



## THE SCHOOL DISTRICT OF PHILADELPHIA

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### BOARD OF EDUCATION

### PUBLIC MEETING

### AGENDA

SEPTEMBER 21, 2023

#### **Call to Order - Reginald L. Streater Esq., President**

#### **Recognitions**

- Student Board Representative Appointment  
Board of Education - Other

#### **Roll Call - Lynn Rauch, General Counsel**

#### **Approval of Minutes - August 17, 2023**

#### **Committee Reports**

#### **Registered Student Speakers**

- Student Speakers List  
Board of Education - Other

#### **Superintendent Remarks**

#### **Written Testimony**

- Written Testimony  
Board of Education - Other

#### **Action Item Questions and Answers**

- Action Item Questions and Answers

#### **Registered Speakers on General Topics**

- General Speakers List

#### **Action Item**

1. Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreements for Various Schools (\$138,000)  
Operations - Facilities - Other
2. Review of Board Policies (REVIEW - NO ACTION) Updated 9.14.2023  
City Clerk
3. Approval of Personnel Hires (Updated 9.14.2023)  
Talent - Other
4. Approval of Personnel Terminations (Updated 9.21.2023)  
Talent - Other

5. Administration's Recommendation for Termination of Professional Employees  
- WITHDRAWN BY STAFF 9.15.2023  
Talent - Other
6. Approval of Resignations and Retirements (Updated 9.21.2023)  
Talent - Other
7. Authorization for Keystone Opportunity Zone - The Arsenal  
Finance - Other
8. Amendment of Enterprise Network Firewall Equipment and Services  
(\$300,000)  
Information Technology - Amended Contracts
9. Change Orders at Various Locations (\$2,106,351)  
Operations - Capital Programs - Other
10. Amendment of the Contract for the Provision of General Construction,  
Mechanical, Plumbing and Electrical Services at the Bethune and Brown  
Elementary Schools and the Dimmer-Beeber Science Leadership Academy,  
under the GESA 2 project - No Cost Time Extension  
Operations - Capital Programs - Amended Contracts
11. Amendment of the Contract for the Provision of General Construction,  
Mechanical, Plumbing and Electrical Services at the Vare-Washington  
Elementary School - No Cost Time Extension  
Operations - Capital Programs - Amended Contracts
12. Ratification of Amendment of the Electrical Contract for the Decatur School –  
No Cost Time Extension  
Operations - Capital Programs - Other
13. Ratification Amendment of the Mechanical Contract for the Feltonville  
Intermediate School – No Cost Time Extension  
Operations - Capital Programs - Other
14. Ratification Amendment of the Mechanical Contract for the John F. Hartranft  
Elementary School, New Construction Project – No Cost Time Extension  
Operations - Capital Programs - Other
15. Second Amendment of Contract with Gannett Fleming, for Professional  
Design Services at the Vare-Washington Elementary School - No cost time  
extension  
Operations - Capital Programs - Amended Contracts
16. Amendment of Contract with Thackray Crane Rental, Inc. for mobile crane  
rental services (\$75,000)  
Operations - Facilities - Amended Contracts
17. Contract with Catapult Solutions LLC for Professional Services (\$345,000)  
Operations - Facilities - Contracts
18. Ratification for an Amendment of Contract with ATIS Elevator Inspections,  
LLC for Elevator Inspection (\$50,000)  
Operations - Facilities - Other

19. Memorandum of Understanding with Center for Supportive Schools  
Student Support Services - Memorandum of Understanding
20. Agreement for Service with TBD - School Selection Evaluation -  
WITHDRAWN BY STAFF 9.18.2023  
Student Support Services - Contracts
21. Amendment of Contracts with Various Qualified Vendors - Preschool  
Programs (\$2,330,000)  
Academic Support - Amended Contracts
22. Contract with Various Vendors - ACT 158 Industry Recognized Credentials  
and Career Training (\$638,000)  
Academic Support - Contracts
23. Ratification of Memorandum of Understanding with The City of Philadelphia  
for Out of School Time (\$17,250,000)  
Academic Support - Other
24. Contract with Aramark Regarding Facilities Condition Assessments  
(\$375,593) - Added 9.7.2023  
Operations - Facilities - Contracts
25. Contract with Various Vendors - Mathematics Curriculum Based Instructional  
Coaching and Professional Development (\$6,232,000) - Added 9.7.2023  
Talent - Contracts
26. ERP Finance System Functional User Support Consultant (\$100,000) -  
Added 9.7.2023  
Finance - Contracts
27. Ratification Amendment of the IDIQ Contract for Structural Engineering - No  
Cost Time Extension - Added 9.7.2023  
Operations - Capital Programs - Other
28. Ratification of Amendment of the General Construction, Mechanical, Plumbing  
and Electrical Contracts for the Anna B. Pratt Elementary School – No Cost  
Time Extension - Added 9.7.2023  
Operations - Capital Programs - Other
29. Ratification of Contract with Racial Empowerment Collaborative Presenters  
(\$20,000) - Added 9.7.2023  
Talent - Other
30. Administrative Only Amendment to Authorizations for Keystone Opportunity  
Zones to Correct the Referenced Bill Number - Added 9.13.2023  
Finance - Other
31. Approval of Settlement Agreement with Altria (\$968,959) - Added 9.13.2023  
General Counsel - Other
32. KIPP DuBois Charter School – Application for Charter Renewal - Added  
9.18.2023/Updated 1.24.24  
Board of Education - Other
33. KIPP North Philadelphia Charter School – Application for Charter Renewal -  
Added 9.18.2023/Updated 2.20.2024

Board of Education - Other

34. Approval of Release and Settlement Agreement with Eugenio Maria De Hostos Charter School ("Hostos"), Antonio Pantoja Charter School ("Pantoja"), and Aspira Inc. of Pennsylvania ("Aspira"), including Renewal Charters for Hostos and Pantoja, Withdrawal of Revised New Charter Applications by Aspira, Payment of Funds by Hostos and by Pantoja to settle withholding requests to PDE, and withdrawal by Hostos and Pantoja from Commonwealth Court litigation and other PDE appeals - Added 9.19.2023/Updated 1.29.2024

Board of Education - Other

35. Acceptance of Bequest from the Robert Cameron Trust for the Benefit of Girls High (\$1,675,000) - Added 9.19.2023
- Schools - Other

**Adjourn**

**Call to Order - Intermediate Unit Board of Directors**

**Roll Call - Board of Directors**

**Action Items - Intermediate Unit**

1. Amendment of Contract with STAR Autism Support, Inc. for for the Provision of Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$120,000) - Updated 9.20.2023  
Academic Support - Other
2. Amendment of Contracts with QBS, Inc. for Safety Care Training (\$182,000)  
Academic Support - Other
3. Ratification of Contract with STAR Autism Support, Inc. for Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$109,200)  
Academic Support - Other

**Adjourn - Intermediate Unit Board of Directors**

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

Twitter: @PHLSchoolboard | Facebook: @PHLSchoolboard



**Recognitions - •**

**Title: Student Board Representative Appointment**

**Board of Education Meeting Date:** 9/21/2023

**Office Originating Request:** Board of Education

**Registered Student Speakers - •**

**Title: Student Speakers List**

**Board of Education Meeting Date:** 9/21/2023

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description

Student Speakers List

Type

Supporting Document



**Registered Student Speakers**

1. Ahliya Fraizer, Roxborough High School  
Topic: School Selection
2. Sanyah Logan, George Washington Carver High School of Engineering and Science  
Topic: Dual Enrollment Transcript Issues

**Primary Waitlist Student Speakers**

NONE

## Written Testimony - •

**Title:** Written Testimony

**Board of Education Meeting Date:** 9/21/2023

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

Written Testimony

Type

Supporting Document

**Received Date:** September 19, 2023, 10:18am

**Name:** Clarissa

**Subject:** Board comments

Most children aren't on their reading levels and it's frustrates them when in class and they don't understand. We need more workers to assist with special education during school hours and not after school. Some kids get on school buses and can not stay for tutoring. My son goes to school and when he gets home, I'm not always there to help with assignments. We as single parents need a little more help.

Topic: It's time to Accelerate Philly Now!!!

## **Accelerate Philly**

**"Let us help you help the children/students"**

### **Priority Area 3**

#### **Accelerate academic achievement**

**How to address academic achievement in a city of 12 difference sections**

**Help end academic deserts**

**3.5 Pilot evidence-based high impact tutoring in 6 to 8 schools.**

To create 6 to 8 Junior High Schools that would affect 60 schools overall. To focus on 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> in their areas vs. the grades in 6 to 8 locations. Junior High Schools locations would be place in: 4 in Southwest and West, 2 in North Philly 1 in Germantown and 1 in South Philly. Take a low number for high numbers of success. While waiting for these results you have 50 schools that achieved 0% in Performance/Achievement.

**3.7 Pilot learn to swim programs in different parts of the city in alignment with the curriculum.**

**1. Follow the Pool Plan submitted. This can be modified to fit the needs of the District. Establish "Priority One" work orders for the pools located at:**

**a. Motivation High School-Southwest area map**

**b. Pickett-Germantown area map**

**c. E.W. Rhoades-Lower North area map**

**d. Marcus Foster ( strong community support for rebuild) this group has requested numerous meetings. – Upper North area map**

**3. Established \$ 1 Partnerships (Parks & Rec.) at those locations following the example of Lincoln Pool.**

**4. There are strong community supports on the grass root level waiting to help and you don't have to wait for the completion of Sayre Pool to establish a model.**

**5. Right now the only pool for 3.7 is located in the Northeast area map.**

**3.9 Provide more support to teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices.**

**Include Life Skills, All six forms of the Arts, Exposer to Sports on a larger scale and Introductory to the Trades. This is what a Junior High School can bring on a smaller scale. These are things that are already in the District at the Junior High School level, it's time to start duplicating and bring back Equality.**

**3.10 Establish a baseline standard for which courses, programs, academy models, and co-curricular opportunities will be offered in all schools (Elementary, Middle, and High School).**

**The District must take into account the number of locations for each group.**

- A. 92 Elementary Schools**
- B. 112 Middle Schools**
- C. 72 High Schools**

**The landscape has to be change first before establishing a baseline. The middle group B is the most important number that has to change to a lower number(Junior High Schools).**

**3.11 Develop a project team to recommend optimal middle school design, programming, and facilities.**

**Middle Schools vs. Junior High Schools look up the comparison.**

**There are 92 Elementary – Middle Schools and 21 Middle Schools. There are too many locations to address the Academic Performance equability in a timely fashion. By changing the landscape to K-6, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> you can achieve the optimal design, programming and facility usage. While waiting for the 2 pilots to develop you can start moving students now. The goal is to salvage this year 2023-24 not wait and see by stacking the 2 pilots for success. Remember you have a proficiency problem with your staff and it's not fair the students that would be left out in this process.**

**The Cloudens are available for such project team. With the exception of designating them as Junior High Schools.**

**3.12 Appoint an administrator to identify, audit, and improve access for underserved students to Career and Technical Education (CTE) and building trades programs across the city in alignment with regional workforce trends.**

**Philadelphia is a city of sections, where some are consider education deserts.**

**This is an easy fix for one section of the city Southwest that would affect West and South Philly. Make Bartram High School a CTE Comprehensive school not a school with CTE programs in it. When the community is showing an interest in trades try are thinking of building trades carpentry, electrical, masonry, plumbing and auto mechanic/painting. The students in that section of the city would have to travel too far and they shouldn't have to. That is why we picked Bartram:**

- 1. Location – takes into account student who live in West, Southwest and South Philly. Better travel time.**
- 2. Climate – the history of the school with poor climate one must start over with a doable ideal. Create a space where the mindsets of all students are one and the same. Equal instruction for all.**
- 3. Performance/ Student Achievement - 0% for the last five years even before Covid.**
- 4. Teacher Attendants – less than 50% for 95% of the time this creates a toxic learning environment. Bring in a staff of likeminded teachers, create a better teaching culture.**
- 5. This building and campus once had the info structure for the change.**
- 6. You do a disservice by filling these programs with unwilling students (440).**

**In reference to the performance of the students in the CTE/Trades how knowledgeable are the Principals on subject matter. Waiting for a report at the end of 2025 does a disservice for the students now. Do your own report now. Just go into these classrooms and ask these questions:**

- 1. Do you the student want to be here?**
- 2. How do you rate your teacher?**
- 3. Does he or she show too much attention with one student?**
- 4. Are there too many students in the class?**
- 5. Do you have the supplies you need to do the skill?**
- 6. Do you have to travel far to get here?**
- 7. Is the pace of the class to fast or to slow?**
- 8. What do you do when the teacher is not there?**
- 9. How is your math and reading skills?**

**After these lines of questioning come up with a rapid response.**

**I as an adult have attended a CTE program for a whole year with high school students and witness firsthand what goes on in a CTE setting.**

**3.13 Expand 9th Grade On-Track (Success Networks) to reduce dropouts and increase four year graduation rates.**

**Not knowing the content of program coming from Chicago and partnering with the Neubauer Foundation. The number one question asked is would this program work with poor teacher attendance? Remember right know you have 110 8<sup>th</sup> grade locations. Data**



shows that across the school District teachers show up 50% of the time in at least 50% of District schools. To insure success reduce that school number to 30 or less Junior High Schools with your 8<sup>th</sup> graders. Bring back the 9<sup>th</sup> grader and place them in the same setting to help with transitioning to high school. Once again to control the number of locations for 9<sup>th</sup> graders which would be lower than 72. You must address teacher attendance and stop making excuses that you can't find them. Lower that barrier of certification and hire the experience teacher without certification (look at your teacher demographics) who is doing the hiring.

### **3.14 Hire an administrator to better coordinate a District-wide dropout reduction strategy.**

Once again change the landscape. There is no checks and balances. You have identified the 7<sup>th</sup> grade as the starting point for dropouts. Supply them with a new sense of purpose that can be achieved with inserting Junior High Schools. Just imagine a place that would offer them to aim high and not just to dream through instruction. If done right, if done right but first you have to expose them to the things that were taken away. Make them want to come to school. Develop a dress code for your teachers every other department has one. A better look can go a long way. Try these things and see what happens. Remember half the school budget goes to teachers' salaries and benefits.

### **3.16 Implement quarterly benchmark assessments to provide teachers, parents and guardians, and students with information about learning progress.**

The District can start a benchmark by testing each student from 4<sup>th</sup> grade to 12<sup>th</sup> grade in 3<sup>rd</sup> grade English, Language and Arts and 3<sup>rd</sup> grade math without a calculator. Then go over the results with their families. You may ask why 12<sup>th</sup> graders? This is the testing material on an entry level test for a job. You help those who go to college and careers, prepare the ones just applying for a regular job. Expose the graduating class to examine that the School District gives "entry level" and "highly qualified".

### **3.17 Reorganize learning networks to place resources closer to families and communities and to improve student outcomes.**

To the point "Why is this urgent" There are too many grades for the Principals to manage. K-8 change the landscape and bring back Junior High Schools. With the three groups K-6, 7-9 and 10-12 there are three years of equal accountable testing. Develop a weekly or monthly back to school night. "Go back to the basics for new beginnings". Address the issues don't just start and stop with the condition of the building. What's going on in these buildings to produce the numbers from 0% to 87.5% in Performance? Bring the communities closer together. Help them be a part of the solution. Create better SAC involvement and involve the Home and School Association.

**3.18 Develop a “rounds model” for Central Office staff to visit schools, provide support, and debrief feedback.**

**Ask the Administrators how do you have high numbers in teachers’ evaluations? When you have poor outcomes in performance and low numbers in teacher attendance. IEPs are going up maybe for the reason of teacher attendance. Look into full autonomy there is a pattern on the SPREE for data which suggest just fill in the blanks or just put insufficient data. Has the STAR report taken away the visit to the classroom for principals? Not all teachers are first year teachers nor are they grossly underfunded.**

**The Preliminary 2022-23 Outcomes show the District going in the wrong direction. This is not a good way to measure growth which continues to show only the few benefit with the present system.**

### **Additional Topics**

**With development on ethics, maturity and responsibility these jobs and training could be excellent opportunity for employment coming right out of high school.**

**Driver Education – expanding to every High School**

**Lifeguard training – opening up more pools widens opportunities all year round**

**General Cleaner – School District or private contractor**

**Fireman Trainee – School District**

**Utility Worker – School District**

## **Junior High School Education**

A junior high school learning environment typically consists of seventh and eighth grade, with some states also including ninth grade. For many school systems, junior high school is a distinct transition from elementary school to high school. This is a time focused on developing a student’s cognitive, memory, and information processing skills in preparation for the rigor of high school. Unlike middle school, junior high school is subject-centered. Students typically have six to eight classes a day, with each class lasting from 45 minutes to an hour. The goal is for students to adjust to the academic workload and pace expected of them once in high school. They are also tasked with mentally managing the individual expectations of six to eight instructors. Junior high school teachers are less collaborative in their planning and focus their assignments on mastery of a specific subject, like geometry or geography.

There is data attached showing that 8 of the 21 Middle School buildings are coming in at 0% in Performance. This also shows the need to return these buildings back into Junior High Schools for better use of their facilities...

The District thus far has shown strategies of what they want to do are a continuation of a prior failing administration. With 10% of the schools holding up the remaining schools in data presentations. We are in crisis for the remaining 90% of what the student needs are right now. Later in the report you will come upon "budgetary Scheduling" I define this as:

1. 16,000 employees knowing their job description and performing them to the best of their ability with accountability
2. Action Items voted on to support Maintenance vacancies. Performing their task in a timely manner with accountability.
3. Action Items voted on to support Operations-Facilities-Capital Projects and Contracts to be completed on agree upon time line with no extensions.

These were examples of things already covered in agree upon budget (no extra cost to the District). This should support the recommendations for change in this report.

The remaining sections of this report will show map reference of Pools, CTE, Junior High Schools, Middle High Schools and the District top 12 k-8 schools with comments, SPREE data, Pool Plan, Driver Education Policy and the School District of Philadelphia "Cabinet Organization Chart".

The Cabinet Organization Chart shows a need for a monitoring group for Action Items that have been approved to report directly to the Board of Education for accountability (Action Items that don't start on stop on time or lost in the system) and Change Orders. Both take away from student usage and funding (resources). Help make the BOE more Proficient.

