ready for kindergarten.

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?

Kindergarten Entry Inventory (KEI) measures school readiness for incoming kindergarten students.

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

Yes. Research shows that investment for Early Childhood development lays the foundation for academic achievement in kindergarten and beyond. Additionally, research shows that increased access to high quality educational programs provided short and long term economic benefits to society.

Related resolution(s)/approval(s):

June 26, 2013: Action Item B-2

June 19, 2014: Action Item B-18

June 18, 2015: Action Item B-25

June 16, 2016: Action Item B-26

June 15, 2017: Action Item B-19

May 17, 2018: Action Item B-4

May 30, 2019: Action Item 34

May 28, 2020: Action Item 23

May 27, 2021: Action Item 44

October 20, 2022: Action Item 29

Office Originating Request: Operations - Facilities

Action Item - 44.

Title: Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Horatio B. Hackett School - Added 8.1.2023

Board of Education Meeting Date: 8/17/2023

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 a Grant and enter into a Subgrant Agreement as follows:

Grants from:

Philadelphia Industrial Development Corporation- Local Development Corporation (PIDC-LDC)

Purpose:

To construct stormwater management improvements at Horatio B. Hackett School.

Grant Start Date:

8/18/23

Grant End Date:

12/31/2026

Grant amount up to:

\$1,681,254

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, upon receipt of these grants, to enter into Operations and Maintenance Agreements as follows:

With:

The Philadelphia Water Department

Operations and Maintenance Agreement Start Date: 12/31/2025

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

Location(s):

Hackett, Horatio B.

Description:

Within GreenFutures sustainability plan, the District has identified a need for students to have access to outdoor learning environments that incorporate green stormwater infrastructure, the melding of stormwater management and greening. The Stormwater Management Incentives Program (SMIP) grant for the Horatio B. Hackett School project was awarded to the District. These funds advance the District's goal of providing green spaces at all schools. The District will enter into a Subgrant Agreement with PIDC- Local Development Corporation ("PIDC-LDC") and Operations and Maintenance Agreement with the Philadelphia Water Department (PWD) in order to receive the grant funds. PIDC received the pass-through SMIP grants funds from PWD to provide funding to the District for the implementation of green stormwater infrastructure at Horatio B. Hackett. Success will be measured by the increase of stormwater management on the school sites, which will generate stormwater fee credits and result in lower water utility cost.

Guardrail 1: Welcoming and Supportive Schools- Every school will be a safe, welcoming and healthy place

where our students, staff and community want to learn each day.

Office Originating Request: Operations - Capital Programs

Action Item - 45.

Title: Amendment of Adoption of Board of Education Public Meeting Schedule 2023 - Added 8.3.2023/Updated 8.10.2023

Board of Education Meeting Date: 8/17/2023

Action under consideration

The Board of Education of the School District of Philadelphia adopts the following public meeting schedules for the 2023 calendar year - Public Action Meeting, Policy Committee, and Public Hearings:

Public Action Meeting Schedule

- January 26, 2023 - Action Meeting
- February 23, 2023 - Action Meeting
- March 23, 2023 - Action Meeting and Adoption of Lump Sum Statement
- April 6, 2023 - Budget Hearing
- April 20, 2023 - Action Meeting
- May 25, 2023 - Action Meeting and Budget Adoption
- June 29, 2023 - Action Meeting
- July 13, 2023 - Action Meeting (TRAN)
- August 17, 2023 - Action Meeting
- September 21, 2023 - Action Meeting
- October 19, 2023 - Action Meeting
- November 16, 2023 - Action Meeting
- December 7, 2023 - Action Meeting and Board Organization

Policy Committee

- **(NEW) August 24, 2023**
- April 27, 2023
- November 2, 2023

(NEW) Goals and Guardrails Committee Meeting

- September 7, 2023
- October 12, 2023
- November 9, 2023

Public Hearings

- June 1, 2023
- October 5, 2023

Office Originating Request: Board of Education

Action Item - 46.