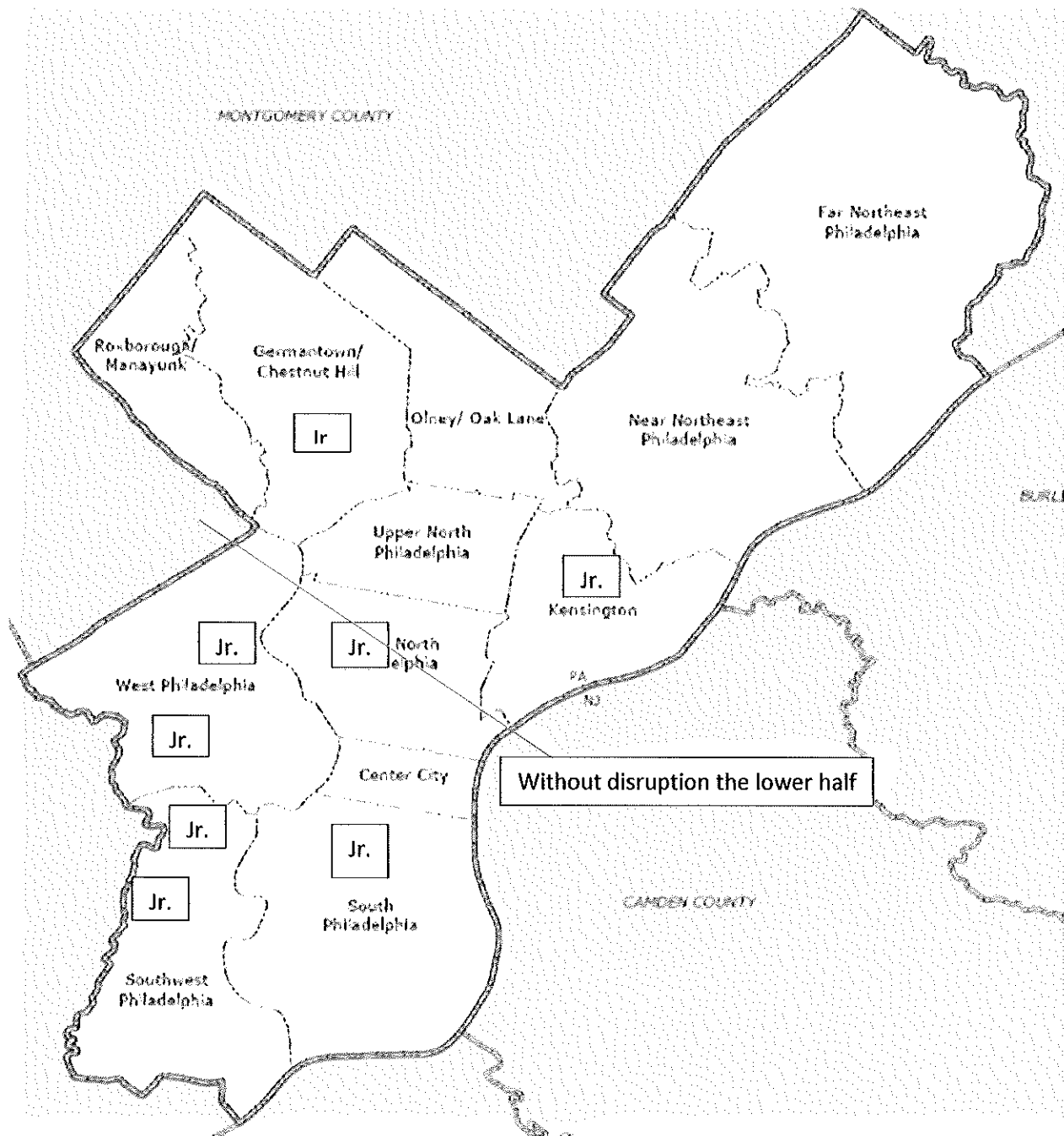
**Board members serve collectively in the best interest of every student in Philadelphia. As a collective body, the Board sets clear, aligned goals that drive decision-making and policy-making to foster strategic planning and investments in support of student achievement.**

**Don't just except what's put in front of you. Here is a response for your request for help. Time is a terrible thing to waste. "Let us help you help the children"**

**Thank you,**

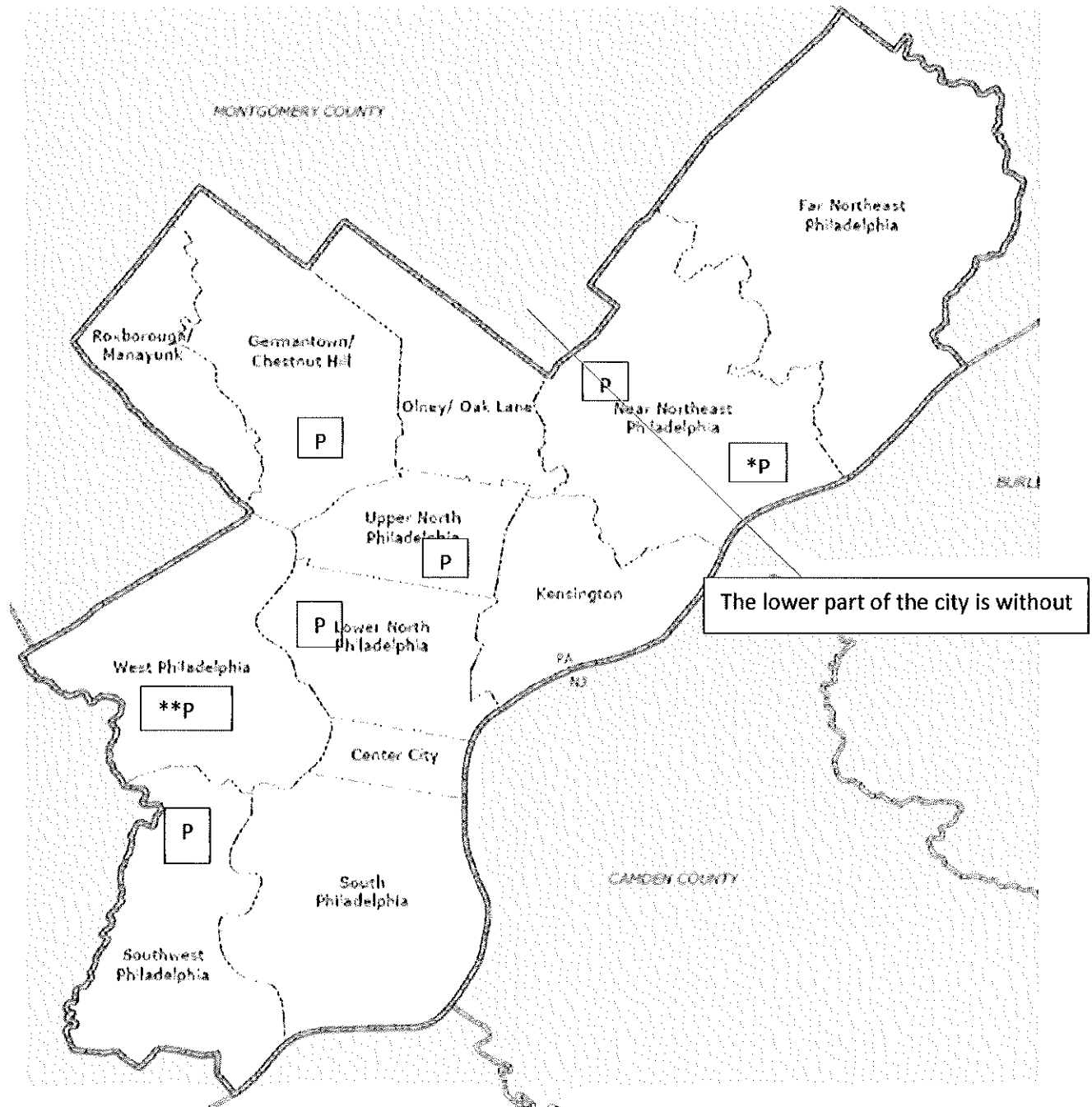
**Horace Clouden PCAC 9/21/2023**

### 3.5 + 3.6 + 3.9 + 3.10 Junior High Schools



Implement Junior High Schools in your K-8, Middle or High School buildings. If you're going to wait until January to start a High Impact Tutoring program or Pilot a year-round and extended day calendar you can start now by changing the landscape of 6 to 8 schools. This can impact up to 60 feeder schools allowing the other schools to better assist the students in the needs of tutoring also providing better usage of your facilities. The right here and now is to better manage your staff with better proficiency through your \*budgetary scheduling. North, South, West and Southwest are good places to start without disrupting the other sections.

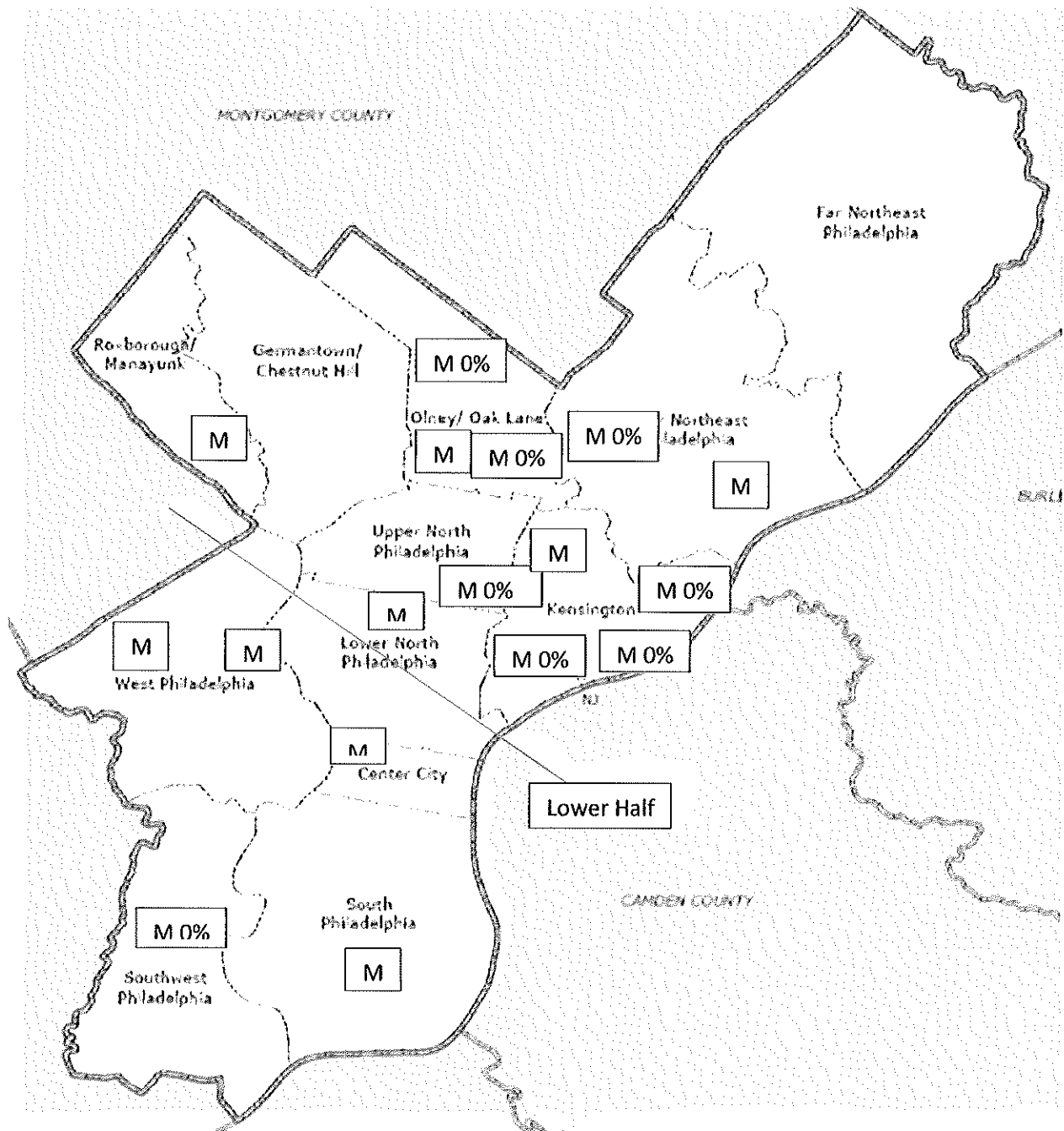
### 3.7 P = Pool locations



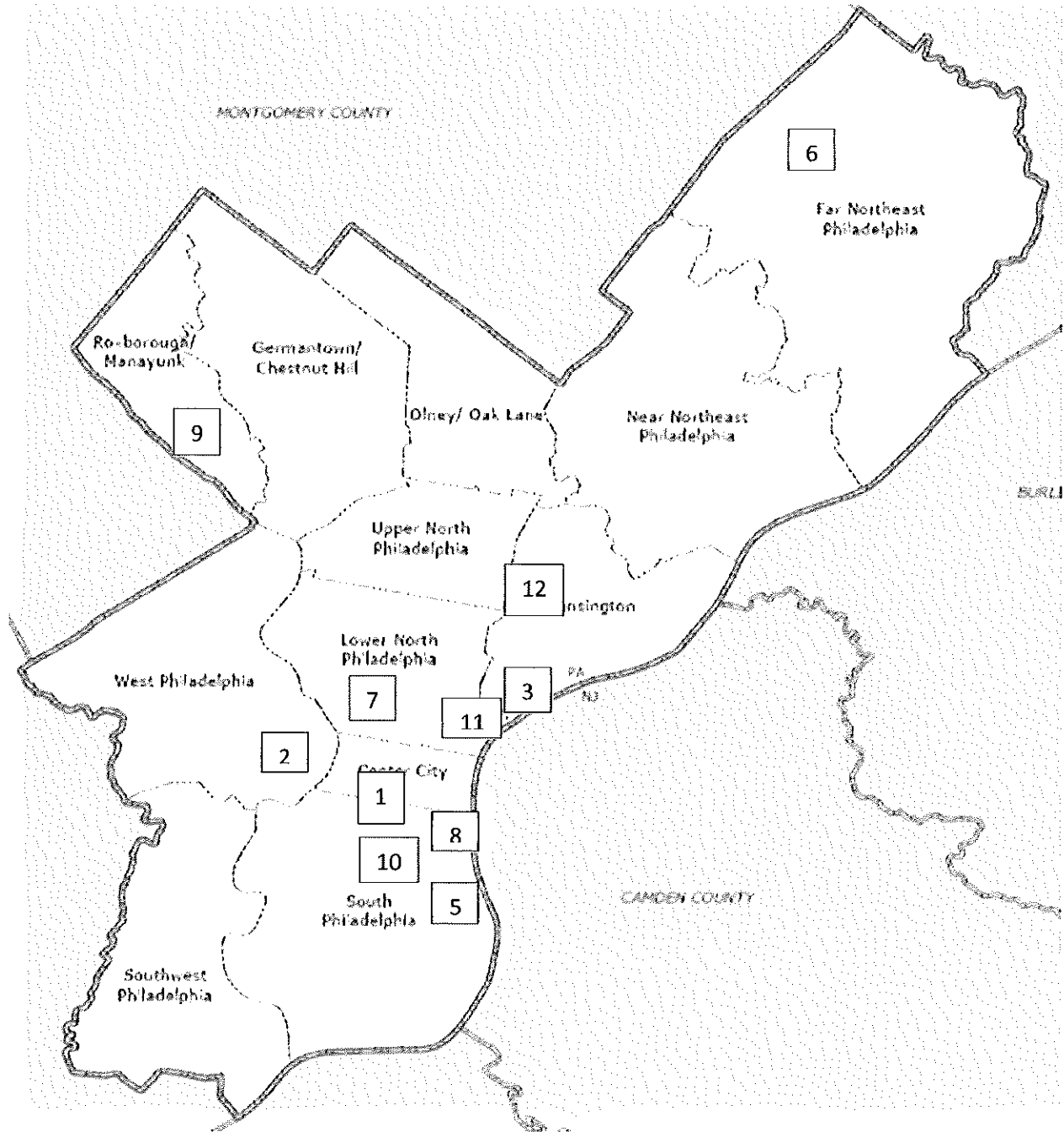
The only active pools are located in the Near Northeast Section of the City. \*P is the Lincoln Pool that has a partnership with the school district. The pending (\*\*P) Sayre location is in the West Philly part of the city and the rest do not have to wait until completion of this pool.

The rest are inactive and waiting for \*Budgetary Scheduling. See the Pool Plan attached in the Additional Topic section at the end of the report.

3.11 Middle School you will see that 8 Schools have 0% in performance. If you use the Junior High School piece in this report you will see the need to bring the others in line. These buildings were designed for Junior High School usage for the purpose of providing equality across the district in academics, sports and the arts. They remove the issues that you have in your K-8 buildings. The goal is with the 7<sup>th</sup> grade extending through to the 9<sup>th</sup> grade to expose the entire grade of students across the city the same things and stop picking and choosing who the lucky one are. The smaller settings are the schools itself. Study the locations of the 0% schools they feed into 21 0% High School, part of your 50 lowest schools.



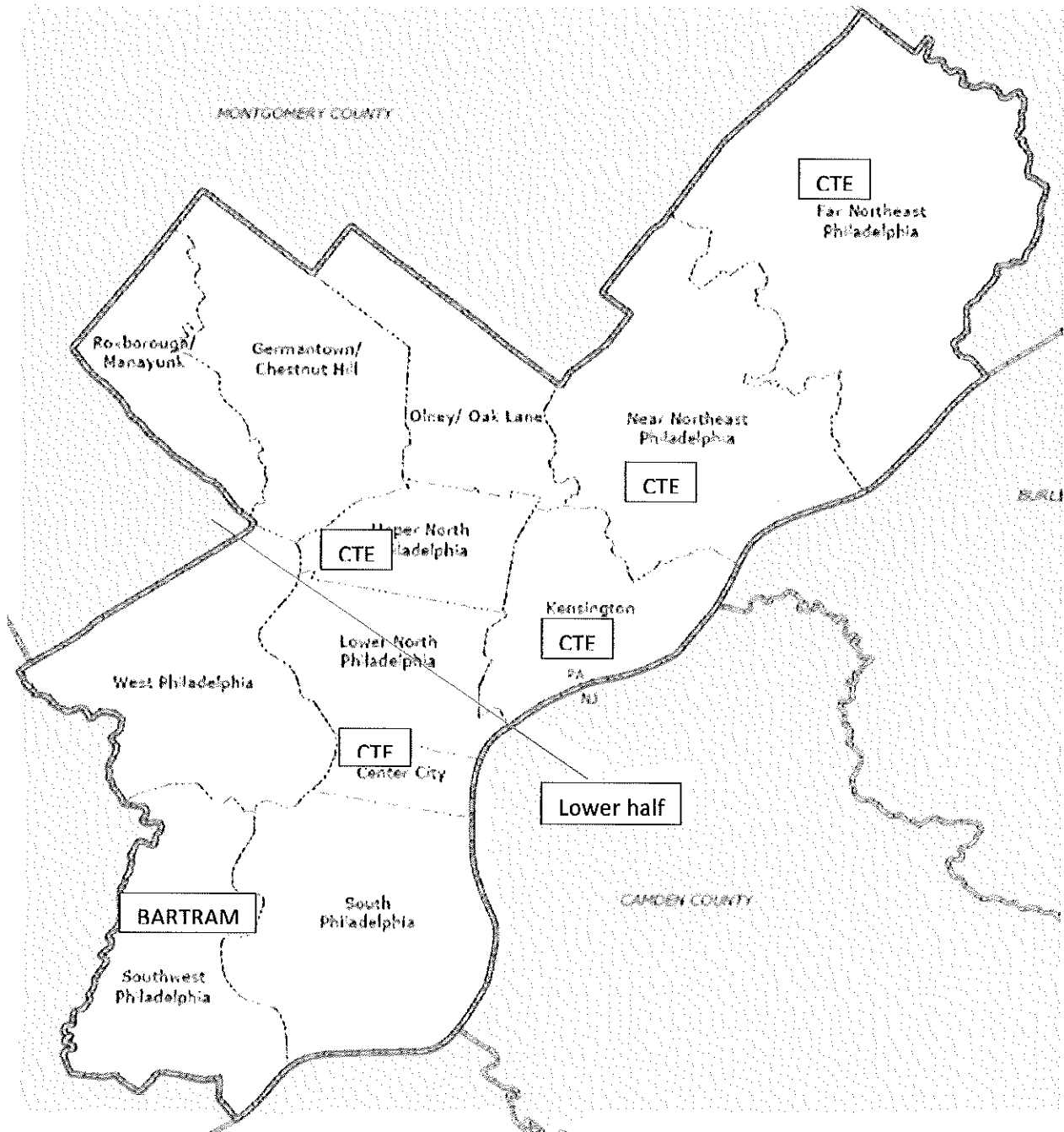
### 3.10 Top 12 K-8 ranging from 66% to 100% in Performance



The District has a long way to go with the remaining K-8. There are 31 K-8 schools and 6 Middle schools with 0% in performance-reference "Action Item # 2" Aug. 17 2023 Action Meeting 121 K-8 Schools. The SPREE data attached show the Performance, teacher attendance and racial demographics of the students. Just these three things show a bias in results and could answer the question. Why do White and Asian students do better? Study the locations of these schools.

### 3.12 CTE locations

This map represents the locations of five building trade programs. Four of the five are in CTE Comprehensive Schools and the fifth is one of the other 31 locations for CTE. This is why we suggest Bartram become the 6<sup>th</sup> CTE Comprehensive School this location is so important. You can look at the map and see how far the other sections of the city have to travel. This could be a main barrier of your underrepresented students. Center City location just offers welding and the lower half are without.





## Education and Equity Middle Schools SPREE (2021-2022)

School Name	Student Pop.	Bldg. Cap.	Student Achievement/Performance				
			Teacher Att'd	2018-2019/2020-2021/2021-22	ELA%	Student w/IEP	Math%
Castor Gard. 6-8	1439	1190/249	41.1%	13% Covid	38.5%	13.7%	12.5%
MYA	212	1200	64.7%	23% Covid	43.2%	23.2%	9.4%
Feltonville Arts & Sci. 6-8	594	519/75	36.2%	3% Covid	24.3%	17.5%	5.3%
SLA 5-8	364	NA	76.2%	22% Covid	55.7%	13.6%	16.9%
Tilden 5-8	438	1706	43.3%	2% Covid	19.1%	23.7%	3.3%
Washington Groover 5-8	508	1197	50.0%	10% Covid	31.9%	23.4%	9.8%
Clemento Roberts 6-8	320	1512	7.7%	0% Covid	11.1%	24.3%	1.8%
Harding 6-8	810	1197	50.9%	1% Covid	22.2%	29.9%	3.2%
Meehan 7-8	closed	1586		9% Covid			
Wagner 6-8	501	1008	30.0%	1% Covid	21.2%	25.3%	1.7%
Alternative Mid. Yrs at James Martin 6-8							
	350	504	66.7%	12% Covid	29.9%	24.6%	8.2%
Penn Treaty 6-8	166	NA	43.6%	6% Covid	27.2%	37.3%	4.2%
Hill-Freeman Wrld Acad 6-8	240 /NA		67.2%	38% Covid	64.2%	11.9%	15.1%
Conwell Russell 5-8	240	483	66.7%	29% Covid	55.2%	7.8%	14.6%

School Name	Student Pop.	Bldg. Cap.	Teacher Att'd	Student Achievement/Performance				
				2018-2019/2020-2021/2021-22	ELA%	Student w/IEP	Math%	
Acad. Mid. Yrs at Northwest 6-8	244/576		75.0%	29% Covid	42.9%	61.4%	8.0%	12.1%
SLA Beeber 5-7	212+H.S.480	1092	78.6%	NA Covid	75.0%	71.5%	6.1%	31.4%
Baldī 6-8	1630	1302/328	66.7%	52% Covid	50.0%	64.3%	12%	34.4%
Masterman 5-8	721+HS	806/397	51.7%	98% Covid	83.3%	97.5%	0.8%	81.3%
Girard Acad. Music 5-8	341	NA	42.4%	83% Covid	75.0%	94.3%	3.9%	64.9%
Eng. & Sci. 7-8	97+HS795	94	63.8%	75% Covid	87.5%	90.5%	2.1%	47.4%

About three-quarters of 6th – 8th graders who had an Individualized Education Plan (IEP) or were classified as English Learners (ELs) required Intensive Intervention. According to Star Assessment.

## Top 12 K-8 Schools SPREE 2021-22

School Name	Student Pop.	Bldg. Cap.	Teacher Att'd	Student Achievement/Performance				
				2018-2019/2020-2021/2021-22	ELA%	Student w/IEP	Math%	
1.Greenfield K-8	672	676	59.0%	78% Covid	100%	88.0%	10.7%	71.9%
2. Sadie Alexander K-8	578	542/36	78.1%	85% Covid	100%	83.1%	8.4%	70.4%
3. Hackett K-8	369	596	48.4%	46% Covid	88.9%	50.4%	20.2%	36.7%
4. Jackson K-8	546	517/29	50.0%	39% Covid	88.9%	54.6%	11.7%	32.0%
5. Meredith K-8	530	477/53	75.0%	83% Covid	77.8%	82.8%	5.2%	59.6%
6. Greenburg K-8	782	755/25	84.3%	80% Covid	77.8%	79.4%	14.0%	60.3%
7. McCall K-8	704	596/108	63.4%	74% Covid	77.8%	79.5%	12.7%	64.8%
8. Nebinger K-8	473	517	54.6%	47% Covid	77.8%	46.0%	23.7%	30.2%
9. Dobson K-8	240	417	66.7%	39% Covid	77.8%	59.5%	26.2%	34.3%
10. Arthur K-8	294	417	63.0%	35% Covid	77.8%	48.6%	21.7%	34.8%
11. Alexander Adaire K-8	461	436/25	73.5%	42% Covid	77.8%	63.5%	11.5%	37.7%
12. Brown Henry K-8	362	775	67.6%	23% Covid	66.7%	45.1%	24.6%	19.1%

## Mama Gail's

# *CommUNITY educATion netWORK*

### Pool Plan

[Proposal to all interested parties]

To make all pools maintained by the School District comes under the direction of the School District. To create Aquatic programs where all pools report to an Aquatic division house at Sayre pool. The new name, "Sayre Aquatic Center" introducing it to the Community.

#### Points of Interest:

1. Renovate all pools where needed.
2. Staff the pools with SDP and Parks and REC.
3. Incorporate Aquatic skills (swimming lessons, water safety, CPR and Life Guard training) to the students of the School District of Philadelphia (K-12).
4. Establish permanent facility usage in designated areas of the city to help with the plan.
5. Establish Community access; use the partnership model created for Lincoln Pool.

## Solutions:

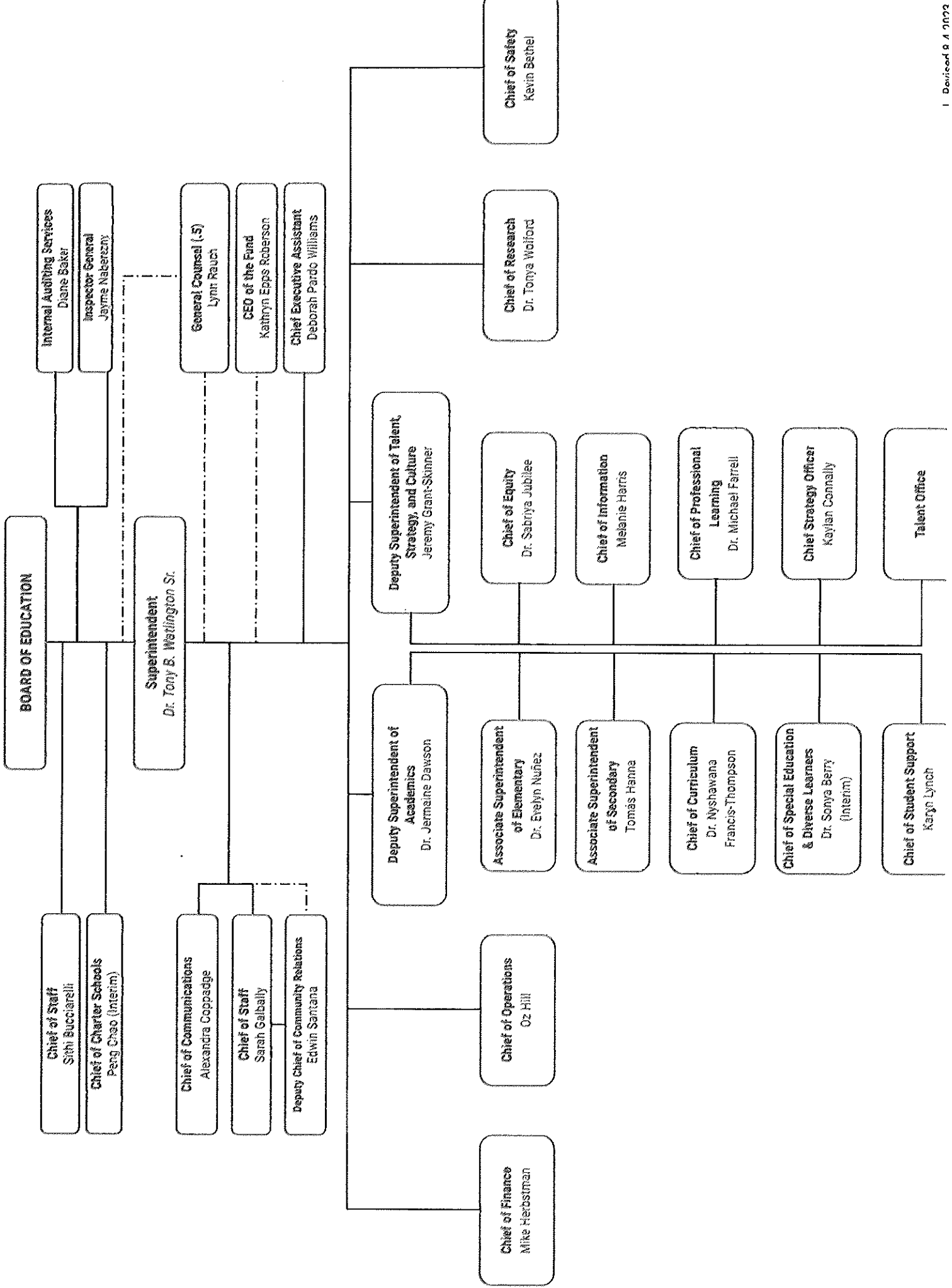
1. To make repairs on all pools a priority during this school year (before the summer break). Sayre pool, Pickett pool, Motivation pool, E.W. Rhoades and Marcus Forester pool.
2. To determine whether the Operations would be staffed by SDP or Outside Resources to help align with the curriculum.
3. Develop a starting point with programing. Incorporate Aquatics into the school culture.
4. Providing Free Swim, Aqua Aerobics, CPR training and Life Guard training to the Community. Create a Community Advisory Council for the Pools.

## Goals:

1. To establish equity and inclusion across the entire School District.
2. **Providing a well-rounded school experience to all School District of Philadelphia students and as a conduit for community involvement. It supports the District Guardrail 2. "Enriching and Well-rounded School Experiences".**
3. **To help put the School District get back on track with maintaining their pools.**
4. **To bring awareness and transparency to a forgotten skill.**
5. **To establish leadership in Aquatics in their facilities.**
6. **Create a safe place after school; let the pools be a part of that.**
7. **An avenue to increase English, Math, Science and overall health.**
8. **Create and provide jobs for those students and community that qualify as Life Guards.**
9. **In relationship to becoming the fastest improving large, URBAN SCHOOL DISTRICT IN THE COUNTRY this would put the District at the forefront of setting a president for Aquatic Skills in an urban setting (100% of their pools put back on line).**

Please put this on your facilities immediate list of  
School District Actions (work orders)

# Cabinet Organization Chart



To whom it may concern:

My name is Maryanne Cullen. I am the proud parent of Ian and Jacob Cullen: class of 2026 and class of 2027 of Franklin Towne Charter High School. My children have been with Franklin Towne since Kindergarten. They have followed two separate paths. My son Ian has dealt with many struggles in his education. Concepts did not come very easily to him. Ian would try hard but still struggle.

I am writing in support of keeping Franklin Towne Charter High School open. There are many reasons that could be discussed. I would like to recognize their fabulous special education department. I am very happy to speak to this cause. My son Ian has been in special education since kindergarten. His teachers recognized that Ian was not grasping concepts at the same rate as others. He had a formal evaluation done at the school. He is among the at-risk group that everyone has been speaking over the past weeks. Through his Individualized Education Plan (IEP) and excellent teachers, Ian has come so far. He is learning concepts on his level and knows the expectation before completing assignments. His school day has been structured to his strengths. Ian has resources at the high school that he can go for guidance. Franklin Towne High School has bridged the gap between the grade school and the high school. I believe strongly that establishing expectations for students is vital in their learning. Franklin Towne has made Ian accountable for his learning as well. Ian was mainstreamed back into the classroom with success.

With the assistance of Mrs. Attewell: Special Education Director and Mrs. Viereck: Special Education Teacher, I have learned expectations of parents as well. They have helped me to realize or set the bar that College may be an option for him. Even if we decide college is not right for him, I know that he will be prepared for the "real" world. Ian could have easily been lost in the system. At times, he needs constant redirection, but he no longer feels lost. As a parent, I cannot say more positive things about the special education department at Franklin Towne. I am imploring you to not punish FTCHS's 1,300 students, families, and 130 staff who were not involved and should not be punished.

Please let me know if you have any questions or concerns. I can be reached at 215-479-3419.

Thank you,

Maryanne Cullen, RN,BSE,CNE  
Clinical Nurse Expert



September 19, 2023

Dear Superintendent Watlington and Members of the School Board,

***More than 50 out of an estimated 164 Speech Language Pathologist assignments in the School District of Philadelphia are unfilled as of today Sept 18, 2023. This is unacceptable.***

We are writing as members of the Speech Language Pathologists' Initiative for PA Schools (SIPs) an advocacy group of School District of Philadelphia SLPs working for highest quality and efficiency of services for students. On April 19, 2023 we shared our [3rd annual survey of SDP SLPs](#) with the District Administration and with this Board. This survey provided detailed data documenting the need to improve hiring and retention practices for SLPs due to unaddressed, longstanding vacancies. We made several common sense, cost-neutral recommendations to improve recruitment, such as responding to applicants, advertising open positions and setting hiring goals.

In spite of our recommendations, no significant changes were made to hiring practices. As a result, we had one of the worst hiring years on record: Only 11 new SLPs accepted positions and many of those were from the pool of existing contracted therapists, compared with 12 employee resignations and 2 retirements since the 2022-2023 school year.

To date, the District has either ignored SLP shortages or managed them via increased demands on current employees, leading to more resignations. The District needs a better plan.

We recommend the following actions be taken immediately:

- Post a vacancy list online of available openings online, with working links
- Respond to all applicants within 1 week
- Set a hiring goal of a fully staffed SLP department within next 2 years
- Advertise the SDP SLP Job posting beyond the SDP site (Indeed, PAReap)
- Dedicate a full-time HR specialist to recruit and hire Related Service Providers
- Clarify whether or not bonuses are available to Related Service Providers
- Reinstate the critical shortage bonus (for all affected positions)
- Establish partnerships with local institutions with SLP graduate programs to develop a pipeline of SDP SLPs (similar to teacher residency programs, where student teachers are paid in exchange for a future commitment to work for SDP)

To learn more about how to address shortages in special education personnel, including Related Service Providers we suggest:

- Attending the [October 11th Town Hall on Personnel Shortages in Special Education](#), hosted by the National Coalition on Personnel Shortages in Special Education and Related Services
- Reviewing the US Department of Education Office of Special Education Program's [Attract, Prepare, Retain: Effective Personnel for All Initiative Leverage Briefs](#)



Lastly, please correct inaccuracies on the hiring link copied 9/19/2023 found below that suggests we are only hiring in April and notes an inaccurate pay scale (we are classified as special education teachers). See screenshot below.

<https://jobs.philasd.org/opportunities/teachers/specialty-teaching-opportunities/>

DSC9220-rs-e1446273135315

## Speech Language Pathologist

Speech Language Pathologists provide comprehensive educational, diagnostic and therapeutic services to students with speech and language defects across one or multiple schools. We plan on hiring at least 30 SLPs this year.

**The Speech Language Pathologist application is open! Please [click here to apply](#).** Applications are reviewed as received through the end of April, and qualified candidates are invited to interview with the Office of Specialized Services in May before being hired.

Speech Pathologists are paid on the [Teacher Salary Scale](#).

Persistent vacancies harm students, schools and families. Please take immediate action to address this pressing concern.

Sincerely, Sonya Brintnall, MS, CCC-SLP and Tamara Sepe, MS, CCC-SLP

## Board Comments

Stacie DeLise

Tue, Sep 19, 9:23pm

### ORIGINAL MESSAGE

I'd like to start by thanking the board for reading my testimony. My name is Stacie DeLise. I am writing on behalf of the families, faculty and most importantly students of Franklin Towne Charter High School. My daughter is a current freshman and in the few short weeks that school has been in session I have noticed a shift in her outlook on education. She's excited to go to school every day. She loves all of her teachers and for the first time ever, she feels valued and supported in the classroom. She's setting goals for herself, like getting into AP classes, studying Italian, and she has even mentioned being in the National Honor Society. My daughter was in her last school since second grade when they first opened their doors and she never once felt this way.

I've known Franklin Towne was special since we went to freshman Welcome night last May. As a parent, I was impressed with the curriculum, and all the opportunities offered to expand on education. I loved the fact that most of the faculty had been there for several years and seem to genuinely love their job. The administration spoke about how Franklin Towne is a family not just a school. I noticed a diverse student body from different backgrounds which is important for real world learning. All of this looked great on paper and seemed encouraging to new families. The proof was in the students. I looked around at the upperclassman that night, and every single one of them were happy to be there. The students I spoke with told me they couldn't imagine going to any other school. They told me Franklin Towne can be challenging but it's so worth it. When kids are in an environment, where they are encouraged and supported, it is only natural that they will succeed.

So I ask you to vote yes to renew Franklin Towne's Charter. Please consider the 1300 students that walk these halls every day and their siblings, who hope to follow in their footsteps.

Thank you,

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

**Title: Action Item Questions and Answers**

**Board of Education Meeting Date:** 9/21/2023

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

Action Item Questions and Answers

Type

Supporting Document



## The School District of Philadelphia

Board of Education  
Action Item Questions and Responses  
September 21, 2023

### Table of Contents

Page #

Action Item Questions

1

Action Item Questions	Submitted by:	Response
8). <a href="#">Amendment of Enterprise Network Firewall Equipment and Services (\$300,000)</a> 1. Is this action item an accompanying action item that was previously approved or did we know that we know this would need to be replaced?	Board Member Lam	1. In Nov 2022, IT sponsored an action item to replace the District's aging firewall hardwall. That action item did include maintenance to support repair needs. However, during the year, IT identified the need for additional maintenance and support in order to provide faster response times for identifying problems and replacing any broken parts. Given that this firewall hardwall is one of the most significant components to protect against cyber attacks, increasing maintenance response times is a critical step in better protecting the District.
23). <a href="#">Ratification of Memorandum of Understanding with The City of Philadelphia for Out of School Time (\$17,250,000)</a>	Vice President Fix-Lopez	1. The Office of Student Life has worked closely with the Office of Children and Families (OCF) and its Intermediary, Public Health Management Corporation (PHMC), through the



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

<ol style="list-style-type: none"> <li>1. How does the District work to coordinate services?</li> <li>2. How does the District work to evaluate and ensure that services are high quality and fit the needs of the community?</li> </ol>		<p>RFP process to inform the coordination of services. In drafting the RFP, the Office of Student Life (OSL) partnered with the Office of Evaluation, Research, and Assessment (ERA) to help identify which schools would be prioritized using multiple metrics summarized on the District's annual <a href="#">School Progress Report for Education and Equity (SPREE)</a>, (e.g., attendance, suspensions, and student achievement). OSL also worked with the City team to provide principal opportunities to sign letters of recommendation, attend informational sessions in partnership with the City and OSL, and even participate in scoring applications to include their critical voice in the process. Awards were announced between July and August, and all programs are in the process of launching services at the schools. OSL continues to partner closely with the City team as providers complete the collaboration planning process and serves as a direct line of support for school principals and teams as they navigate new provider relationships. This support for principals and schools, will stay in place throughout the duration of the contracts.</p> <ol style="list-style-type: none"> <li>2. The RFP applied a data-informed equity lens to support communities in accessing services that</li> </ol>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		<p>meet needs. Providers also had the opportunity to apply to schools not listed as a priority -- none were excluded from the process. School community needs were able to be more closely considered as well due to the inclusion of principal voice. The RFP itself was designed specifically to focus on serving students who need to be diverted from or who have had previous involvement in the child welfare system to meet their needs.</p> <p>Program quality monitoring is done via the intermediary, PHMC, and programs are expected to meet the expectations identified in the scope of work in the RFP. They utilize industry-based Out of School Time measures from the National Institute of Out of School Time (NIOST) to evaluate program quality, and have a coaching structure in place to support providers in continuous improvement.</p> <p>Although the District is not directly responsible for evaluating or improving program quality, the Office of Student Life works closely with both providers and principals as a liaison. The office supports troubleshooting, mediating, collaborative planning, and information sharing across providers, principals, and the city to</p>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		ensure smooth operations and to address issues as they arise.
<p>26). <a href="#">ERP Finance System Functional User Support Consultant (\$100,000) - Added 9.7.2023</a></p> <ol style="list-style-type: none"> <li>1. Is this in relation to the current audit that is being done and their assessment?</li> <li>2. Understanding that Oracle is being used to address a number of financial system management needs, has the system performed as expected?</li> <li>3. What other areas of responsibility do Oracle support and how?</li> <li>4. How is Oracle designed to support areas like Procurement?</li> <li>5. Is the system connected to this work?</li> <li>6. Does Oracle provide the ability to collect information on MWBE?</li> <li>7. What is the end plan for putting the system online?</li> </ol>	<p>Board Member Danzy</p> <p>Board Member Egea-Hinton</p>	<p>As an overall clarification, this support is related to the Oracle ERP Finance System which went live on July 1, 2020. This is not for the Human Capital Management/ Payroll system which is currently in implementation. It is also not a primary system used for tracking contracts with Minority and Women Owned Business Enterprises (see response below for Question 6).</p> <ol style="list-style-type: none"> <li>1. No, this is not related to a current audit. This consultant will provide primary support to the Oracle ERP Finance system, the District's financial system of record. However, this consultant may have an indirect impact on future audits in that the consultant's work will be directed at improving business processes, resolving identified system issues, and improving internal controls based on knowledge of the Oracle ERP Finance System, operational since July 1, 2020.</li> <li>2. Yes, the Oracle ERP Finance System has been performing as expected. As in any new system, it requires training and expertise to develop reporting tools and understand the functioning of the system. In addition, there are quarterly updates that need to be tested and issues that</li> </ol>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		<p>arise requiring a higher level of Oracle skills than internal resources currently have to address them. Quarterly updates in particular present an administrative burden to District Finance, Operations, and IT staff as base system functionality must be retested every three months. A significant support challenge is developing District staff with the required expertise to support the system. Outside experts will be needed in the short term to develop internal expertise in District staff.</p> <p>3. The Oracle ERP Finance System supports: The General Ledger and Accounting, Accounts Receivable and Treasury Management, Budgetary Control, Procurement, Accounts Payable, Capital Projects and Fixed Assets, Supplier Self Service Portal, Contracts and Inventory Management. Business processes are conducted using the various modules of the ERP Finance System which includes workflow and approval mechanisms. The system automated many previously manual financial processes. The Oracle ERP Finance System is distinct from three other Oracle system modules currently under development: a) the Oracle Human Capital Management/Payroll system; b) Oracle Enterprise Performance Management system (used for budget</p>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		<p>development and financial reporting); and c) the Oracle Certified Payroll and MWBE system.</p> <p>4. There is a Procurement Module within the Oracle ERP Finance System which includes workflow. It is linked to the Contracts Module and the Accounts Payable Module to support an efficient, end-to-end business process. The system ensures the proper internal controls are in place for procurement processes at the District and connects to the approved budget through budgetary control so that overspending does not occur and is aligned with what the Board has approved. Additionally, the Oracle ERP Finance system is utilized by Procurement for posting vendor solicitations, managing supplier registrations and overseeing purchase order documents.</p> <p>5. Yes, as described above (in the response to Question 4), the ERP Finance System is connected to the Procurement activities as it relates to direct spending between SDP to primary vendors.</p> <p>6. The Oracle ERP Finance System has the ability to collect limited information on MWBE as it relates to prime contractors. A separate application is under development to support Procurement with tracking MWBE sub-contractor spend, as the current version of</p>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		<p>the Oracle ERP Finance System does not capture that information directly.</p> <p>7. The Oracle ERP Finance System has been online since July 1, 2020. Updates and improvements are being implemented as we broaden our understanding of the system and its capabilities. This system operates separately from the Oracle Human Capital Management/Payroll System which is currently being implemented.</p>
<p>29). <a href="#">Ratification of Contract with Racial Empowerment Collaborative Presenters (\$20,000) - Added 9.7.2023</a></p> <ol style="list-style-type: none"> <li>1. How does this work differ from the work of the DEI office?</li> <li>2. Is the DEI Office aware of this action item?</li> </ol>	Vice President Fix-Lopez	<ol style="list-style-type: none"> <li>1. The work of the Racial Empowerment Collaborative (REC) is grounded in Dr. Stevenson's research around racial literacy. The professional learning facilitated by REC is focused on building racial literacy. This translates to building the competence and confidence to identify, recast, and resolve racially stressful encounters. The REC facilitators are trained by Dr. Stevenson and immersed in his research. Our team found it beneficial, given feedback and experiences during the prior year that it would be productive to have someone external to the organization facilitating some conversations among the team members about race and how to navigate racially stressful situations. While this work was done with an external partner, the work of</li> </ol>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