Title: Math, Science, and Technology Community Charter School – Application for Charter Renewal - Added 8.14.23/Updated 8.18.2023

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: Math, Science, and Technology Community Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal, effective July 1, 2023. The renewal does not include any school-specific conditions. The Board of Education will consider this application for charter renewal.

Action under consideration

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 46

Type

Supporting Document

Re: Math, Science, And Technology Community Charter School -- Application for
Charter Renewal

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of the MATH, SCIENCE, AND TECHNOLOGY COMMUNITY CHARTER SCHOOL (“Charter School”) to operate a charter school for a five-year term commencing in 1998; and

WHEREAS, the School Reform Commission (“SRC”) of the School District renewed the Charter for a five-year terms in 2003, 2008, 2013, and 2018; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School’s Bylaws. The Charter School’s website must include a list of all individuals serving on the Board of Trustees and include direct email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.
3. The Board of Trustees shall hold regular public meetings at least six (6) times every school year. Notwithstanding the foregoing, the Board of Trustees shall meet to take action in a timely manner in accordance with the Charter, Applicable Laws (as defined in Article II, Section A.1), and the Charter School’s Student Code of Conduct, but no less frequently than necessary to act on student discipline matters within forty-five (45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).
4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:
 - a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
 - b. shall provide that the application will be made clearly and plainly available on the Charter School’s website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;
 - c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;

d. shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;

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

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

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

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

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

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

9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten to Grade 12 with a maximum of 1400 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item;

and be it

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

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

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

3. The Charter School acknowledges that achieving the performance objectives identified in the Charter School Performance Framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the Charter School Performance Framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally.
4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter Schools Office will provide notice to charter schools in Philadelphia of any change to the Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Action Item - 47.

Title: Philadelphia Academy Charter School – Application for Charter Renewal - Added 8.14.23/Updated 8.18.2023

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: Philadelphia Academy Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal with school-specific conditions, effective July 1, 2023. The renewal includes school-specific conditions related to: (i) the charter school's use of compliant enrollment materials which only require parents and guardians to submit certain documents; and (ii) the charter school ensuring that all approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meetings, the names of Board members present, and the identities of members of the public who comment at meetings. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 47

Type

Supporting Document

Re: Philadelphia Academy Charter School -- Application for Charter Renewal

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of PHILADELPHIA ACADEMY CHARTER SCHOOL (“Charter School”) to operate a charter school for a five-year term commencing in 2003; and

WHEREAS, the SRC the Charter for a five-year term in 2008; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School

comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.

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

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

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

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

preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;

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

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

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

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

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

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

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

approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

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

1. During the Term of the Charter, the Charter School shall utilize enrollment materials that only requires the parent/guardian of the enrolling student to submit the following documents: (i) proof of age, (ii) proof of address, (iii) home language survey, (iv) immunization records; and (v) a parent registration statement. The Charter School will be deemed compliant with this condition if the Charter School achieves a "Meets Standard" for the Enrollment Materials standard annually as reflected on Annual Charter Evaluation (ACE) reports or the subsequent similar document. This condition will be assessed annually during the Term of the Charter.

2. During the Term of the Charter, the Charter School shall ensure all approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any members of the public who comment during the meeting. The Charter School shall achieve a "Meets Standard" for the Sunshine Act standard as reflected on the Annual Charter Evaluation (ACE) or the subsequent similar document. This condition will be assessed annually during the Term of the Charter;

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten to Grade 12 with a maximum of 1124 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an

annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

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

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

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

Action Item - 48.