		<p>REC is aligned to existing racial equity work that has occurred in our organization. For example, Lion's Story, an organization that has facilitated some professional learning for our leaders over the past two years, is based on Dr. Stevenson's racial literacy research. To build on this professional learning facilitated by REC, our office is continuing to partner with DEI to support ongoing development of our team.</p> <p>2. Yes, Dr. Sabriya Jubilee was consulted in advance of partnering with this vendor and was able to review the scope of work. Additionally, the Equity Training Specialist from DEI who liaises with the Office of Professional Learning was invited to attend sessions throughout the year and debriefed them with members of the leadership team. Our Equity Training Specialists are equipped in the areas of building racial literacy and the competencies involved in this previous work, and are now providing similar training for SDP employees.</p>
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## The School District of Philadelphia

### Board of Education Action Item Questions and Responses September 21, 2023

Intermediate Unit Questions	Submitted by:	Response
<p>1). <a href="#">Amendment of Contract with STAR Autism Support, Inc. for for the Provision of Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$120,000)</a></p> <p>1. How does this item differ from IU3?</p>	Board Member Lam	<p>1. This amendment is needed to provide teachers and paraprofessionals of students with autism access to the STAR Autism Support, Inc. (SAS) online digital programs and curriculums, which include: 1) STAR Media Center and SOLS (STAR Online System) Primary Package, 2) District-wide Links Curriculum and SOLS Secondary Package, and 3) District Star General Education Courses. The professional development component was authorized by the Board of Education through Action Item IU8 on May 25, 2023. However, the cost of access to SAS online digital materials and curriculum, which was part of this professional development, was not covered under this action item.</p>
<p>3). <a href="#">Ratification of Contract with STAR Autism Support, Inc. for Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$109,200)</a></p>	Board Member Lam	<p>1. District teachers and paraprofessionals of students with autism received professional development on the SAS “STAR” and “Links” curriculum during the 2022-2023 school year using the STAR online digital programs and curriculums. The professional development component was authorized by the Board of Education through Action Item No. 6 on May</p>



## The School District of Philadelphia

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### Board of Education Action Item Questions and Responses September 21, 2023

1. How does this item differ from IU1?		26, 2022. However, the cost of access to SAS online digital materials and curriculum, which was part of this professional development program, was not covered under that action item.
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## **Registered Speakers on General Topics - •**

**Title: General Speakers List**

**Board of Education Meeting Date:** 9/21/2023

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Steve Satell, Community Member  
Topic: Filling the Holes in Education
2. Nicole Hunt, Local 634  
Topic: Local 634 Negotiations with the School District of Philadelphia
3. Kiara Coleman, Local 634  
Topic: Status of the Local 634 Health and Welfare Fund
4. Tanya Edmonds, District Staff Member  
Topic: Student Climate Staff and Food Service Employee Wages
5. Aleisha Jacobs, District Staff Member  
Topic: Student Climate Staff Split Shifts
6. Phillip DeLuca, District Staff Member  
Topic: Handicap Accessibility at Gompers Elementary School
7. June Cohen, Parent/Guardian  
Topic: Safety for Student Climate Staff
8. Antoinette Ford, District Staff Member  
Topic: Fair Pay for Food Service Employees
9. Michael Royal, District Staff Member  
Topic: Probationary Periods for Food Service Employees
10. Stephanie Lee, District Staff Member  
Topic: Personal Days for Student Climate Staff and Food Service Employees
11. Linda Kilby, District Member  
Topic: Probationary Periods and Fair Pay for Food Service Employees
12. Dr. Robin Cooper, Teamsters Local 502 CASA  
Topic: School Leadership
13. John Taylor-Baranik, District Staff Member  
Topic: Dual Enrollment Program Issues, SIS Student Issues
14. Tatiana Olmedo, District Staff Member  
Topic: SIS - Dual Enrollment Transcript Issues
15. Odessa White, Parent/Guardian  
Topic: Reviewing Action Plan
16. Horace Clouden, PCAC  
Topic: Accelerate Philly
17. “Mama” Gail Clouden, Community Member  
Topic: Accelerate Philly



18. Leah Clouden, Community Member  
Topic: Accelerate Philly

19. Barbara Dowdall, Community  
Member  
Topic: Dr. Constance Clayton  
Tribute

20. Lisa Haver, APPS  
Topic: Action Item 7, Authorization  
for Keystone Opportunity Zone -  
The Arsenal

21. Anne Dorn, Parent/Guardian  
Topic: Criteria Based Schools  
Admissions

**Primary Waitlist Speakers**

NONE



## **Action Item - 1.**

**Title: Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreements for Various Schools (\$138,000)**

**Board of Education Meeting Date:** 9/21/2023

### **Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to accept Donations from Philadelphia Mural Arts Advocates, execute and perform an amendment to a Memorandum of Understanding, enter into a license and right of entry agreement, and execute any other necessary documents, subject to funding, as follows:

**With:** Philadelphia Mural Arts Advocates

**Donation of:** Materials, supplies, and installation of Mural

**Value of Donation of an Amount up to:** \$138,000

**Memorandum of Understanding Start Date:** 4/21/2023

**Memorandum of Understanding End Date:** 3/31/2025

**Purpose:** Accept donation of and add design, installation, and donation of four mural projects to the existing Memorandum of Understanding.

**License and right of entry agreements with:** Philadelphia Mural Arts Advocates

**License/Right of Entry Agreements Start Date:** 9/22/2023

**License/Right of Entry Agreements End Date:** 3/31/2025

#### **Location:**

Hamilton, Andrew School;  
Logan, James School;  
Girls, High School;  
Washington, George High School;

#### **Description:**

On April 20, 2023, the Board approved the acceptance of donations of 17 mural projects at various schools. The District seeks authorization to add four additional schools. These mural projects enable students to identify with their school as the murals reflect the values, culture, and vibrancy of each school community. The murals create a welcoming space for students and staff. Philadelphia Mural Arts Advocates are required to engage parents and the community as part of the mural process to ensure that the murals depict the diversity of Philadelphia communities. Philadelphia Mural Arts Advocates are responsible for the installation and creation of the mural. These four schools continue the first phase of murals donated by Philadelphia Mural Arts

Advocates. All final mural designs are subject to the approval of The Office of Diversity, Equity, and Inclusion following the District's procedure for submitting, reviewing, and approving murals through the building improvement process. The District will engage the Office of Diversity, Equity, and Inclusion in selecting site locations for Phase 2 of the Mural Arts projects moving forward.

**Goals and Guardrails:**

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

**Office Originating Request:** Operations - Facilities

## Action Item - 2.

### Title: Review of Board Policies (REVIEW - NO ACTION) Updated 9.14.2023

#### Board of Education Meeting Date: 9/21/2023

The Board of Education will consider the amendment, addition, and elimination of the following policies, in the form to-be-attached, at the September Action Meeting:

- 001 Name and Classification
- 002 Authority and Power
- 003 Functions
  - 003.1 Goals and Guardrails
  - 003.2 Policy Setting
  - 003.3 Employment of the Superintendent
- 004 Membership
  - 004.1 Non-Voting Student Board Representatives
  - 004.2 Parent and Community Advisory Council (NEW POLICY)
- 005 Organization
  - 004.1 Board Committees (RECOMMENDED FOR ELIMINATION)
- 006 Meetings
  - 006.1 Attendance at Meetings via Electronic Communications
- 007 Public Engagement
- 008 Ethics Policy
- 009 Principles of Governance and Leadership (NEW POLICY)
- 1100 Office of Auditing Services (NEW POLICY)
- 1200 Office of Inspector General (NEW POLICY)

Attached is a crosswalk document showing how the naming and numbering of these policies is proposed to change compared to the policies currently adopted on the Board's Policy Manual.

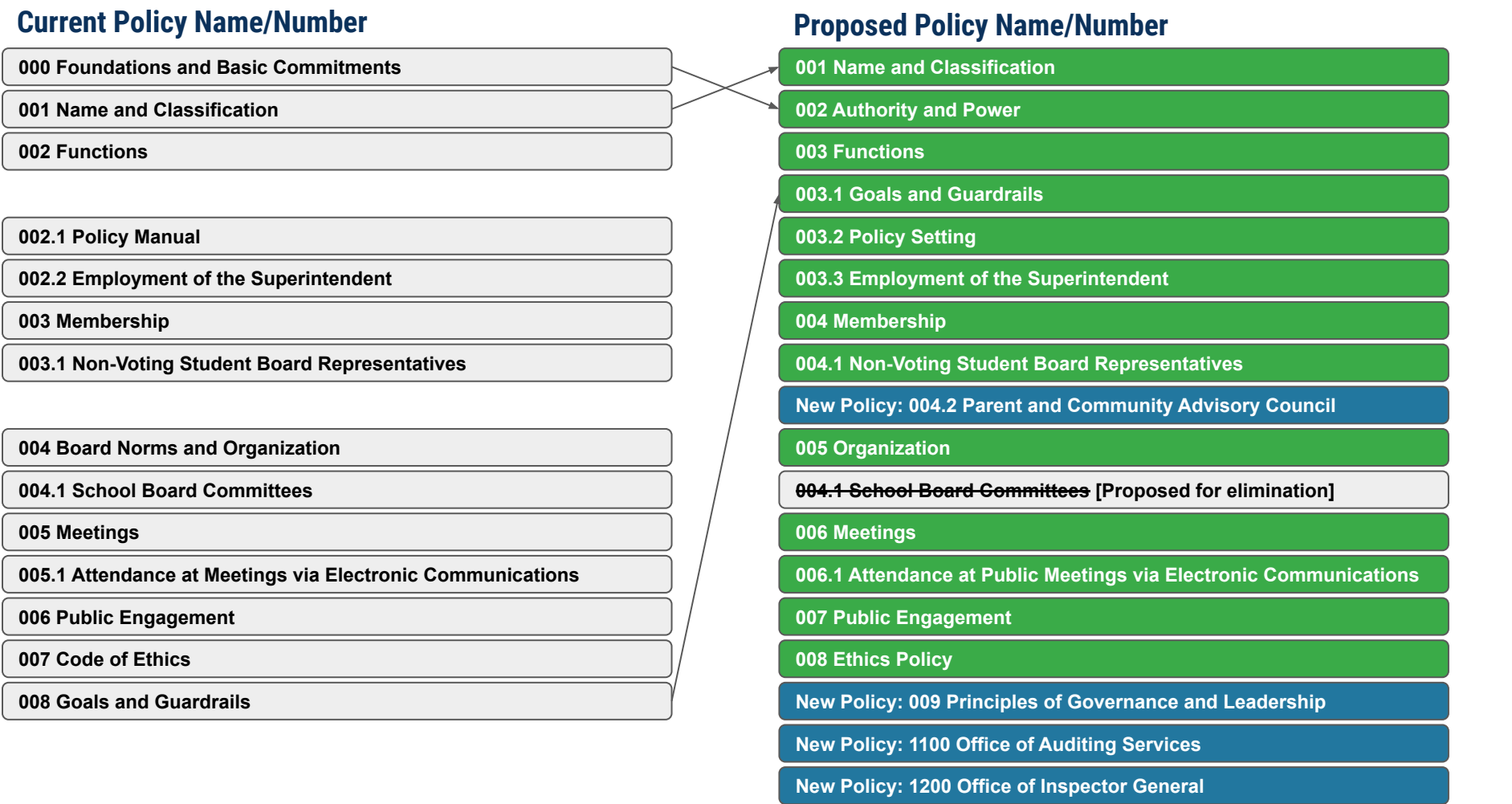
#### Office Originating Request:

#### ATTACHMENTS:

Description	Type
Policy Name_Number Crosswalk	Supporting Document
001 Name and Classification	Supporting Document
002 Authority and Power	Supporting Document
003 Functions	Supporting Document
003.1 Goals and Guardrails	Supporting Document
003.1 Goals and Guardrails Board Operating Guidelines	Supporting Document
003.2 Policy Setting	Supporting Document
003.2 Policy Setting Board Operating Guidelines	Supporting Document
003.3 Employment of the Superintendent	Supporting Document
003.3 Employment of the Superintendent Board Operating Guidelines	Supporting Document

004 Membership	Supporting Document
004 Membership Board Operating Guidelines	Supporting Document
004.1 Board Committees (proposed for elimination)	Supporting Document
004.1 Non-Voting Student Board Representatives	Supporting Document
004.1 Non-Voting Student Board Representatives Board Operating Guidelines	Supporting Document
004.2 Parent and Community Advisory Council	Supporting Document
004.2 Parent and Community Advisory Council Board Operating Guidelines	Supporting Document
005 Organization	Supporting Document
006 Meetings	Supporting Document
006 Meetings Board Operating Guidelines	Supporting Document
006.1 Attendance at Public Meetings via Electronic Communications	Supporting Document
006.1 Attendance at Public Meetings via Electronic Communications Board Operating Guidelines	Supporting Document
007 Public Engagement	Supporting Document
007 Public Engagement Board Operating Guidelines	Supporting Document
008 Ethics Policy	Supporting Document
008 Ethics Policy Board Operating Guidelines	Supporting Document
009 Principles of Governance and Leadership	Supporting Document
1100 Office of Auditing Services	Supporting Document
1100 Office of Auditing Services Administrative Procedures	Supporting Document
1200 Office of Inspector General	Supporting Document
1200 Office of Inspector General Administrative Procedures	Supporting Document

# Policy Naming/Numbering Crosswalk



# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 001

SECTION: Board Bylaws

TITLE: Name and Classification

ADOPTED: August 16, 2018

REVISED:

## 001- NAME AND CLASSIFICATION

### Purpose

#### Name

The governing body of The School District of Philadelphia (**“District”**) shall be known officially as the Board of Public Education, hereinafter, sometimes referred to as **the** “~~The~~Board.” [1][2][3]

~~Members of the Board may sometimes be referred to as “Board Member” or “Officers of the Board of Public Education.”~~

### Authority

#### Composition

The ~~School~~ District of Philadelphia is comprised of all lands that lie within the municipal boundaries of the City of Philadelphia and Philadelphia County.

### Purpose

The ~~School~~ District of Philadelphia is organized for the purpose of providing a program of public education to serve the needs of the students of the Commonwealth. The Board is the governing body responsible for overseeing all major policy and budgetary decisions; for the ~~School~~ District of Philadelphia. [1][2][3][4][5][6][7][8][9]

### *Intermediate Unit*

The ~~School~~ District of Philadelphia is assigned to Philadelphia Intermediate Unit No. 26. [10][11] [2]

### *Classification*

The ~~School~~ District of Philadelphia is classified as a school district of the first class. [12]

### *Address*

The official address of the Board of Education of the ~~School~~ District of Philadelphia shall be 440 North Broad Street, Suite 101, Philadelphia, PA 19130.

### Legal References:

1. [Home Rule Charter](#) – §12-100
2. [Home Rule Charter](#) - §12-200
3. [Pennsylvania Constitution](#) – PA Const. Art. III Sec. 14
4. [24 P.S. § 5-501](#)

5. [24 P.S. § 5-502](#)
6. [24 P.S. § 5-503](#)
7. [Home Rule Charter](#) - §12-209
8. [Home Rule Charter](#) - §12-300
9. [Home Rule Charter](#) - §12-303
10. [24 P.S. § 9-901-A](#)
11. [24 P.S. § 9-902-A](#)
12. [24 P.S. § 2-202](#)

**Legal References:**

1. [Pennsylvania Constitution](#) — PA Const. Art. III Sec. 14
2. [Public School Code](#) — 24 P.S. Sec. 201, 202, 501, 502, 503, 901-A, 902-A
3. [Home Rule Charter](#) — Sec. 12-100, 12-200

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0020

SECTION: Board Bylaws

TITLE: **Authority and Power**

~~Foundations & Basic~~

~~Commitments~~

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 0002: **AUTHORITY AND POWER** ~~FOUNDATIONS & BASIC COMMITMENTS~~

### Purpose

~~A school~~ **The Board of Education (“Board”)** is a legal entity for providing a system of public education within **the City of Philadelphia**. ~~each school district in the Commonwealth of Pennsylvania. This policy sets forth generally the Board’s authority, powers, and core duties of the Board and individual Board Members.~~

### Authority

The Board of Education (“~~The Board~~”) is the **collective body constituted to: (1) serve as the governing body responsible for overseeing all policies and budgetary decisions of the School District of Philadelphia (“The District”); Additionally, the Board serves (2) appoint, manage, direct, and evaluate the Superintendent; and (3) as the authorizer for all charter schools in Philadelphia. The Board is made up of nine Board Members who serve collectively in the best interest of every student in Philadelphia.** [1][2][3][4][6][5]

### Definitions

**~~Administrative Procedures~~** – written documents based on policy that outline and describe the means by which a policy should be implemented, specific responsibilities or action steps, consequences for violations, and could include sample forms or guides.

**~~Board Policies~~** – general written statements by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board policies authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel through administrative procedures.

### Authority

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<sup>1</sup> This policy was originally adopted as Policy 000: Foundations and Basic Commitments



The Board shall have all of the powers and duties granted to it by the Public School Code of 1949 as amended, Article III of the Pennsylvania Constitution, Article XII of the Philadelphia Home Rule Charter and applicable federal and state laws and regulations.

[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17]

~~The Board, in accordance with its statutory mandate, shall adopt policies for its own operation and the guidance of the Superintendent in the operation of the District in a Policy Manual. Board policies shall be consistent with law, have a rational and substantial relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient system of public education in this district.~~ [1][3][4][5][20]

The Board shall establish and/or approve such schools, District and charter, as are required for the education of every **eligible** student residing in the City of Philadelphia ~~between the ages of six (6) and twenty-one (21) years~~ who may attend school; **and shall adopt rules and regulations for the management of school affairs and the conduct and deportment of employees and students; and shall levy and collect taxes as may be necessary, in addition to the annual state appropriation, for the exercise of aforesaid powers.** [2][4][5][6][7][8][9][10][11][12][13][14][15]

[2][4][11][12][13][15][17][18][19][20][21][22][23][24][25][26][27][28]

~~Collective authority is granted to~~ The Board ~~to represents~~ the residents of Philadelphia in matters of public education. It shall establish educational goals and academic standards for District schools and govern an educational program designed to meet those goals and standards to support student achievement. The Board shall provide direction for establishing, maintaining and evaluating educational programs in **District public schools**, and for enforcing mandatory laws and regulations ~~through the maintenance of a Policy Manual.~~ **Pursuant to this authority, the Board has authorized Goals and Guardrails, its governance framework, as a tool to align and prioritize District resources to support student achievement.**

[3][4][7][8][9][11][12][13][14][18][23][27][29]

The powers of the Board are not vested in the individual **Board** Member or Officer(s). No such individual is authorized to act on behalf of the Board to carry out any of the Board's authorized powers, except for those acts stated in law. [1][3][4][6][7]

The Board shall adopt **and memorialize policies in a Policy Manual** to manage its own operations and ~~set a clear, positive direction for to guide~~ the Superintendent in **the** operation of the ~~school dDistrict; that, where applicable, align to the Board's Goals and Guardrails operation of the school district.~~ [18][30] Policies shall be periodically amended by the Board, pursuant to statutory mandates, in keeping with applicable laws. Board policies shall be consistent with law, have a rational and substantial relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient system of public education in this district.

~~As applicable, all members of the school community are expected to comply with both Board policy and administrative procedures, subject to stated limitations and exceptions. However,~~  
~~f~~Failure of the Board or the Administration to comply with policy, **Board Operating**

**Guidelines**, or administrative procedures shall not invalidate any lawful action taken. ~~[1][5]~~  
~~[3][4][6][7][12][13][18]~~

### **Delegation of Responsibility**

~~The composition, organization, duties, and powers of the Board are prescribed by the Public School Code of 1949, Home Rule Charter, and other applicable law. The Board shall exercise its collective authority in public meetings through a majority vote. [1][2][3][4][5]~~

~~As a collective body, the Board shall set clear, aligned goals that drive decision-making and policy-making to foster strategic planning and investments in support of student achievement.~~

In carrying out their **core** duties as the governing body, the Board shall:

1. Adopt operating and capital budgets; **[31]**
2. Approve investments that align with the Board's **Goals and Guardrails** ~~priorities~~; **[14]**
3. Appoint and evaluate the Superintendent of Schools; **[32]**
4. **Adopt policies for its own operation and for the guidance of the Superintendent in the operation of the District; [31]**
5. Consider the values and ~~interests~~ **voice** of all stakeholders;
6. Evaluate **and audit** progress towards the District's goals; **[14]**
7. Communicate to the public the Board's ~~priorities~~, **Goals and Guardrails**, policies, and accomplishments; **[33]**
8. **Serve as authorizer of Philadelphia Charter Schools pursuant to the Charter School law; [34]**
9. **Serve as Board of Directors for Intermediate Unit 26 [35]**
10. Establish and communicate a process by which to seek public input; **[34]**
11. **Establish and maintain non-voting Student Representatives; [29][36] and**
12. **Establish and maintain a Parent and Community Advisory Committee. [37][38]**

As individual members and public officials, it is the duty of Board Members to build public confidence in their management of the ~~School~~ District and operate under the highest ethical standards. **[39]**

In carrying out their duties as a member of the Board, a Board Member shall:

1. Participate in Board meetings and follow parliamentary procedures;
2. Govern by adopting Board policies; ~~and~~
3. Act in a reasonable manner in the best interest of the Philadelphia's public school students; ~~and~~
4. **Follow the Board's Principles of Governance and Leadership. [40]**

~~The Board may include language within each policy to delegate responsibilities to the Superintendent or designee to create, implement, and review administrative procedures. Administrative procedures are not part of Board policy and may be altered by the administration without formal action by the Board. Administrative procedures shall not conflict with Board policy or with applicable law.~~

### **Limitations**

~~Board policies and administrative procedures are not intended and shall not be construed to supersede or preempt any applicable law. All Board policies and administrative procedures shall be interpreted and administered consistent with applicable law. The Board shall make the final interpretation of its policies, and the administration shall make the final interpretation of its procedures, subject to any review as determined by the Board.~~

~~Board policies and administrative procedures are not intended to create a cause of action not independently established in law.~~

~~Board policies and administrative procedures shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employees, residents or others within the school community beyond those established by law.~~

#### *~~Rules Of Construction~~*

~~In ascertaining the intent of the Board in adopting a policy of the Administration in establishing a procedure, the following presumptions, among other legally applicable presumptions, may be used:~~

- ~~a. That neither the Board nor the administration intends a result that is absurd, impossible to execute, unreasonable~~
- ~~b. That neither the Board nor the administration intends to violate federal or state Constitutions, Home Rule Charter or any other applicable law.~~
- ~~c. That the Board and the administration intend that the language used be interpreted using its ordinary meaning unless the policy or procedure explicitly defines the language otherwise.~~

~~If any policy or administrative procedure can be given multiple interpretations, the Board and the administration intend that only constitutional and lawful interpretations shall be valid, and that neither an unconstitutional nor an unlawful interpretation was intended.~~

#### **Legal References:**

1. [PA Const. Art. III Sec. 14](#)
2. [Home Rule Charter](#) §12-100 et seq.
3. [24 P.S.](#) §2-211
4. [24 P.S.](#) §3-301
5. [Home Rule Charter](#) §12-301
6. [24 P.S.](#) §4-407
7. [24 P.S.](#) §5-510
8. [Home Rule Charter](#) §12-209
9. [Home Rule Charter](#) §12-300
10. [Home Rule Charter](#) §12-303
11. [First Class City Public Education Home Rule Act](#) – 53 P.S. § 13201 et seq.
12. [State Board of Education Regulations](#) – 22 PA Code §4.12
13. [State Board of Education Regulations](#) – 22 PA Code §4.13
14. [Policy](#) 003.1 - Goals and Guardrails
15. [24 P.S.](#) §5-503
16. [24 P.S.](#) §5-507
17. [24 P.S.](#) §5-501
18. [24 P.S.](#) §5-502

19. [Home Rule Charter](#) §12-201
20. [Home Rule Charter](#) §12-305
21. [24 P.S.](#) §5-502.1
22. [24 P.S.](#) §5-511
23. [24 P.S.](#) §8-801
24. [24 P.S.](#) §8-803
25. [24 P.S.](#) §13-1301
26. [24 P.S.](#) §13-1302
27. [24 P.S.](#) §14-1411
28. [24 P.S.](#) §18-1844
29. [Home Rule Charter](#) §12-200
30. [Policy](#) 003.2 - Policy Setting
31. [Policy](#) 604 - Budget Adoption
32. [Policy](#) 003.3 - Employment of the Superintendent
33. [Policy](#) 007 - Public Engagement
34. [24 P.S.](#) §17-1717A
35. [24 P.S.](#) §9-902A
36. [Policy](#) 004.1 - Non-Voting Student Board Representatives
37. [Policy](#) 004.2 - Parent and Community Advisory Council
38. [Home Rule Charter](#) §12-311
39. [Policy](#) 008 - Ethics Policy
40. [Policy](#) 009 - Principles of Governance and Leadership

**Related Information:**

1. [Pennsylvania Sunshine Act](#)
2. [Public Official and Employee Ethics Act](#)

**Legal References:**

1. ~~Public [School Code](#) — 24 P.S. Secs. 211, 407, 501, 502, 502.1, 503, 510, 511, 693, 696, 801, 803, 1301, 1717-A, 1844~~
2. ~~[Pennsylvania Constitution](#) — PA Const. Art. III Sec. 14~~
3. ~~[Home Rule Charter](#) — Secs. 12-209, 12-300, 12-308, 12-200, 12-209, 12-300, 12-305, 12-308, 12-500~~
4. ~~[First Class City Public Education Home Rule Act](#) — 53 P.S. Sec. 13201 et seq.~~
5. ~~[State Board of Education Regulations](#) — 22 PA Code Sec. 4.13~~
6. ~~Board Policy — 000, 001, 002~~

**Related Information:**

1. ~~Pa Sunshine Act~~
2. ~~Public Official and Employee Ethics Act~~

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0023

SECTION: Board Bylaws

TITLE: Functions

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 0023: FUNCTIONS

### Purpose

The Board of Education (“**Board**”) shall govern The School District of Philadelphia (“**District**”) and **conduct** its duties as Philadelphia’s charter authorizer by performing **the functions and key** ~~its legislative and executive responsibilities set forth as outlined~~ within this policy. [1][2][3][4]

### Definitions

~~**Administrative Procedures** – written documents based on policy that outline and describe the means by which a policy should be implemented, specific responsibilities or action steps, consequences for violations, and could include sample forms or guides.~~

~~**Board Policies** – general written statements by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board policies authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel through administrative procedures.~~

~~**Policy Manual** – a governance tool that contains all policies adopted by the Board of Education.~~

### Authority

~~The Board of Education shall to execute its duties and responsibility as the governing body of the District and charter authorizer in Philadelphia, by exercising its adopting policy making and executive power. The Board shall establish policies and evaluation criteria to manage its legislative and executive duties. [1][2][3][4]~~

The Pennsylvania Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of The School District of Philadelphia (“**District**”) and its operations. [1][2][3]

### Legislative Responsibility

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<sup>1</sup> This policy was originally adopted as Policy 002: Functions

The Board is the policy making body for the ~~School District of Philadelphia~~. The Board shall establish, review, and adopt policies for the organization and operation of the District. Board policies must be maintained in a Policy Manual which is accessible to the public, employees, students, family members, community members, and Philadelphia residents. ~~[1][2][3][4][5][6][7][8][9][10][11][15][16][18][19]~~

~~Board policies must guide Board actions and be used as a tool to communicate the Board's standards and expectations to the public. All Board policies shall be adopted, amended, or repealed by a majority vote of the Board. The adoption, modification, repeal or suspension of a Board policy shall be recorded in the minutes of the Board meeting. Proposed policies shall be submitted for consideration to the Board by the Superintendent or the Board's Policy Committee. [1][2]~~

### **Fiduciary Responsibilities**

**The Board shall exercise its fiduciary responsibilities and duties as required by applicable law, including but not limited to the following [20][21][22][23][24][25][26]:**

- **Review of budgets, financial statements, and accounting practices;**
- **Ensure proper internal controls, compliance, safeguarding of assets; and**
- **Authorize the District's budgetary and financial decisions.**

### **Executive Responsibility**

The Board shall exercise its governance responsibility by the appointment of a District Superintendent, who shall enforce the statutes of the Commonwealth, Board policies, and all applicable laws and regulations. The Superintendent shall be appointed and annually evaluated by the Board in accordance with established Board **Operating Guidelines** ~~procedures~~ and evaluation criteria. ~~[1][2][3][4][5][7][8][12][13][14][15][16][17][27][28][29]~~

The Superintendent shall be responsible for implementing Board policies and establishing ~~Administrative p~~**Procedures** for the operation of the ~~school d~~District. Administrative ~~p~~**Procedures** shall **not** be inconsistent with state and federal statutes or regulations and Board policies. **The Board reserves the right to review and to direct revisions of Administrative Procedures when it considers the procedures to be inconsistent with Board policy or District practices. However, the Board shall not adopt Administrative Procedures unless required by law or requested by the Superintendent.** ~~[3][15][16][17]~~

The Board delegates authority to the Superintendent to take necessary action in circumstances not provided for in Board policy. The Superintendent shall promptly inform the Board of such actions and the Superintendent's decision may be subject to review by the Board.

**The Superintendent shall implement a procedure to inform Board Members and designated employees of their responsibility under the Ethics Law. [30]**

Whenever responsibility is delegated to the Superintendent, the Superintendent may designate a representative to act on ~~his/her~~ **their** behalf.

**The Board establishes and oversees the Office of the Board of Education and delegates administrative operations of this office to the Board Chief of Staff.**

**The Board shall receive direct support from the General Counsel who dual reports to the Board and Superintendent.**

**The Board also establishes and oversees the Charter Schools Office, Office of Auditing Services, and the Office of Inspector General. [31][32][33]**

### Review

The Board may ~~have~~ **exercise** jurisdiction over controversies or disputes arising within ~~their school district~~. The Board's jurisdiction may be conveyed by statute or reserved by the Board through contract or Board policy. ~~[1][2][3][4][5][6][7][10][11][15][20][21]~~

Pursuant to its jurisdiction **and in furtherance of its adjudicatory function**, the Board may hold hearings **in accordance with law** which shall offer the parties to a dispute, on notice duly given, a fair and impartial forum for the resolution of the matter. [[2 Pa. C.S.A. 551 et seq](#)][34]

The Board shall comply with and adhere to the necessary requirements of due process. Hearings may vary in form and content. To the extent permitted by law, the Board may delegate the responsibility of conducting hearings to a hearing officer, while still retaining legal obligations for final adjudication of the dispute.[34]

### Legal References:

1. [24 P.S. §5-505](#)
2. [24 P.S. - §5-510](#)
3. [Home Rule Charter](#) - §12-209
4. [Public School Code](#) – 24 P.S. §4-407
5. [Public School Code](#) – 24 P.S. §5-508
6. [Public School Code](#) – 24 P.S. §5-511
7. [Public School Code](#) – 24 P.S. §5-514
8. [Public School Code](#) – 24 P.S. §6-696
9. [Public School Code](#) – 24 P.S. §11-1106
10. [Public School Code](#) – 24 P.S. §17-1717-A
11. [Public School Code](#) – 24 P.S. §17-1729-A
12. [Public School Code](#) – 24 P.S. §10-1001
13. [Public School Code](#) – 24 P.S. §10-1081
14. [Public School Code](#) – 24 P.S. §17-1715-A
15. [Home Rule Charter](#) – §12-300
16. [Home Rule Charter](#) – §12-301
17. [Home Rule Charter](#) – §12-400
18. [65 P.S. §67.701](#)
19. [Policy 003.2](#) - Policy Setting
20. [Home Rule Charter](#) – §12-303
21. [Home Rule Charter](#) – §12-304
22. [Policy 007](#) - Public Engagement

23. [Policy](#) 602 - Budget Planning
24. [Policy](#) 603 - Budget Preparation
25. [Policy](#) 604 - Budget Adoption
26. [Policy](#) 616 - Payment of Bills
27. [Policy](#) 003.3 - Employment of the Superintendent
28. [Policy](#) 003.1 - Goals and Guardrails
29. [Action Item 28](#) from December 10, 2020 meeting
30. [Public Officials and Employee Ethics Act](#) – 65 Pa. C.S.A. Sec. 1101 et seq.
31. [Policy](#) 400 - Charter School Monitoring Structures
32. [Policy](#) 1100 - Office of Auditing Services
33. [Policy](#) 1200 - Office of Inspector General
34. [Local Agency Law](#) – 2 Pa. C.S.A. Sec. 551 et seq.

**Legal References:**

1. [Public School Code](#) – 24 P.S. Secs. 407, 508, 510, 511, 514, 696, 1001, 1081, 1106, 1715-A, 1717-A, 1729-A
2. [Home Rule Charter](#) – 12-209, 12-300, 12-301, 12-400
3. [Local Agency Law](#) – 2 Pa. C.S.A. Sec. 551 et seq.
4. [Public Officials and Employee Ethics Act](#) – 65 Pa. C.S.A. Sec. 1101 et seq.
5. Board Policy 000, 002.1, 002.2



# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0083.1

SECTION: Board Bylaws

TITLE: Goals and Guardrails

ADOPTED: June 29, 2023

REVISED:

## 0083.1 GOALS AND GUARDRAILS

### **Purpose**

The Board of Education's ("Board") vision guides the work of The School District of Philadelphia's ("District") administration and staff and focuses priorities on student achievement, educational equity, and safe learning environments. The purpose of this policy is to define Goals and Guardrails as the Board's governance model for the District to institutionalize. This governance model shall be student outcomes focused, putting students first and aligning decision-making to support current and future student achievement and to hold the District accountable for achieving this.

### **Definitions**

For purposes of this policy, terms are defined as follows:

**Goals and Guardrails:** A strategic governance framework that is focused on student outcomes through a strategic vision to be reviewed at least every five (5) years.

**Goals:** The targets used to monitor student learning and measure the District's progress towards accomplishing discrete benchmarks of academic achievement and college and career readiness.

**Guardrails:** The nonnegotiable conditions that must exist in schools to support achieving the Goals.

### **Authority**

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations. [1][2][3]

It is the Board's responsibility to set the vision and direction for the District. To do this, the Board is committed to governing with a clear focus on student outcomes; establishing clear and specific goals for the District; dedicating significant time to monitoring progress toward the achievement of goals; and to review its five-year Goals and Guardrails targets at least every five (5) years to improve academic achievement for all students.

This is a collective responsibility shared by members of the Board and through the engagement of District employees, parents/guardians and caregivers, members of the Philadelphia community, and all those in a position to affect this work.

Goals and Guardrails reflect the Board's commitment to educational equity in safe and nurturing school communities; setting high academic standards; and holding itself and the District accountable for improvements in student achievement.

### **Mandatory Regulatory Procedures**

#### **Core Requirements**

To effectuate its governance model, the Board shall commit itself and the District to:

- Foster a culture that is centered around the Goals and Guardrails
- Align strategic planning to the Goals and Guardrails
- Regularly monitor progress toward achievement of the Goals and Guardrails
- Audit the effectiveness of monitoring and governance structures
- Perform management reviews to annually evaluate the Superintendent, self-evaluate the Board's own adherence to this governance framework, and assess strategic plan implementation

At least every five (5) years, the Board shall adopt through resolution specific interim targets for achieving each of the below Goals and Guardrails and expects the District to meet those targets:

- Goals
  - All students read on **or above** grade level
  - All students ~~are proficient~~ **performs on or above grade level** in math
  - All students graduate college and career ready
- Guardrails
  - Every school will be a safe, welcoming, and healthy place where ~~our~~ students, staff, and community want to be and learn each day. This means that ~~our~~ schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.
  - Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.
  - Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
  - ~~Our~~ **s**Students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Board Members shall assess action items, budgets, and District initiatives through the lens of how each supports the above Goals and Guardrails.

To modify the above Goals and Guardrails, the Board shall follow its existing policy setting process in addition to **an additional** public engagement process with students, parents and family

members, staff, and community members. This public engagement process shall inform any changes that are made to the Goals and Guardrails. [4]

**Legal References:**

1. [24 P.S.](#) - Sec. 5-505
2. [24 P.S.](#) - Sec. 5-510
3. [Philadelphia Home Rule Charter](#) - Sec. 12-209
4. [Policy 003.2](#) - Policy Setting

**Related Information:**

1. 0083.1 Goals and Guardrails Board Operating Guidelines

Effective: June 29, 2023

Revised:

## **Board Operating Guidelines for Board of Education Goals and Guardrails** (Attachment for Policy No. 0083.1)

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 0083.1: Goals and Guardrails, which reflect the Board of Education's ("Board") student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and, accountability for improvements in student achievement.

### **Board Procedures**

#### **Foster a Culture**

To foster a Board culture that establishes a shared commitment to governing with a focus on student outcomes, each Board Member's onboarding will include an overview of the Goals and Guardrails governance model. After receiving adequate background and orientation to this **governance** framework ~~of governance~~, Board Members will sign a commitment letter stating their acknowledgement of the activities required for it to be successful.

Board Members also have access to professional development through The School District of Philadelphia ("District"), Pennsylvania School Board Association (PSBA), Council of Great City Schools, area universities, and other organizations.

#### **Strategic Planning Framework**

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items during monthly meetings should include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

- 1. Aligning the work of the Office of the Board of Education to the Goals and Guardrails**
- 2. Implementing regular communications from the Board**
  - a. Quarterly Board newsletter
  - b. Structured social media strategy
  - c. Goals and Guardrails-aligned branding
  - d. Regular press and opinion pieces
- 3. Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:**
  - a. Social media content
  - b. Website information
  - c. One pagers
  - d. Frequently asked questions (FAQs)
- 4. Framing budget conversations and budget asks in the context of the Goals and Guardrails**
- 5. Translating all Goals and Guardrails documents, including but not limited to, the below into plain English language and major SDP languages:**
  - a. Monitoring calendar
  - b. Board self-evaluation
  - c. Superintendent evaluation
  - d. Goals and Guardrails presentation materials
  - e. Monitoring reports

~~Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:~~

- ~~f. Social media content~~
- ~~g. Website information~~
- ~~h. One pagers~~
- ~~i. Frequently asked questions (FAQs)~~

~~Framing budget conversations and budget asks in the context of the Goals and Guardrails~~

~~Implementing regular communications from the Board~~

- ~~j. Quarterly Board newsletter~~
- ~~k. Structured social media strategy~~
- ~~l. Goals and Guardrails-aligned branding~~
- ~~m. Regular press and opinion pieces~~

~~Aligning the work of the Office of the Board of Education to the Goals and Guardrails~~

The key audiences that should be engaged in the above activities include, but are not limited to:

- Internal
  - Students (including disengaged and at-risk youth)
  - Parents and family members
  - Staff (school- and central office-based)
  - Board's Parent and Community Advisory Council (PCAC)
- External
  - Community members

- Education advocates
- Community organizers and parent-led organizations
- Elected officials
- Editorial boards and radio hosts
- Charter schools

To modify these Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This engagement strategy shall be conducted in a way that allows individuals who speak a language other than English to meaningfully participate, including live interpretation where appropriate.