Title: The Jacquelyn Y. Kelley Discovery Charter School – Application for Charter Renewal - 08.14.23/Updated 8.18.2023

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: The Jacquelyn Y. Kelley Discovery Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal with school-specific conditions, effective July 1, 2023. The renewal includes school-specific conditions related to: (i) the implementation of a compliant enrollment process which only require parents and guardians to submit certain documents, (ii) maintaining a school website that provides a process to provide members of the public with a “reasonable opportunity” to comment at charter school Board Meetings, (iii) maintaining a school website that lists email addresses for every individual serving on the Board of Trustees; and (iv) compliance with the Act 55 of 2017 requirement that all newly appointed Board Members receive the necessary training and skills to serve successfully on the governing bodies of public schools. The Board of Education will consider this application for charter renewal

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 48

Type

Supporting Document

Action Item No. 48
August 17, 2023

Re: The Jacquelyn Y. Kelley Discovery Charter School Renewal-- Application for Charter

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of THE JACQUELYN Y. KELLEY DISCOVERY CHARTER SCHOOL (“Charter School”) to operate a charter school for a five-year term commencing in 2003; and

WHEREAS, the SRC the Charter for a five-year terms in 2008 and 2018; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School’s Bylaws. The Charter School’s website must include a list of all individuals serving on the Board of Trustees and include direct email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.
3. The Board of Trustees shall hold regular public meetings at least six (6) times every school year. Notwithstanding the foregoing, the Board of Trustees shall meet to take action in a timely manner in accordance with the Charter, Applicable Laws (as defined in Article II, Section A.1), and the Charter School’s Student Code of Conduct, but no less frequently than necessary to act on student discipline matters within forty-five (45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).
4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:
 - a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;
 - b. shall provide that the application will be made clearly and plainly available on the Charter School’s website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;
 - c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;

d. shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;

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

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

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

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

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

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

9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

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

1. During the Term of the Charter, the Charter School shall implement an enrollment process that only requires the parent/guardian of the enrolling student to submit the following documents: (i) proof of age, (ii) proof of address, (iii) home language survey, (iv) immunization records; and (v) a parent registration statement. This condition will be assessed at the time of the Charter School's next renewal evaluation as reflected on the Annual Charter Evaluation - Renewal ("ACE-R") report or the subsequent similar document.

2. During the Term of the Charter, the Charter School shall maintain a school website that provides a process to provide members of the public a "reasonable opportunity", as defined in the Charter School Performance Framework, to comment at Charter School Board Meetings. The Charter School shall achieve a "Meets Standard" for the Board Accessibility standard as reflected on the Annual Charter Evaluation (ACE) or the subsequent similar document. This condition will be assessed annually during the Term of the Charter.

3. During the Term of the Charter, the Charter School shall maintain a school website that lists email addresses for every individual serving on the Board of Trustees. The Charter School shall achieve a "Meets Standard" for the Board Contact Information standard as reflected on the Annual Charter Evaluation (ACE) or the subsequent similar document. This condition will be assessed annually during the Term of the Charter.

4. During the Term of the Charter, the Charter School shall ensure that all newly appointed Board Members during a school year receive within a year of their appointment required training on the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools in compliance with Act 55 of 2017. The Charter School shall achieve a "Meets Standard" for the Board Training

standard as reflected on the Annual Charter Evaluation (ACE) or the subsequent similar document. This condition will be assessed annually during the Term of the Charter;

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten to Grade 8 with a maximum of 620 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

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

Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Action Item - 49.

**Title: Universal Alcorn Charter School – Application for Charter Renewal - Added
08.14.23/Updated 8.18.2023**

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: Universal Alcorn Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal, effective July 1, 2023. The renewal does not include any school-specific conditions. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 49

Type

Supporting Document

Re: Universal Alcorn Charter School -- Application for Charter Renewal

WHEREAS, in January, 2010, the School Reform Commission ("SRC") adopted the Renaissance Schools Initiative Policy, which authorized the SRC to grant Renaissance charters as part of the Renaissance Schools Initiative of The School District of Philadelphia ("School District"); and

WHEREAS, the Alcorn Elementary School ("Alcorn School") had been identified as a School District school which needed fundamental change through the Renaissance Schools Initiative to facilitate a transformation of the learning environment; and

WHEREAS, the purpose of the Renaissance Schools Initiative was to dramatically improve the learning environment in underperforming School District schools to create highly effective schools that provide exceptional opportunities for student achievement and preparedness for success in college and the workforce; and