This public engagement process will include, but not be limited to:

- A Listening tour
- Town halls
- A digital and paper survey

### Progress Monitoring

The Board will receive and review a Quarterly School Manager Report providing updates on the District's finances. As requested, the District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At ~~a monthly~~ **regular** public meetings, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each ~~month~~ **meeting** will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prepare with the Office of Research and Evaluation before each ~~month's~~ regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. Announce the Goal/s or Guardrail/s to be monitored
2. Introduce the District staff who will walk through the prepared presentation
3. Facilitate questions and answers from Board Members on the presentation
4. Summarize what was discussed and any necessary follow up or next steps for the District

The indicators currently used to regularly measure progress include:

<b>Goals</b>		
<b>Goal</b>	<b>Interim Target</b>	<b>Interim Leading Indicator/s</b>
<b>Goal #1</b> <i>(All students read on or above grade level)</i>	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.	<del>The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</del>  <b>Leading Indicator 1.1: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment.</b>
		<del>Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</del>  <b>Leading Indicator 1.2: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment.</b>
<b>Goal #2</b> <i>(All students read on or above grade level)</i>	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.	<del>The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</del>  <b>Leading Indicator 2.1: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment.</b>
		<del>Closing the Gap: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.</del>  <b>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.</b>
<b>Goal #3</b> <i>(All students perform on or above grade level <del>are</del> proficient in math)</i>	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	<del>The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.</del>  <b>Leading Indicator 3.1: The percentage of students in grades 3-8 who are At Target on the</b>

	August 2026.	<b>District's within-year math assessment.</b>
		<del>Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade level on the District's within-year math assessment in Fall, Winter, and Spring each year.</del>
		<b>Leading Indicator 3.2: The percentage of students in grades 3-8 with high growth on the District's within-year math assessment.</b>
<b>Goal #4</b> <i>(All students graduate ready for college <del>or</del> and career)</i>	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.	<b>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.</b>
		<del>The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.</del>
		<b>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.</b>
		<del>The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.</del>
<b>Goal #5</b> <i>(All students graduate ready for college <del>or</del> and career)</i>	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	<b>Leading Indicator 4.2: The percentage of first-time 9th grade students who are meeting the District's 9th Grade Firmly On-Track metric.</b>
		<del>Closing the Gap: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.</del>
		<del>The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).</del>
		<b>Leading Indicator 5.1: The percentage of eligible students who take and pass the NOCTI.</b>



	from 49.9% in August 2019 to 80.0% in August 2026.	<p>The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B):</p> <p><b>Leading Indicator 5.2: The percentage of CTE students who have a documented job placement and/or postsecondary opportunity.</b></p>
<b>Guardrails</b>		
<b><i>Guardrail</i></b>	<b><i>Interim Target</i></b>	<b><i>Interim Leading Indicator/s</i></b>
<b>Guardrail #1</b>	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.	<p>The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.</p> <p><b>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.</b></p>
		<p>The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)</p> <p><b>Indicator 1.2: The average completion time for Work Orders specific to restrooms and hydration stations.</b></p>
		<p>The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.</p>
<b>Guardrail #2</b>	Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.	<p>The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.</p> <p><b>Indicator 2.1: The percentage of K-12 students enrolled in a visual or performing arts course at each school.</b></p>
		<p>The percentage of high school students participating in co-curricular activities, including</p>

		<p><del>athletics, at each school will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)</del></p> <p><b>Indicator 2.2: The percentage of K-12 students participating in co-curricular activities, including athletics, at each school.</b></p>
<b>Guardrail #3</b>	Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.	<p><del>The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.</del></p> <p><b>Indicator 3.1: The number of school-sponsored community events held at each school.</b></p>
		<p><del>The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.</del></p> <p><b>Indicator 3.2: The percentage of staff trained to use language access services.</b></p>
<b>Guardrail #4</b>	Our sStudents' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.	<p><del>Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.</del></p> <p><b>Indicator 4.1(a): The percentage of 5th and 8th grade students who are qualified to attend Criteria-based Schools, by student group.</b></p>
		<p><del>The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.</del></p> <p><b>Indicator 4.1(b): The percentage of qualified 5th and 8th grade students who applied and attend Criteria-based Schools, by student group.</b></p>
		<b>Indicator 4.2: The number of K-8 schools offering Algebra and World Languages.</b>

## Auditing

The Pennsylvania School Board Association (PSBA) has developed best practices related to the “Principles of Governance and Leadership”. These principles will be reviewed by Board Members on an annual basis to check in on each member’s adherence to these established best practices.

This self-evaluation allows time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- Earnest Advocacy
- Responsible Leadership
- Effective Governance
- Thoughtful Planning
- Continuous Evaluation
- Clear Communication
- Ethical Action
- Focus on Student Outcomes

## Management Review

~~A small work group of Board Members will meet annually.~~ In the Fall, prior to the Superintendent’s evaluation and the December organization meeting, **the Board will to review the implementation of the Board’s** its governance practices ~~are implemented with fidelity to continuously improve effective governing structures.~~ This includes a review of the Board’s:

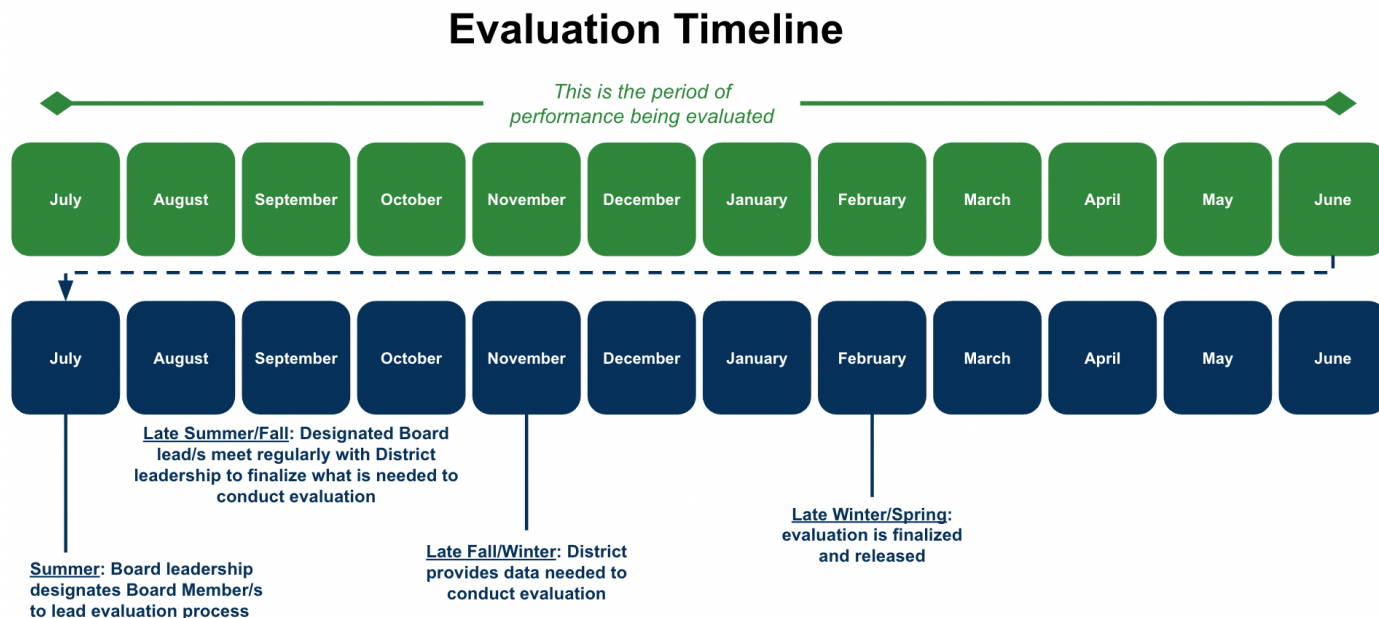
- Goals and Guardrails monitoring
- Financial oversight strategies
- Board governance policies (series 000)
- Audit patterns
- Board’s committee structure
- Office of the Board of Education structure and operations
- Communications and customer service strategies

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board Member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, ~~these~~ **this** Board Member/s will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its ~~adopted~~ Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic below:



## District Procedures

### Foster a Culture

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes, but is not limited to:

- School Progress Report on Education and Equity (SPREE)
- Philly School Experience Survey (formerly the District-wide Survey)
- ~~Office of Family and Community Engagement (FACE)~~

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

### Strategic Plan

The Superintendent will develop and maintain a 5-year strategic plan for the District that **supports** ~~ensures~~ District achievement of the Goals and Guardrails. This strategic plan will be **adopted** ~~approved~~ by the Board every 5 years and reviewed on an annual basis to make improvements and updates as necessary.

### Progress Monitoring

The Superintendent will provide, ~~at least monthly,~~ **regular** reports and presentations showing District progress toward achieving the Goals and Guardrails.

Leading up to each ~~month's~~ public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public **which can include but not be limited to:**

1. Brief overview of the Goal or Guardrail
2. Any necessary technical background or context on the associated indicator/s
3. Overview of past District trends in relation to the indicator/s
4. Overview of the District's current state and progress toward achieving the indicator/s
  - a. Including how ~~we know our~~ investments are/are not working
5. An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail
  - a. Including present and future budget implications and anticipated action items

### Auditing

While monitoring occurs on a ~~monthly~~ **regular** basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

### Management Review

Annually, the Superintendent will provide a briefing to the Board on the implementation and effectiveness of the District's strategic plan. This will include how the District's current organizational structure and initiatives support the achievement of the Goals and Guardrails. It also will provide an opportunity to identify high risk challenges that could potentially impede progress toward implementation of the Goals and Guardrails.

This briefing will occur between the end of each school year and prior to the start of the following school year.

The Superintendent will also provide an update to the public on the District's implementation of its strategic plan at least annually.

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 00+3.2+

SECTION: Board Bylaws

TITLE: Policy ~~Manual~~ **Setting**

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 003.2 POLICY ~~MANUAL~~ **SETTING**

### Purpose

~~The Board of Education adopts policies that will be contained in the Policy Manual as a governance tool for the Board of Education and as a resource for district administrators and employees, students, parents/guardians, residents and community members.[1][2]~~

**This policy sets forth the policy setting process by which the Board of Education (“Board”) serves as the policy making body for The School District of Philadelphia (“District”).**

### Definitions

**Administrative Procedures:** written documents that outline and describe the means by which **the District should implement** a policy ~~should be implemented~~. Examples include documents that outline specific responsibilities or action steps, consequences for violations, or sample forms and guides.

**Board Operating Guidelines:** written documents that outline and describe the means by which **the Board should implement** a policy. Examples include documents that outline specific responsibilities or action steps, consequences for violations, or sample forms and guides.

**Board Policies:** a general written statement by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board ~~p~~**Policies** authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to ~~school~~ ~~d~~**District** personnel through ~~a~~**Administrative p****Procedures**.

**First Reading:** Policy item is on the agenda of a **meeting of the full Board** ~~or Policy Committee~~ meeting for review and public comment. No formal action can be taken on these items.

~~**Emergency** - any situation or set of circumstances which the Board has reason to believe will close the schools, jeopardize the safety or welfare of district students or employees, or result in~~

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<sup>1</sup> This policy was originally adopted as Policy 002.1: Policy Manual

~~the school district's noncompliance with state or federal laws.~~

**Second Reading:** Policy item is on the agenda of a meeting of the full Board for consideration and adoption by the Board. Items may only be considered for their ~~Second Reading~~ once they have been considered for a ~~First Reading~~. Formal action shall be taken on these items.

**Policy Manual** ~~a governance tool that contains all policies adopted by the Board of Education.~~

### Authority

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.[1][2][3][4][5]

### Delegation of Responsibility

The Board shall review and implement Policies regarding the operations of the Board and the conduct of its members. **The Board or Board staff may develop and update Board Operating Guidelines as applicable-necessary.** Board Operating Guidelines are **the implementing procedures for not-part of** Board Policy and may be altered by staff of the Office of the Board of Education without official action by the Board. Policies and Board Operating Guidelines shall be consistent with local, state, and federal law or regulations and Board Policies.

The Board directs the Superintendent or their designee to periodically review each Board Policy. The Superintendent shall be responsible for implementing Board Policies regarding the operations of the District and establishing Administrative Procedures. The Board directs the Superintendent to include language within each Policy to delegate responsibilities to the appropriate individuals or offices within the District to develop Administrative Procedures describing the implementation of the Policy. Administrative Procedures are **the implementing procedures for not-part of** Board Policy and may be altered by the Administration without formal action by the Board. Policies and Administrative Procedures shall be consistent with local, state, and federal law or regulations and Board Policies.

The Board may, upon review at a public meeting, direct the Superintendent or their designee to revise, rescind, or alter Administrative Procedures when it considers the procedures to be inconsistent with Board Policy, District practice, or when adopting a new Policy.

All Board Members, Board staff, and District staff will comply with all applicable Policies contained in the Policy Manual.

Board Policies and Administrative Procedures must be disseminated to students, family members/guardians, and staff who are affected by them each time updates are made and by updating the Policy Manual on the Board website and as set forth in the updated Policy itself.

## Core Requirements

**Board Policies shall be used as a tool to communicate the Board's standards and expectations to the public. All Board Policies shall be adopted, amended, or repealed by a majority vote of the Board. The adoption, modification, repeal, or suspension of a Board Policy shall be recorded in the minutes of the Board meeting. Proposed Policies shall be submitted for consideration to the Policy Committee prior to its First Reading.** [3]

**Policies shall be periodically amended by the Board, pursuant to statutory mandates, in keeping with applicable laws. Board Policies shall be consistent with law, have a rational and substantial relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient system of public education in this District.**

The Policy Manual shall be considered a public record and shall be available for inspection and access by ~~the public citizens~~ on the Board of Education website and in the Board's of Education offices during regular office hours. [3][5][6][7]

Those ~~p~~**P**olicies which are not dictated by state or federal law, regulations of the State Board of Pennsylvania Department of Education, or ordered by a court of competent authority may be adopted, amended, or repealed at any meeting of the Board, provided the proposed ~~p~~**P**olicy has been presented for a ~~F~~**F**irst ~~R~~**R**eadings and is on the agenda for its ~~S~~**S**econd ~~R~~**R**eadings.

Changes to a proposed Board ~~p~~**P**olicy, ~~except for minor editorial revisions,~~ at the ~~S~~**S**econd ~~R~~**R**eadings **which are inconsistent with the underlying purpose of the proposed Policy or proposed amendment** shall cause that reading to constitute a ~~F~~**F**irst ~~R~~**R**eadings. **Otherwise, the Policy may proceed to adoption at the Second Reading.** [1]

The Board may, upon a majority vote, cause to suspend at any time the operation of a Board ~~p~~**P**olicy, provided the suspension does not conflict with legal requirements. Such suspension shall be effective until the next meeting of the Board, unless an earlier time is specified in the motion to suspend.

Board ~~p~~**P**olicies may be adopted or amended at a single meeting of the Board, by waiving **consideration by the Policy Committee and the Ffirst Rreadings.**

### ***Policy Committee***

~~The Board shall establish a Policy Committee to maintain a manual for all policies adopted by the Board.~~

The Policy Committee shall review existing ~~p~~**P**olicy ~~and,~~ **review** recommended revisions, or **review** new policy ~~and when necessary and ensure compliance with applicable municipal, county, state and federal statutes and regulations.~~ The Policy Committee shall make recommendations to the Board of Education on the changes necessary to maintain a current Policy Manual. [1][2][3][6][9]

All recommendations for ~~p~~**P**olicy creation or revision sent by other ~~b~~**B**oard committees will



receive priority consideration and review by the ~~p~~**Policy** ~~e~~**Committee** in order to expedite recommendations for the consideration of the ~~b~~**Board**. [9]

~~All Board policies shall be adopted, amended, or repealed by a majority vote of the Board. The adoption, modification, repeal or suspension of a Board policy shall be recorded in the minutes of the Board meeting. All current pPolicies shall be maintained in the Board's of Education Policy Manual and disseminated appropriately. [4][6][8]~~

#### **Delegation of Responsibility**

~~The Superintendent shall be responsible for implementing Board policies and establishing administrative procedures for the operation of the school district. Administrative procedures shall be consistent with state and federal statutes or regulations and Board Policies.~~

~~The Board reserves the right to review and to direct revisions of Administrative Procedures when it considers the procedures to be inconsistent with Board policy, District practice, or when adopting a new policy. The Board reserves the right to alter or rescind any Administrative Procedures that do not adhere to Board policies.~~

~~Board policies and Administrative Procedures must be disseminated each time updates are made to students, family members/guardians, and staff who are affected by them by updating the Policy Manual on the Board website. [1][2][3][4]~~

#### **Legal References:**

1. [Public School Code](#) – 24 P.S. §4-407
2. [Public School Code](#) – 24 P.S. §5-510
3. [Home Rule Charter](#) – §12-209
4. [Home Rule Charter](#) – §12-200
5. [Home Rule Charter](#) – §12-300
6. [Board Policy Manual](#)
7. [Right-to-Know Law](#) – 65 P.S. §§67.101 et seq.
8. [Policy](#) 007 - Public Engagement
9. [Policy](#) 006 - Meetings

#### **Related Information:**

1. [Board Review Cycle Overview](#)
2. 003.2 Policy Setting Board Operating Guidelines

#### **Legal References:**

- 1.—[Public School Code](#)—24 P.S. Secs. 407, 510
- 2.—[Home Rule Charter](#)—12-209
- 3.—[Right-to-Know Law](#)—65 P.S. Secs. 67.101 et seq.
- 4.—[Pa Sunshine Act](#)—65 Pa.C.S. Secs. 701-716
- 5.—Board of Education Policy—000, 002, 801

Effective:

Revised:

## **Board Operating Guidelines for Board of Education Policy Setting (Attachment for Policy 003.2)**

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 003.2: Policy Setting, which sets forth the policy setting process by which the Board of Education (“Board”) serves as the policy making body for The School District of Philadelphia (“District”).

### **Procedures**

#### **Policy Manual - Public Access and Feedback**

The Board’s [Policy Manual](#) can be found on the District’s website. The public can review and provide feedback on any policy at any time via a Google Form available on the [Board’s website](#). Submissions will be reviewed when received and routed to the appropriate District office to consider during policy revisions.

Board policies can also be reviewed by visiting the Office of the Board of Education at 440 N. Broad Street, Philadelphia, PA, 19130, Suite 101 from Monday - Friday, 9:00am to 5:00pm.

If a member of the public wishes to view a policy in their native language, they may contact the Board Office at 215-400-4010 or [schoolboard@philasd.org](mailto:schoolboard@philasd.org) who will have the requested policy translated into the desired language.

#### **Policy Setting Process**

Each Board policy shall be reviewed at least every five (5) years unless a policy is mandated by law to be reviewed more frequently. The Superintendent or their designee will, at least twice annually, set the policy revision schedule. In the header of each policy will be the policy number, policy section, title of the policy, the date it was originally adopted, and the date it was last revised.

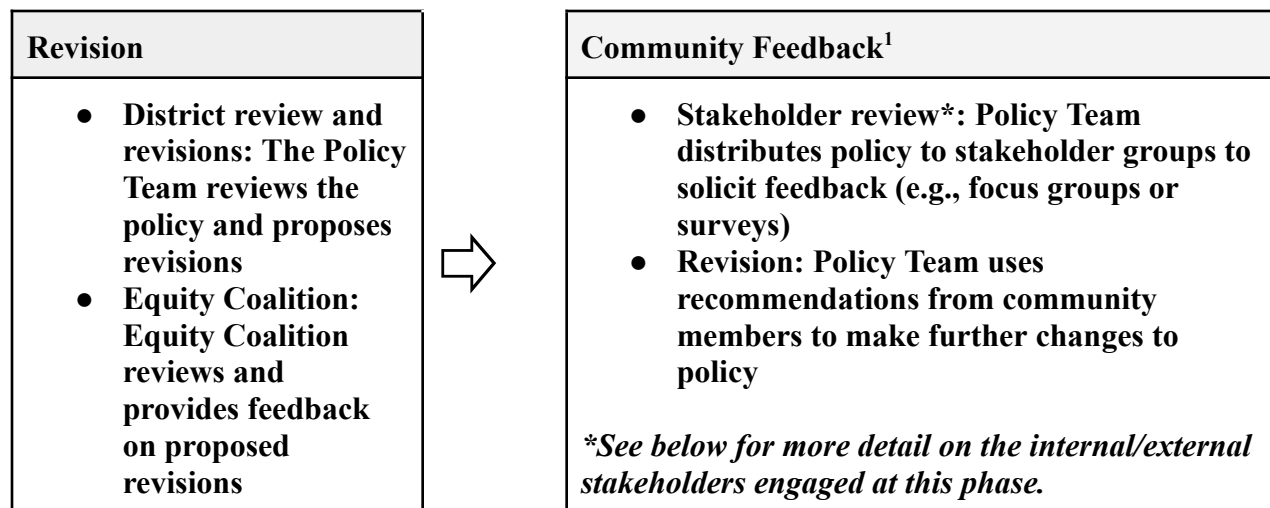
There are 3 ways new policy might be developed or an existing policy might be revised ahead of the every-5-year timeline, these include:

1. New legal requirements or changes (e.g., a change to the Pennsylvania Public School Code)
2. District response to current issues or updated practices (e.g., the District updates their process for issuing personal computers to students)
3. Board request (e.g., the Board makes a formal request for the District to eliminate a policy, create a new policy, or modify an existing policy)

Every Board policy is reviewed and revised by the Policy Team. The Policy Team is made up of at least one representative from 1) the Superintendent’s Office, 2) the Board Office, 3) the department/office that owns the policy, and 4) the Office of General Counsel. A designated lead staff person in the Superintendent’s office will project manage the policy setting process and ensure policies are reviewed and updated in accordance with Policy 003.2 and its Board Operating Guidelines.

The review and feedback process before a Board policy is voted on by the Board is robust. Prior to policies coming before the Board, there are two steps that take place as new policies are developed and when existing policies are revised and shared with relevant community stakeholders for input.

These first 2 steps include:



The internal and external stakeholders that are engaged in the “Community Feedback” phase can include but are not limited to:

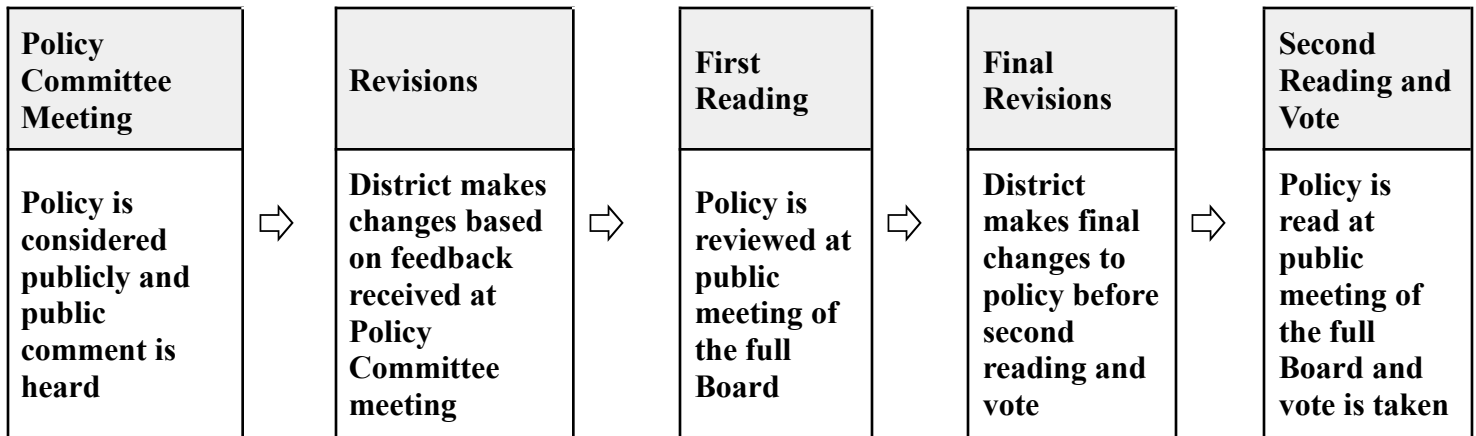
- **Internal stakeholders:** can include stakeholder groups to provide relevant feedback including students, teachers, school leaders, families, and other school staff
- **External stakeholders:** can include stakeholder groups to provide relevant feedback including City agencies, nonprofits, community partners, and advocacy groups
- **District offices:** the Office of Evaluation, Research, and Accountability reviews all policies/Administrative Procedures to provide input on implementation, accountability, and progress monitoring measures. Other District offices that are impacted by or share responsibility over a given policy are also engaged for input throughout the revision process.
- **For Board 000 series policies:** the Pennsylvania School Board Association (“PSBA”) will provide relevant feedback to ensure alignment with the relevant law and best practice.
- **For Board 400 series charter-related policies:** appropriate engagement will be conducted with the charter sector community.

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<sup>1</sup> If a specific stakeholder group is impacted by any particular policy (i.e. a student electronic devices policy that impacts students), then intentional engagement will be conducted to engage that stakeholder group during the policy development process

Following the above two preliminary processes, the proposed policy/policy revisions are made available to the Board. This process starts with Policy Committee Members. Policy Committee Members individually review the policies and submit questions and feedback in writing to the District for written response prior to the Policy Committee meeting. This allows time for the District to make additional updates to policies that will be reviewed at the next scheduled Policy Committee meeting.

Below are the final five steps to the policy setting process:



### Communicating Policy Changes

All newly added and revised policies and their respective Administrative Procedures shall be uploaded to the Board's [Policy Manual](#) following approval by the Board at a second reading and vote at a public meeting.

A designated staff lead in the Office of the Board of Education will upload newly revised policies to the Board's policy manual when they have been voted on and approved by the Board. This will include removing the outdated policy and storing it in the Board's records for future review/reference and uploading the newly revised or newly adopted policy with an updated policy header including an updated "revised" or "adopted" date.

In addition, a District-wide email shall be sent announcing the policy change/s. The department/office that owns the policy also communicates new/revised policies directly to impacted stakeholders about how the updates impact them/their practice.

### Records Retention

As outlined above, the Office of the Board of Education will maintain copies of previous versions of policies for future review/reference. Only the most current adopted version of each policy will be available on the policy manual. These records retention practices shall be in compliance with applicable Board policy.

### Limitations

All Board policies and Administrative Procedures shall be interpreted and administered in a lawful manner. The Board shall make the final interpretation of its policies, and the administration shall make the final interpretation of its Administrative Procedures.

**Board policies and Administrative Procedures are limited by legal constraints, as are the rights of those to whom Board policies and Administrative Procedures apply, and are not intended to give an individual a cause of action not independently established in law.**

**Rules Of Construction**

**In ascertaining the intent of the Board in adopting a policy, or of the administration in establishing an Administrative Procedure, the following presumptions, among other legally applicable presumptions, may be used:**

- 1. That neither the Board nor the administration intends a result that is absurd, impossible of execution, or unreasonable.**
- 2. That neither the Board nor the administration intends to violate federal or state Constitutions or any other applicable law.**

**If any policy or Administrative Procedure can be given multiple interpretations, the Board and the administration intend that only constitutional and lawful interpretations shall be valid, and that neither an unconstitutional nor an unlawful interpretation was intended.**

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0023.32

SECTION: Board Bylaws

TITLE: Employment of  
Superintendent

ADOPTED: June 27, 1994<sup>1</sup>

REVISED: August 16, 2018

## 003.3 EMPLOYMENT OF SUPERINTENDENT

### Purpose

~~The Board of Education places the primary responsibility and authority for the administration of the district in the Superintendent. Therefore, selection of a Superintendent is critical to the effective leadership and management of the District.~~[1]

~~The Superintendent shall be the chief administrative and instructional officer of the District and shall be responsible for the implementation of all actions of the Board, the administration and operation of the schools subject to the policies of the Board, and the supervision of all matters pertaining to instruction in all programs under the direction of the Board.~~[18]

**This policy sets forth the Board of Education's ("Board") recruitment, pre-employment, employment, renewal, removal/severance, and succession/transition planning policies for the Superintendent of The School District of Philadelphia ("District").**

### Authority

**The Public School Code and Home Rule Charter authorize the Board, by majority vote of all its members, to elect and fix the compensation of the Superintendent of Schools, whose term shall be not more than six years, renewable at the discretion of the Board.** ~~During the last year of the Superintendent's term or any other time the position of Superintendent becomes vacant, the Board shall meet to appoint, by a majority vote of all members of the Board, a properly qualified District Superintendent.~~[1][2][3][4][5]

~~The Board shall set the compensation and term of office for the Superintendent. The term shall be three to five years from the first day of July next following the appointment, renewable at the discretion of the Board.~~[3][24]

Whenever the Board finds it impossible or impractical to immediately fill a vacancy in the office of Superintendent, the Board **is authorized to** ~~may~~ appoint an acting Superintendent to serve not longer than one (1) year from the time of appointment.[4][6]

~~In the event the Board appoints an acting Superintendent, the Board shall approve and document the recruitment and assessment procedures to be used to permanently fill such vacancy in~~

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<sup>1</sup> This policy was originally adopted as Policy 002.2: Employment of the Superintendent

accordance with Board policy.

## **Mandatory Regulatory Procedures:** **Core Requirements**

### *Search Preparation*

**The Board shall engage the larger Philadelphia community when developing the job specifications for recruiting, hiring, and on-boarding a new Superintendent. This public engagement shall include, but not be limited, to: community listening sessions and the development of a Superintendent Search Advisory Committee. The Board may procure the services of a search firm to assist with search preparation. [7][8][9]**

### *Recruitment and Assessment of Candidates*

The Board shall actively seek candidates who meet the qualifications and requirements for the position of Superintendent **as established by the Public School Code Pennsylvania Department of Education regulations, and the Board.** It may be aided in this task by a ~~committee work group of Board members~~ and/or the services of a **search firm** ~~professional consultants.~~ [8][9]

When undertaking a search to fill the position of Superintendent, recruitment procedures shall be prepared and may include the following:

1. Preparation of a job description for the position, written in accordance with the requirements of federal and state laws and regulations **and in alignment to the Board's Goals and Guardrails.**[5][10][11]
2. Preparation of written qualifications, in addition to applicable state requirements, for all applicants. [6][7][8][9][10][12][13][14][15][16]
3. Preparation of informative materials describing the District, the Superintendent position, and the District's educational goals.
4. Opportunity for selected applicants to visit ~~the~~ District schools; **and** meet with internal staff and external stakeholders at the Board's invitation.

Recruitment, screening, and evaluation of candidates shall be conducted in accordance with Board policy, Board established leadership criteria, and **local**, state and federal law.[5][10]

The Board shall determine prior to interviewing finalists which expenses associated with such interviews will be reimbursed by the ~~school~~ **District.**

A candidate's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the Board **either before or after hiring, in accordance with law.**

### *Pre-Employment Requirements*

The ~~d~~**District** shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and also may subject the candidate to civil and criminal penalties. The ~~d~~**District** may

use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law. [11][17]

A candidate shall not be employed until the individual has complied with the mandatory background check requirements for criminal history and child abuse and the ~~ed~~District has evaluated the results of that screening process. [12][13][25][18][19][20]

Each candidate shall report, on the designated form, all arrests and convictions as specified on the form. Candidates shall likewise report arrests and/or convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may subject the individual to denial of employment, termination if already hired, and/or criminal prosecution. [13][25][19][20]

**After receiving a conditional offer of employment but prior to beginning employment, the candidate shall undergo medical examinations, as required by law and as the Board may require.** [21][22][23]

Before entering the duties of the office, the Superintendent shall meet state requirements and take and subscribe to the oath of office prescribed by law. [14][24]

~~After receiving a conditional offer of employment but prior to beginning employment, the candidate shall undergo medical examinations, as required by law and as the Board may require.~~ [15]

### *Employment Contracts*

An individual shall not be employed as Superintendent unless **they have** ~~s/he has~~ signed an employment contract expressly stating the terms and conditions of employment. The written contract shall: [3][4]

1. Contain the mutual and complete agreement between the Superintendent and the Board with respect to the terms and conditions of employment.
2. Consistent with state certification requirements, specify the duties, responsibilities, job description, and performance expectations, including performance standards and assessments as required by law. [16][17][25][26]
3. Incorporate all provisions relating to compensation and benefits to be paid to or on behalf of the Superintendent. [19][27]
4. Specify the term of employment and state that the contract shall terminate immediately, except as otherwise provided by law, upon the expiration of the term unless the contract is allowed to renew automatically as required by law. [3][4]
5. Specify the termination, buyout, and severance provisions, including all post employment compensation and the period of time in which the compensation shall be provided. Termination, buyout, and severance provisions may not be modified during the course of the contract or in the event a contract is terminated prematurely.
6. Contain provisions relating to outside work that may be performed, if any. [20][21][28][29]
7. State that any modification to the contract must be in writing.
8. State that the contract shall be governed by the laws of the Commonwealth.
9. Specify postretirement benefits and the period of time in which the benefits shall be



provided.

### ***Transition and On-Boarding Planning***

To ensure proper continuity of leadership, the Superintendent shall always have at least two (2) other executives on their leadership team sufficiently familiar with the Board and District matters and processes to enable either or both in combination to take over with reasonable proficiency as an acting Superintendent. Upon request by the Board, the Superintendent shall provide this succession plan to the Board in writing. If necessary, the Board, not the outgoing Superintendent, shall appoint an acting Superintendent to serve not longer than one (1) year from the time of their appointment. [6]

To identify a new Superintendent, the Board may authorize the use of a search firm. In on-boarding a new Superintendent the Board may also authorize internal and/or external transition support necessary to prepare the incoming Superintendent to assume and carry out their official duties. These can include but may not be limited to:

1. office space
2. expert or consultant services
3. travel, relocation, and/or legal expenses
4. communication services
5. equipment and supplies
6. printing and binding expenses
7. shipping and mail
8. briefings, workshops, or other orientation activities

To procure the aforementioned search firm and/or transition supports, the Board may waive, to the extent permitted by law, any requirements of Policy 610, Purchases Subject To Competitive Process. [8][9]

### ***Evaluation of the Superintendent***

On an annual basis, the Board shall evaluate the performance of the Superintendent in accordance with the Board's Goals and Guardrails Policy. [11][25]

### ***Renewal***

In order to renew the contract of a Superintendent, the Board shall notify the Superintendent of its intent to retain **or not retain them** ~~him/her~~ for a further term through a majority vote of the Board at a regular **public** meeting of the Board occurring at least ninety (90) days prior to the expiration date of the Superintendent's term of office. In the event that the Board fails to take such action, the Superintendent shall continue in office for a further term of one (1) year **subject to the same terms of their expiring contract**. Upon the conclusion of this **additional** year, the Superintendent's term of office shall terminate unless the Board has taken action, in accordance with this policy, to retain the Superintendent. [3][4]

### ***Removal/Severance***

A Superintendent may be removed from office and have ~~his/her~~ **their** contract terminated, after a hearing, by a majority vote of all members of the Board and in accordance with law. The Board shall publicly disclose at the next regularly scheduled meeting the removal from office of a Superintendent. ~~[22][23][30][31]~~

~~Any negotiated severance of employment prior to the end of the term of the Superintendent's specified contract term shall be limited to either: [3]~~

- ~~1. The equivalent of one (1) year's compensation and benefits due under the contract, if the severance agreement takes effect two (2) or more years prior to the end of the contract term; or~~
- ~~2. The equivalent of one-half (1/2) of the total compensation and benefits due under the contract for the remainder of the term, if the severance agreement takes effect less than two (2) years prior to the end of the contract term.~~

#### **Legal References:**

1. [24 P.S. §5-505](#)
2. [24 P.S. §5-510](#)
3. [Philadelphia Home Rule Charter](#) - §12-209
4. [24 P.S. §10-1073](#)
5. [Philadelphia Home Rule Charter](#) - §12-301
6. [24 P.S. §10-1079](#)
7. [Policy 007](#) - Public Engagement
8. [Policy 610](#) - Purchases Subject To Competitive Process
9. [Policy 611](#) - Exception to Purchases Subject to a Competitive Process
10. [Policy 348](#) - Harassment and Discrimination - Employees
11. [Policy 003.1](#) - Goals and Guardrails
12. [24 P.S. §10-1002](#)
13. [24 P.S. §10-1003](#)
14. [24 P.S. §10-1078](#)
15. [22 PA Code §49.41](#)
16. [22 PA Code §49.42](#)
17. [24 P.S. §11-111.1](#)
18. [23 Pa. C.S.A. §6344](#)
19. [24 P.S. §11-1111](#)
20. [Policy 304](#) - Employment of District Staff
21. [24 P.S. §14-1418](#)
22. [22 Pa. Code §23.43](#)
23. [22 Pa. Code §23.44](#)
24. [24 P.S. §10-1004](#)
25. [24 P.S. §10-10073.1](#)
26. [24 P.S. §10-1081](#)
27. [24 P.S. §10-10075](#)
28. [24 P.S. §10-1007](#)
29. [24 P.S. §10-1008](#)
30. [2 Pa. C.S.A. 551 et seq](#)
31. [24 P.S. §10-1080](#)

### **Related Information:**

1. [24 P.S. 108](#)
2. [24 P.S. 696](#)
3. [24 P.S. 1418](#)
4. [22 PA Code 8.1 et seq](#)
5. [22 PA Code 49.171](#)
6. [22 PA Code 49.172](#)
7. [28 PA Code 23.43](#)
8. [28 PA Code 23.44](#)
9. [28 PA Code 23.45](#)
10. [18 Pa. C.S.A. 9125](#)
11. [23 Pa. C.S.A. 6301 et seq](#)
12. [42 U.S.C. 12101 et seq](#)
13. [Philadelphia Home Rule Charter - 12-400](#)
14. [State Superintendent PK-12 Letter Requirements](#)
15. [003.3 Employment of the Superintendent](#) Board Operating Guidelines
16. [Procurement Manual](#)

### **Legal References:**

- ~~1. 24 P.S. 1001~~
- ~~2. 24 P.S. 1071~~
- ~~3. 24 P.S. 1073~~
- ~~4. 24 P.S. 1079~~
- ~~5. Pol. 104 - Nondiscrimination in Employment Practices~~
- ~~6. 24 P.S. 1002~~
- ~~7. 24 P.S. 1003~~
- ~~8. 24 P.S. 1078~~
- ~~9. 22 PA Code 49.41~~
- ~~10. 22 PA Code 49.42~~
- ~~11. 11. 24 P.S. 111.1~~
- ~~12. 23 Pa. C.S.A. 6344~~
- ~~13. 24 P.S. 111~~
- ~~14. 24 P.S. 1004~~
- ~~15. Pol. 314 - Physical Examinations~~
- ~~16. 24 P.S. 1073.1~~
- ~~17. 24 P.S. 1081~~
- ~~18. Pol. 002 - Functions~~
- ~~19. 20. 24 P.S. 1075~~
- ~~20. 24 P.S. 1007~~
- ~~21. 24 P.S. 1008~~
- ~~22. 2 Pa. C.S.A. 551 et seq~~
- ~~23. 24 P.S. 1080~~

**Related Information:**

~~24 P.S. 108~~

~~24 P.S. 696~~

~~24 P.S. 1418~~

~~22 PA Code 8.1 et~~

~~seq 22 PA Code~~

~~49.171~~

~~22 PA Code 49.172~~

~~28 PA Code 23.43~~

~~28 PA Code 23.44~~

~~28 PA Code 23.45~~

~~18 Pa. C.S.A. 9125~~

~~23 Pa. C.S.A. 6301 et seq~~

~~42 U.S.C. 12101 et seq~~

~~Philadelphia Home Rule Charter - 12-400~~

Effective:

Revised:

## **Board Operating Guidelines for Board of Education Employment of the Superintendent (Attachment for Policy 003.3)**

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 003.3: Employment of the Superintendent, which sets forth the Board of Education's ("Board") recruitment, pre-employment, employment, renewal, removal/severance, and succession/transition planning of the Superintendent of The School District of Philadelphia ("District").

### **Procedures**

#### **Search Preparation**

Successfully managing the departure of a Superintendent and the recruitment, hiring and onboarding of a new Superintendent requires substantial planning from the Board. Given the Board is composed entirely of volunteers, it is best practice to procure the services of a search firm to assist with all recruitment, hiring, and onboarding project phases. As such, the Board is authorized through policy to procure such services.

A successful succession plan will account for two different scenarios:

- **A planned transition**

In a planned transition, the Superintendent remains until the end of their contract and a search for their successor would take place while they are still in the role. This allows for a seamless transition between Superintendents.

- **An emergency transition**

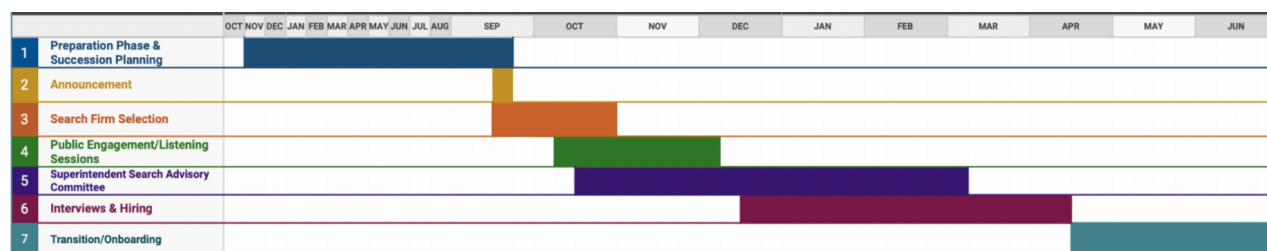
In an emergency transition, the Superintendent does not remain until the end of their contract and a search for their replacement would have to take place with an acting Superintendent appointed to fill the gap in leadership.

In the event that a Superintendent resigns or indicates an impending resignation, the Board President will immediately designate one or two Board Members to lead a Superintendent Transition Team to replace the Superintendent. These designated Board Members will work alongside Board staff, the Office of General Counsel, and any procured search firm to plan for and conduct the search.

A strong succession plan has multiple phases of which some may or may not happen simultaneously depending on the timing of the transition. These phases, to be guided by the designated Board Member-led Transition Team, are as follows:

1. Preparation phase and succession planning
2. Announcement
3. Search firm selection, if needed
4. Public engagement/listening sessions
5. Superintendent Search Advisory Committee
6. Interviews/hiring
7. Transition/onboarding

A sample detailed timeline of the above 7 phases can be found below. This sample Superintendent search was completed over the course of 21 months.



In order to inform the job description and search process for a new superintendent, the Board will engage with external stakeholders by partnering with community organizations to host listening sessions as well as releasing a survey for those unable to attend a listening session. In these engagements, the Board will ask individuals to describe the attributes and skills that they seek in the next Superintendent for the District.

The listening sessions will be held both virtually and in-person at locations across the City that include several sessions at schools. The Board will also hold sessions with employee groups in addition to the sessions held with external organizations. These should include sessions with District leadership, assistant superintendents, central office staff, and any collective bargaining unit whose leadership is interested in participating.

This phase of the search will culminate in a public report documenting what was heard through the engagement process as well as with the publishing of a final job description. The job description should align to and clearly state the expectations of the Board's Goals and Guardrails and the qualifications and requirements established by the Public School Code and Pennsylvania Department of Education regulations.