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the SRC granted a charter ("Charter") to the Board of Trustees of UNIVERSAL ALCORN CHARTER SCHOOL ("Charter School") to operate the Alcorn School as a charter school for a five-year term commencing in 2013; and

WHEREAS, the SRC renewed the Charter for a five-year term in 2018; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School's Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-

year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.
2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in accordance with the Charter School’s Bylaws. The Charter School’s website must include a list of all individuals serving on the Board of Trustees and include direct email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.
3. The Board of Trustees shall hold regular public meetings at least six (6) times every school year. Notwithstanding the foregoing, the Board of Trustees shall meet to take action in a timely manner in accordance with the Charter, Applicable Laws (as defined in Article II, Section A.1), and the Charter School’s Student Code of Conduct, but no less frequently than necessary to act on student discipline matters within forty-five (45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).
4. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law. Additionally, the Admissions Policy and Process:
 - a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;

- b. shall provide that the application will be made clearly and plainly available on the Charter School's website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;
- c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;
- d. shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;
- e. shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and
- f. shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after request by the Charter Schools Office.

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

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

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

required PSERS payments above a threshold established by the Charter Schools Office or in any amount repeatedly shall result in the issuance of a Notice of Deficiency.

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

9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website and that any updates to the Board meeting schedule are posted timely. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten to Grade 8 with a maximum of 620 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the Charter School Performance Framework, timely and pursuant to Charter Schools Office procedures.
3. The Charter School acknowledges that achieving the performance objectives identified in the Charter School Performance Framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the Charter School Performance Framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally.
4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter Schools Office will provide notice to charter schools in Philadelphia of any change to the Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Action Item - 50.

**Title: Universal Institute Charter School – Application for Charter Renewal - Added
08.14.23/Updated 8.18.2023/Updated 8.18.2023**

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: Universal Alcorn Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal, effective July 1, 2023. The renewal does not include any school-specific conditions. The Board of Education will consider this application for charter renewal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 50

Type

Supporting Document

Re: Universal Institute Charter School -- Application for Charter Renewal

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

WHEREAS, the School Reform Commission (“SRC”) of the School District renewed the Charter for five-year terms in 2003, 2008, 2013, and 2018; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

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

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

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

(45) days after any infraction or hearing as required by Applicable Laws (as defined in Article II, Section A.1).

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

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

preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;

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

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

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

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

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

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

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

approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten to Grade 8 with a maximum of 705 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

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

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

Action Item - 51.

**Title: Young Scholars Charter School – Application for Charter Renewal - Added
08.14.23/Updated 8.18.2023**

Board of Education Meeting Date: 8/17/2023

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: Young Scholars Charter School applied for renewal of its charter in the 2022-23 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-23, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 ([ACE-R - Renewal Recommendation](#)). The CSO has recommended a five-year renewal with one school-specific condition, effective July 1, 2023. The renewal includes a school-specific condition related to the charter school ensuring that all Board members and charter school administrators submit complete and accurate Statements of Financial Interest in a timely manner. The Board of Education will consider this application for charter renewal

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 51

Type

Supporting Document

Re: Young Scholars Charter School -- Application for Charter Renewal

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

WHEREAS, the School Reform Commission (“SRC”) of the School District renewed the Charter for five-year terms in 2003, 2008, 2013, and 2018; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School’s Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain performance requirements (“Performance Requirements”) as set forth below. Failure to comply with the Performance Requirements may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and the immediate family of trustees, officers and administrators of the Charter School

comply with the Ethics Act and the Pennsylvania Nonprofit Corporation Law of 1988 (“Nonprofit Law”). The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Law.

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

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

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

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

preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;

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

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

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

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

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

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

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

approval by the Board of Trustees, but not later than after the conclusion of a second consecutive board meeting after each meeting, and shall remain posted for a minimum of one year from date of Board meeting.

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

and be it;

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

1. During the Term of the Charter, the Charter School shall ensure that all Board members and charter school administrators submit complete and accurate Statements of Financial Interest in a timely manner. The Charter School shall achieve a "Meets Standard" for the Statements of Financial Interest standard as reflected on the Annual Charter Evaluation ("ACE") or subsequent similar document. This condition will be assessed annually during the Term of the Charter;

and be it;

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Grade 6 to Grade 8 with a maximum of 300 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

1. The Charter School agrees to participate in the School District's Charter School Performance Framework. The Charter School Performance Framework includes an annual assessment of the Charter School's academic, financial, and organizational performance as well as compliance with Applicable Laws. Organizational performance includes, but is not limited to, a review of the Charter School's admissions and enrollment policies and practices, student discipline practices, special education programming, ELL programming, and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and Charter Schools Office procedures. Financial performance includes, but is not limited to, a review of the Charter School's financial health and long-term sustainability, and generally accepted standards of fiscal management.

2. The Charter School agrees to provide or allow to be provided to the School District and the Charter Schools Office all records, including student level academic performance, necessary to properly assess the academic success, organizational compliance and viability, and financial health and sustainability of the Charter School under the Charter School Performance Framework, timely and pursuant to Charter Schools Office procedures.
3. The Charter School acknowledges that achieving the performance objectives identified in the Charter School Performance Framework is critical to meeting the needs of public school students in Philadelphia. The Charter School shall actively monitor its own progress towards achieving objectives identified in the Charter School Performance Framework. The Charter Schools Office may also evaluate any or all of the performance domains – academic, organizational and financial – on an annual basis formally.
4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter Schools Office will provide notice to charter schools in Philadelphia of any change to the Charter School Performance Framework prior to implementation of such change. The Charter Schools Office would use its best efforts to solicit feedback on changes from Philadelphia charter schools in advance of implementation of changes.

Action Item - 52.

Title: Franklin Towne Charter High School – Notice of Revocation of Charter - Added 08.14.23/Updated 8.18.2023

Board of Education Meeting Date: 8/17/2023

Franklin Towne Charter High School “Charter School”) serves Grades 9-12 and operates under a charter agreement effective July 1, 2019 through June 30, 2024 signed by the School District and the Charter School. The Charter School agreed that it would comply with all applicable federal, state and local laws. The Charter Schools Office (“CSO”) of the School District have reviewed the student application and lottery process during the term of the Charter and have concluded that there are grounds for the Board of Education to revoke the Charter under Section 1729-A of the Charter School Law. The Charter Schools Office has prepared a memorandum addressed to the Board of Education outlining findings related to the Charter School’s student application and lottery process for students applying to the Charter School for the 2020-2021 school year through the 2023-2024 school year. The Board of Education will consider this action.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 52

Type

Supporting Document

Re: Franklin Towne Charter High School; Notice of Revocation of Charter

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A *et seq.*, the Board of Education of The School District of Philadelphia ("School District") granted a Charter to FRANKLIN TOWNE CHARTER HIGH SCHOOL ("FTCHS" or "Charter School") to operate a charter school for an initial four-year term commencing in 2000; and

WHEREAS, the School Reform Commission ("SRC") of the School District renewed the Charter School's Charter for five-year terms in 2004, 2009, and 2014; and

WHEREAS, the Board of Education renewed the Charter School's Charter for a five-year term in 2019 ("FTCHS 2019 Charter"); and

WHEREAS, in April 2023, members of the Charter Schools Office ("CSO") of the School District received initial outreach from the Chief Academic Officer ("CAO") of FTCHS alleging that the Charter School had implemented discriminatory lottery practices. The FTCHS CAO provided a file with information regarding students seeking to enroll at FTCHS for the 2023-2024 school year; and

WHEREAS, separately, upon request from the CSO, FTCHS provided student application and lottery files to the CSO for students applying to the Charter School for the 2020-2021 school year through the 2023-2024 school year; and

WHEREAS, the CSO analyzed all the files that had been provided by the FTCHS CAO and by FTCHS and focused on the distribution of applicants and accepted students across different zip codes, highlighting significant patterns and probabilities; and the CSO has concluded that there are grounds for the Board to commence revocation proceedings against the Charter School under Section 1729-A of the Charter School Law; and

WHEREAS, the following are causes for revocation of the FTCHS Charter and termination of

the charter agreement, pursuant to Section 1729-A(a) of the Charter School Law:

1. Under the FTCHS 2019 Charter, the Charter School agreed that it first would fill open enrollment slots with students having sibling or founder preferences. Then, the Charter School would give enrollment preferences to up to 50% of its incoming 9th grade students to rising 8th grade students from Franklin Towne Charter Elementary School (“FTCES”). If enrollment spots were still available thereafter, then the Charter School was required to fill remaining slots from applications throughout of the City of Philadelphia (“Citywide”) on a random basis in accordance with Section 1723-A(a) of the Charter School Law.

2. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter by failing to conduct a compliant admissions/lottery process and failing to enroll students on a Citywide basis for students applying for admission to the 9th grade for the the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years based upon the following:

a. In the application and lottery processes for students applying for admission to the 9th grade for the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years, there were 38 zip codes with at least one applicant for each of the four school years. There were four zip codes with zero offers of admission for three of the four school years. There was one zip code, 19139, that had nineteen applicants and zero offers of admissions for all four school years. From the five zip codes with zero offers of admission for at least three of the four school years, there were 88 applicants but only nine offers of admission. The offer of admissions rate across these five zip codes for four school years was ten percent (10%). For the same time period, the offer of admission rate was thirty-nine percent (39%) across all zip codes.

b. The 10% offer of admissions rate across these five zip codes for four school years is statistically improbable.

3. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter by failing to conduct a compliant admissions/lottery process and failing to enroll students on a Citywide basis for students applying for admission to the 9th grade for the 2023-2024 school year based upon the following:

a. For students applying for admission to the 9th grade for the 2023-2024 school year at FTCHS, 828 applicants from 39 different zip codes in Philadelphia remained after students with admission preferences (FTCHS siblings and 8th graders from FTCEs) were given seats. Since there were more applications for admission to the 9th grade for the 2023-2024 school year at FTCHS than available seats, after the preferences in the FTCHS 2019 Charter were applied, students were to be selected on a random basis through a lottery process. Among the 828 applicants that did not receive a preference, such applicants resided in 39 zip codes. However, only 227 applicants from 22 different zip codes were offered admission to FTCHS. There were a total of 718 applicants from these 22 zip codes, reflecting an acceptance rate of approximately 32%.

b. For students applying for admission to the 9th grade for the 2023-2024 school year

at FTCHS, after students with admission preferences (FTCHS siblings and 8th graders from FTCEs) were given seats, none of the 110 applicants from 17 specific zip codes were offered admission by FTCHS, representing an acceptance rate of 0%.

c. The 0% offer of admissions rate across these 17 zip codes for the 2023-2024 school year is statistically improbable.

4. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter by failing to properly and completely comply with the sibling preference in the FTCHS 2019 Charter during the Charter Term. For students applying for admission to the 9th grade for the 2023-2024 school year at FTCHS, within the “Sibling” tab in an Enrollment file, there was a differentiated list separated from the general list under specific tab with a yellow highlighted note labeled, “Do not take” with a list of 11 students.

5. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter by failing to properly and completely comply with the FTCEs preference in the FTCHS 2019 Charter during the Charter Term. For students applying for admission to the 9th grade for the 2023-2024 school year at FTCHS, within the “FTCE” tab in an Enrollment file, there was a differentiated list separated from the general list under specific tab with a yellow highlighted note labeled “Not in good standing” with a list of 11 students.

6. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter by failing to properly maintain a waitlist after admissions lotteries were conducted during the Charter Term and failing to provide applicants seeking admission with documentation of his/her attempted registration, date of placement on the waiting list, and number on the waiting list.

7. FTCHS has violated Section 1723-A(a) of the Charter School Law and the terms of the FTCHS 2019 Charter because a statistically significant number of students, approximately thirty percent (30%) of the students enrolled at FTCHS, did not submit an application through the normal application process and were enrolled outside the lottery process;

so be it,

RESOLVED, that the Board of Education will conduct a public hearing on the revocation of the FTCHS Charter commencing on or about November 1, 2023, subject to rescheduling, at which hearing the School District will present evidence in support of the grounds for revocation of the Charter School’s Charter, and the Charter School will be given the reasonable opportunity to offer testimony and exhibits in support of why the Charter School’s Charter should not be revoked; and be it

FURTHER RESOLVED, that the Board of Education hereby delegates its authority to conduct such public hearing either to a single Board Member, to a Committee of two Board Members or to a Hearing Officer to be appointed by the President of the Board of Education; and be it

FURTHER RESOLVED, that the Board of Education will take formal action on the revocation of the FTCHS Charter following the hearing at a public meeting, after the public has had thirty (30) days to provide comments to the Board of Education.

Action Item - 53.

Title: Settlement Agreement with the City of Philadelphia (\$2,500,000) - Added 08.14.23

Board of Education Meeting Date: 8/17/2023

Action under consideration

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

With: The City of Philadelphia and the Managing Director of the City of Philadelphia in his official capacity

Purpose: To settle claims brought by the School District regarding Section 4-A-703 of the Philadelphia Code

Settlement Agreement date: July 31, 2023

Settlement Amount: \$2,500,000

Description:

In January 2023, the School District filed a lawsuit regarding a June 2022 ordinance amendment concerning City oversight of District's environmental programs, including asbestos, in the United States District Court for the Eastern District of Pennsylvania, at Civil Action No. 23-238-WB. Since March 2023, the District and City engaged in in-depth mediation. During this process, the District educated the City about District progress, challenges, and needs. On Monday, July 31, 2023, the District and City reached agreement; and on August 2, 2023, immediately following a court proceeding, the case was dismissed without prejudice. Among other things, the parties have more clearly defined the City's role, with an emphasis on school buildings remaining open; the District agrees to further accelerate and sustain asbestos inspection and reporting, to align with AHERA three-year and six-month inspection cycles; clarity is brought to interpretation of the ordinance in a way that makes implementation by the District and the City more predictable; and the Health Department is funding \$2.5 million toward the District's development of technology needed for data management and to assist with tracking and reporting on asbestos conditions in FY2024, with plans to revisit funding annually. The settlement agreement can be found here: <https://www.philasd.org/wp-content/uploads/2023/08/Settlement-Agreement.pdf>. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of the parties' dispute.

Office Originating Request: Board of Education

Action Item - 54.

Title: License Agreement with Universal Vare Promise Neighborhood Partnership Charter School for use of the McDaniel Annex Building (\$186,000) - Added 08.14.23

Board of Education Meeting Date: 8/17/2023

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:

Universal Vare Promise Neighborhood Partnership Charter School

Purpose:

To allow Universal Vare Promise Neighborhood Partnership Charter School to use the McDaniel Annex while work is being performed at the Edwin H. Vare Middle School building.

Start Date: 8/21/2023

End Date: 6/30/2024

License Fee not to exceed: \$186,000

Location:

McDaniel Annex at 1901 South 23rd Street, Philadelphia, PA 19145 Philadelphia, PA

Renewal Options: Yes

Number of Options: 1

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

Maximum license fee authorized per option period: \$186,000

Description:

The School District of Philadelphia requests authority from the Board of Education to allow Universal Vare Promise Neighborhood Partnership Charter School ("Universal Vare") to use the McDaniel Annex located at 1901 South 23rd Street, Philadelphia, PA 19145 during the 2023-2024 school year while work is being performed at the Edwin H. Vare Middle School. The McDaniel Annex is separate from and not connected to the McDaniel School. Universal

Vare will pay an annual license fee of \$186,000 on a monthly basis for the 2023-2024 school year to cover the cost of utilities at the McDaniel Annex, which is an amount equivalent to the license fee Universal Vare has been paying for use of the Edwin H. Vare Middle School building. The School District will assign building engineering, custodial and cleaning staff to the McDaniel Annex.

Funding Source(s):

FY 2023-2024 Operating

Office Originating Request: Board of Education

Action Item - 55.

Title: Amendment to the Board's Goals & Guardrails Mission, Vision, and Indicators - Added 08.14.23

Board of Education Meeting Date: 8/17/2023

As the governing body of the School District of Philadelphia, the Board of Education's role is to set a vision for public education in Philadelphia and then to hold the School District accountable for realizing it.

In December 2020, after an extensive public engagement process, the Board set clear student learning goals for the District and guardrails that will protect the conditions needed to make student learning a priority.

The Board of Education will consider amending its vision, mission, and indicators for Goals and Guardrails, in the form attached, which will continue to serve as its five-year strategic vision for The School District of Philadelphia. The Goals and Guardrails themselves will remain as adopted in 2020. The updates to the Board's mission, vision, and indicators are being proposed in reflection of key takeaways from monitoring over the past two years as well as to ensure alignment with the recently adopted strategic plan ("Accelerate Philly").

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Goals and Guardrails Summary

Type

Supporting Document



Goals and Guardrails Summary

Updated:08/17/2023

VISION

To prepare students to imagine and realize any future they desire.

MISSION

All sectors of public education in Philadelphia will work with urgency to provide every student with the opportunity to achieve positive life outcomes in partnership with diverse families, educators, and community members who are valued and respected.

GOALS

Reading Goal: Every student reads on or above grade level.

- **Goal 1: 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.**
 - Leading Indicator 1.1: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment.
 - Leading Indicator 1.2: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment.
- **Goal 2: 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.**
 - Leading Indicator 2.1: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment.
 - Leading Indicator 2.2: The percentage of students in grades K-2 who are At Target on the District's required reading Curriculum-Based Measures.

Math Goal: Every student performs on or above grade level in math.

- **Goal 3: 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.**

- Leading Indicator 3.1: The percentage of students in grades 3-8 who are At Target on the District's within-year math assessment.
- Leading Indicator 3.2: The percentage of students in grades 3-8 with high growth on the District's within-year math assessment.
- Leading Indicator 3.3: The percentage of students in grades K-2 who are At Target on the District's required math Curriculum-Based Measures.

College & Career Goal: Every student graduates ready for college and careers.

- **Goal 4: 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.**
 - Leading Indicator 4.1: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, Biology) by the end of their 10th grade year.
 - Leading Indicator 4.2: The percentage of first-time 9th grade students who are meeting the District's 9th Grade Firmly On-Track metric.
- **Goal 5: 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.**
 - Leading Indicator 5.1: The percentage of eligible students who take and pass the NOCTI.
 - Leading Indicator 5.2: The percentage of CTE students who have a documented job placement and/or postsecondary opportunity.

GUARDRAILS

Welcoming & Supportive Schools

- **Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.**
 - Indicator 1.1: The percentage of school-based positions filled each year by October by employees with standard credentials in the 50 lowest performing schools.
 - Indicator 1.2: The average completion time for Work Orders specific to restrooms and hydration stations.

Enriching & Well-Rounded School Experiences

- **Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.**
 - Indicator 2.1: The percentage of K-12 students enrolled in a visual or performing arts course at each school.
 - Indicator 2.2: The percentage of K-12 students participating in co-curricular activities, including athletics, at each school.

Partnering with Parents/Family Members

- **Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.**
 - Indicator 3.1: The number of school-sponsored community events held at each school.
 - Indicator 3.2: The percentage of staff trained to use language access services.

Addressing Racist Practices

- **Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.**
 - Indicator 4.1(a): The percentage of 5th and 8th grade students who are qualified to attend Criteria based Schools, by student group.
 - Indicator 4.1(b): The percentage of qualified 5th and 8th grade students who applied and attend Criteria Based Schools, by student group.
 - Indicator 4.2: The number of K-8 schools offering Algebra and World Languages.