A Superintendent Search Advisory Committee will be created to bring together diverse stakeholders across the city of Philadelphia to aid the Board in selecting Superintendent candidates. The Superintendent Search Advisory Committee will meet multiple times under the guidance of a search firm and/or Board Members/staff in order to design and prepare for the interview process candidates.

**Members of the Committee shall:**

- **Demonstrate passion for the success of public education in Philadelphia**
- **Have a connection to the District in multiple ways (parent/guardian, caregiver, educator, volunteer, graduate, etc.) and with schools that reflect the many neighborhoods and types of schools that exist across the City**
- **Have experiences with multiple school settings in Philadelphia including charter schools**
- **Be current Philadelphia residents**

**The Committee will include individuals such as: teachers; principals; labor partners; members of the business, educational advocacy, and higher education communities; parents, guardians, and caregivers; and students.**

**The Board will work with key partners such as the Philadelphia Federation of Teachers (“PFT”) and Commonwealth Association of School Administrators (“CASA”) in order to invite individuals who fit these descriptions to apply for the Committee.**

**Recruitment and Assessment of Candidates**

**All individuals engaged in the search process will sign nondisclosure agreements committing them to confidentiality regarding the identity of all superintendent candidates.**

**The Board will provide all candidates with professional, sensitive, and timely communication about the search process. Candidates, regardless of their status within the search, will receive regular and professional updates about the search process and their own status and advancement within the process.**

**The Board or its designee will review candidate applicant files and identify a subset of the applications to receive a first round virtual or in-person interview.**

**The Board may also conduct other checks on the candidate/s including, but not limited to, social media vetting and notable press mentions.**

**The Board or its designee will then conduct first round virtual or in-person interviews with candidates and select a group of semi-finalist candidates who will travel to Philadelphia for in-person interviews with the Superintendent Search Advisory Committee.**

**The Superintendent Search Advisory Committee will then conduct in-person interviews with the semi-finalist candidates, debrief each candidate as a committee, and submit notes and feedback on each of the semi-finalist candidates to the Board for its review. The Board will use these notes and feedback to make its selection of finalist candidates.**

**The Board will select finalist candidates to participate in additional interviews in Philadelphia before making a final decision on the next Superintendent. If any public interviews are carried out, they shall be conducted in a way that allows individuals who speak a language other than English to meaningfully participate, including live interpretation where appropriate.**

## **Employment Contracts**

Preparing for the contracting process will take significant time in advance of the final hiring process. In order to be prepared to quickly and efficiently negotiate a contract, the designated Board Member Transition Team will spend time researching contracts across the country and identifying the key provisions they would like to see in a new contract. The District's Office of General Counsel will be involved in the drafting of all contract drafts and will review and vet all final contract offers before they are presented to the candidate for consideration.

Contract negotiations with the Board's final chosen candidate should be conducted prior to a public announcement. Following the public announcement of the new Superintendent, a special meeting will be held by the Board of Education to authorize the contract with the new Superintendent.

## **Transition and On-Boarding Planning**

To ease preparation, the search, and onboarding in both of the succession scenarios, the current Superintendent will always have at least two other executives on their leadership team sufficiently familiar with the Board and District matters and processes to enable either or both in combination to take over with reasonable proficiency as an acting Superintendent. Upon request by the Board, the Superintendent shall provide this succession plan to the Board in writing.

The transition and onboarding process is intended to support the new Superintendent in a smooth entry into the organization by providing them with the support and independence needed to establish a strong Administration.

Core goals for every transition should include:

- As needed, identifying an individual to serve as acting Superintendent between the current Superintendent's departure and new superintendent's arrival
- Working with the administration to identify and catalog all materials needed to onboard a new Superintendent
- Introducing the new Superintendent to key stakeholders
- Working with the new Superintendent to prepare for submission of a 30-60-90 day plan
- Planning for clear communications to employees and stakeholders before and during the transition
- Providing the new Superintendent with the supports needed for a successful transition and on-boarding

## **Evaluation of the Superintendent**

The Board's Goals and Guardrails [policy](#) and its related [Board Operating Guidelines](#) specify the process, timeline, and components of the Superintendent's annual evaluation.



# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0034

SECTION: Board Bylaws

TITLE: Membership

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 0034- MEMBERSHIP

### Purpose

**This policy sets forth the composition of the Board of Education (“Board”) for The School District of Philadelphia (“District”) including the number of Board Members, qualifications and expectations, appointment processes, the role of Student Board Representatives, vacancies, term limits, and removal.**

### Authority

Membership of the Board of Education (“the Board”) is prescribed by the Philadelphia Home Rule Charter. [1][2][3]

### Number of Board Members

The Board shall consist of nine members. There shall also be a **two (2)** non-voting ~~s~~Student ~~advisory member~~ **Representatives** of the Board of Education **appointed and installed by the Board from among the students enrolled in the Philadelphia public schools** and an **identified** alternate ~~appointed by the Board from among the students enrolled in the Philadelphia public schools.~~ **The Superintendent shall have a seat on the Board and the right to speak on all matters, but not the right to vote.** [1][2][4][5]

### Board Member Qualifications

Members of the Board shall be ~~residents registered voters~~ of the City of Philadelphia. No person shall be eligible to be appointed for more than three **(3)** full terms. [3]

**Board Members shall be of good moral character, at least 18 years of age [6], and reflect the diversity of backgrounds, experience and training that is representative of the City, including but not limited to: being the parent(s) of a current or former public school student(s); having training or experience in the areas of business, finance, education, public housing, or community affairs; or, having any other such training or expertise relevant and beneficial to the operations and management of the public school system. [3]**

**The authority of individual Board Members is limited to participating in actions taken by the Board as a collective body. Board Members shall have authority only when acting as the**

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<sup>1</sup> This policy was originally adopted as Policy 003: Membership

collective body unless otherwise permitted by law or Board policy.

### **Board Member Expectations**

Each Board Member shall:

1. File a ~~S~~statement of ~~F~~financial interests ~~form with the State Ethics Commission and Board Member Conflict of Interest Disclosure forms~~ before taking the oath of office or entering upon ~~his/her~~ **their** duties and annually by May 1.
2. Take and subscribe to the oath or affirmation prescribed by statute before entering the duties of the office. ~~[1][2][7]~~
3. ~~Not be engaged in a business transaction with the school district, be employed by the school district, or receive pay for services from the school district, except as provided by law. [3]~~
4. **Not have been removed from any office of trust under federal, state or local laws for any malfeasance in such office. [8][9]**
5. Adhere to **all applicable Board policies including signing an acknowledgement of the Board's Ethics and Goals and Guardrails policies** ~~District's Employee Code of Ethics. [10][11][12]~~
6. Complete **and maintain** all mandatory clearances required of volunteers by Child Protective Services Law **including the below [13][14]**
  - **Department of Human Services Child Abuse History Clearance**
  - **Pennsylvania State Police Request for Criminal History Records Check**
  - **Federal Criminal History Record Information (CHRI)**
7. **Be prepared for and attend all business meetings of the Board in compliance with established norms and policies including Policy 009. [15][16][17]**

### **Board Member Appointments**

Board Members shall be appointed by the Mayor from lists of names submitted to ~~them~~ ~~him/her~~ by the Educational Nominating Panel, and approved by resolution by members of City Council, and in accordance with law. ~~[1][2][18][19]~~

### **Non-~~v~~Voting Student Representatives**

Appointment of the **two (2)** non-voting ~~s~~Student ~~r~~Representatives ~~and alternate student representative~~ shall be approved by a majority vote of Board Members. ~~during the Spring, for a one-year term beginning July 1 of that same year.~~

**To facilitate effective communication and to enhance the opportunity for students to participate in District governance,** ~~the Board shall adopt a policy to establish the selection process and clarify~~ **set forth the** duties and responsibilities of the ~~s~~Student ~~r~~Representatives. ~~[4][5]~~

### **Board Member Vacancies**

~~A vacancy shall be filled for the balance of the unexpired term in the same manner by which each member of the Board is appointed in accordance with law.~~ **Vacancies in the office of**

**Member of the Board shall be filled as provided by law. A vacancy in the office of Member of the Board shall be filled for the balance of the unexpired term. [20]**

### **Board Member Term**

The term of office of each Board Member shall be four years, commencing on May 1 of the year a Mayor's term of office begins<sup>†</sup>. ~~[[~~[21]

~~A Board Member's term shall remain coterminous with the appointing Mayor's term.~~

~~A Board Member may serve up to three successive terms, if re-appointed by the Mayor. No person shall be eligible to be appointed or elected to more than three (3) full terms. [3]~~

### **Removal**

Members of the Board shall serve at the pleasure of the Mayor. [8]

### **Core Requirements**

#### ***Orientation and Training***

The Board believes that the preparation of each Board Member for the performance of their duties is essential to the effectiveness of the Board's functioning. In order to contribute to productive and thoughtful governing, Board Members are expected to:

1. Understand state and federal mandates that guide policymaking;
2. Familiarize themselves with the language and implications of the District's collective bargaining agreements;
3. Familiarize themselves with Board policies;
4. Understand revenue streams, current budget allocations, and key District-wide investments; and
5. Understand the Board's role as authorizer of charter schools in Philadelphia.

All newly appointed Board Members and reappointed Board Members shall be required to complete the state- and legally-mandated orientation and training as outlined in the Board Operating Guidelines.

The Office of the Board of Education shall establish and implement a program to execute and manage necessary training and orientations for Board Members.

#### ***Expenses***

Board Members serve without compensation; however, District funds may be used to pay for or reimburse Board Members for reasonable and necessary expenses incurred in the furtherance of their duties. [22]

The Board President or their designee must preauthorize the expense or the reimbursement before a Board Member incurs any expenses. Expenses incurred prior

to authorization are subject to denial and will be approved only at the discretion of the Board President. Reimbursements shall only be approved for necessary expenses incurred while conducting official Board business. The Board Vice-President shall review and preauthorize expenses and reimbursements for the Board President. [22]

These expense authorizations may include relevant membership in professional associations and attendance at relevant conferences. When attending professional associations and/or conferences paid for by the Board, Board Members shall participate in their official capacity as Board Members and not in a personal capacity or any other role. [23][24]

Expenses of spouses or other persons who have no official Board responsibilities or duties but are accompanying Board Members during a Board Member's Board-related activities shall not be reimbursed.

#### **Legal References:**

1. [Home Rule Charter](#) §12-200
2. [Home Rule Charter](#) §12-201
3. [Home Rule Charter](#) §12-202
4. [24 P.S.](#) §10-1081
5. [Policy](#) 004.1 - Non-Voting Student Board Representatives
6. [24 P.S.](#) §3-322
7. [24 P.S.](#) §3-321
8. [Home Rule Charter](#) §12-204
9. [24 P.S.](#) §3-323
10. [Policy](#) 300 - Employee Code of Ethics
11. [Policy](#) 008 - Ethics Policy
12. [Policy](#) 003.1 - Goals and Guardrails
13. [Policy](#) 916 - Volunteers
14. [23 Pa. C.S.](#) §6344 et seq
15. [Policy](#) 009 - Principles of Governance and Leadership
16. [Policy](#) 006 - Meetings
17. [Policy](#) 005 - Organization
18. [Home Rule Charter](#) §12-206
19. [Home Rule Charter](#) §12-207
20. [Home Rule Charter](#) §12-205
21. [Home Rule Charter](#) §12-203
22. [Policy](#) 331 - Expense Reimbursement
23. [24 P.S.](#) §5-516
24. [24 P.S.](#) §5-516.1

#### **Related Information:**

1. 004 Membership Board Operating Guidelines

#### **Legal References:**

1. [Home Rule Charter](#) —12-200, 12-201, 12-202, 12-203, 12-204, 12-205, 12-206, 12-207, 12-208, 12-209, 12-300

- 2.—[Public School Code](#)—24 P.S. Secs.301, 302, 401, 403
  - 3.—[Public Officials and Employee Ethics Act](#)—65 Pa. C.S.A. Sec. 1101 et seq.
  - 4.—Board Policy 003.1, 300
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<sup>4</sup>The School Reform Commission will dissolve on June 30, 2018. Governance will shift to The Board of Education commencing July 1, 2018. Board Member terms will remain coterminous with the appointing Mayor's term.

Effective:

Revised:

## **Board Operating Guidelines for Board of Education Membership (Attachment for Policy 004)**

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 004: Membership, which provides information on the composition of the Board of Education (“Board”).

### **Procedures**

#### **Board Member Expectations**

Below is an overview of the procedures related to each of the Board Member expectations outlined in Policy 004: Membership.

#### ***Statement of Financial Interests Form***

The Board’s [Policy 008: Ethics Policy](#) outlines in greater detail the processes, timelines, and stipulations of the Statement of Financial Interests Form.

#### ***Oath of Office***

The oath of office is administered to new Board Members by a Judge of the Superior Court of Pennsylvania after they receive their letter of appointment from the Mayor and before on-boarding begins.

Board staff will make every attempt to coordinate schedules so that all new Board Members can convene at one time for the oath of office. However, competing schedules might require more than one session to be convened.

The oath of office is administered in private in the Board’s Committee Room and then signed and notarized. Board staff should coordinate with District notaries to attend the scheduled session in-person.

The Board Chief of Staff should reach out to the Judge directly to coordinate their schedule.

The Mayor should also be invited and attend; which involves the Board Chief of Staff coordinating with the Mayor’s Chief of Staff’s office.

#### ***Adherence to Applicable Board Policies***

Board Members are expected to adhere to all Board policies found in the 000 series of the Board’s [Policy Manual](#).

Upon taking the oath of office, Board staff will coordinate each Board Member signing an acknowledgement of the [Board's Policy 008: Ethics Policy](#).

Upon receiving adequate background and orientation to the Goals and Guardrails governance framework, Board Members also will sign a commitment letter stating their acknowledgement of the activities required for it to be successful. More information on this commitment letter can be found in [Policy 003.1: Goals and Guardrails](#).

### *Mandatory Clearances*

Upon taking the oath of office, Board staff will work with Board Members to coordinate their completion of the necessary background clearances. Board staff will also process reimbursements for costs incurred by Board Members while obtaining these background clearances.

### *Meeting Preparation and Attendance*

Board Members are expected to prepare for and attend all business meetings of the Board. These expectations are further outlined in [Policy 009: Principles of Governance and Leadership](#). Guidance on requesting to attend a meeting/s virtually can be found in [Policy 006.1: Attendance at Public Meetings via Electronic Communications](#).

Additional information related to the Board's meetings can be found in [Policy 006: Meetings](#).

### Board Member Vacancies

If a Board Member chooses to resign from their term, they shall submit a letter of resignation in writing to the Board President and to the Mayor with a copy to the City Council President.

### Orientation

The Office of the Board of Education ("Board staff") shall arrange for each Board Member to receive a robust orientation. The orientation shall include both legally-mandated training and supplemental information to best serve them in their new role.

Board staff will take the steps necessary to establish an online [myPSBA account](#) for each Board Member to allow the Board Member to complete the below state-mandated training:

- Newly appointed Board Members, during the first year of service:
  - Instruction and academic programs, one (1) hour of which must be on best practices related to trauma-informed approaches;
  - Personnel;
  - Fiscal Management;
  - Board Goals and priorities;
  - Operations;
  - Governance; and
  - Ethics and Open Meetings.
- Reappointed Board Members, within one (1) year after re-appointment:
  - Relevant changes to federal and state public school law and regulations;

- **Fiscal Management;**
- **Trauma-informed approaches; and**
- **Other information deemed necessary by the Pennsylvania Department of Education.**

**Board staff will schedule all new Board Members for supplemental orientation briefing sessions such as:**

- **Board Goals and Guardrails**
- **Board Norms and Organization**
- **Board Policy Work**
- **Office of General Counsel**
- **Finance**
- **Organizational Structure of The School District of Philadelphia (“District”)**
- **Charter Schools**
- **Office of the Inspector General**
- **Office of Auditing Services**
- **District Performance**
- **Office of Talent**
- **Government Relations**
- **The Fund for the School District of Philadelphia**

**Finally, there are self-guided orientation resources always available to Board Members through their myPSBA account. Some sample offerings include:**

- **Academic Requirements and Testing**
- **Board's Role in Finance and Budgeting**
- **Conflicts of Interest and Ethics Act**
- **Effective State and Local Advocacy**
- **Evaluating Your Superintendent**
- **Facilities Planning**
- **Introduction to Governance Plans and Documents**
- **Legal Landscape of Public Education**
- **Overview of Public School Labor Relations**
- **Policy and Administrative Regulations**
- **Special Education**
- **Sunshine Act & Executive Session**
- **Transportation**
- **Intersections - Racism, Protests and Schools: Building the Equity Foundation Through Policy**
- **Intersections - Understanding the Board's Role**
- **Culturally Responsive Leadership in the New Normal**
- **Cybersecurity in Digital Meetings and Online Learning**
- **Emergency Connectivity Funding for Off-Campus Internet and Laptops/Tablets**
- **Supporting the Mental Health of Professional Staff**
- **Webinar - Innovative Online Learning at School Districts**
- **Webinar - Keeping Board Meetings Effective**
- **Webinar: Superintendent Evaluation**



## **Expenses**

From time to time, Board Members may incur expenses in the furtherance of their duties for which they may be reimbursed if pre-approval was obtained in advance by the Board President or their designee. There are different types of expenses that Board Members can either have prepaid in advance or be retroactively reimbursed for when attending to District business. Expenditures not deemed necessary or reasonable will not be reimbursed.

The pre-approved expenses that may be prepaid on behalf of the Board Member include but are not limited to:

1. In-town cab service
2. Conference registration or professional association fees
3. Air and train travel

Board Members can be reimbursed for the following pre-approved expenses:

1. Rideshare services such as Uber and Lyft
2. Out-of-town travel (*out-of-town cab service, reasonable hotel accommodations, and food/beverage not including alcohol and within District reimbursement limits*)

## ***Pre-Approval***

Pre-approval *must* first be obtained from the Board President or their designee for all requests for pre-payment and/or reimbursement of expenses. Requests for reimbursement of expenses that are not pre-approved may be subject to denial. All requests are documented by Board staff and shared with the Board President for approval and the Board Chief of Staff for record keeping and auditing purposes. Pre-approval shall be requested as follows:

1. Requesting Board Member submits pre-approval request to Board President using designated Google Form in accordance with the below timelines:
  - In-town cab service requests must be made at least 3 business days in advance
  - Conference registration, professional association fees, and air and train travel requests must be made at least 10 business days in advance
2. Board President or their designee reviews, approves, and signs expenditure pre-approval form

The Board Vice-President will review and preauthorize expenses and reimbursements for the Board President.

### ***Expense Prepayment or Reimbursement***

**Upon receipt of evidence of pre-approval, Board staff will work with the requesting Board Member to process all requests for prepayment or expense reimbursement in accordance with the Administrative Procedures to Board Policy 331.**

# ~~THE SCHOOL DISTRICT OF PHILADELPHIA~~

No. 004.1

SECTION: Board

Procedures/Bylaws

TITLE: School Board Committees

ADOPTED: August 16, 2018

REVISED: January 27, 2022

## 004.1 SCHOOL BOARD COMMITTEES

### **Purpose**

~~The objective of School the Board Committees is to improve governance practices by increasing the number of public access points to the Board, and aligning the work of the Board to key District initiatives. Board Committees are an opportunity for Board Members to establish, review, analyze, and discuss recommendations prior to consideration by the full Board.~~

### **Authority**

~~The Board may establish committees (standing or ad hoc) through a majority vote of the Board to assist in its governance of the School District and its charter authorizing business. Board committees shall operate in accordance with the provisions of the Sunshine Act. [1][2]~~

~~All committee meetings shall be open to the public unless the committee meets in Executive Session or in conference, as provided by the Pennsylvania Sunshine Act. Minutes shall be kept for each standing committee meeting. [2]~~

~~Standing committees shall meet periodically throughout the school year. Meeting dates, times, and agendas shall be posted publicly at the start of each school year. [2], with the understanding that they might be subject to change.~~

~~The Board may authorize the creation of ad hoc committees to meet on an as-needed basis to complete specific Board business, keep the Board informed of community opinion, and provide representation of stakeholders on specific issues. Reports or recommendations from an ad hoc committee must be formally received by the Board at a regular or special meeting of the Board. Recommendations or reports of ad hoc committees shall not reduce the responsibility of the Board, which shall be free to accept or reject such recommendations. Ad hoc committees shall be created, given a specific charge, and assigned a fixed termination at the completion of their duties, which may be extended by the Board President.~~

~~Opportunities for public participation shall be included as part of the agenda of each committee meeting. By participating in committee meetings or by submitting written testimony in advance of meetings, members of the public acknowledge that their name, comments, and written testimony~~

~~are part of the public record and may be made available with the minutes of each meeting.~~

~~The Board shall review its Committee structure during its annual organization meeting on the first Monday of December. While appointing members to each committee, the Board President must ensure at least one current committee member is re-appointed to that committee.~~

~~The members of each standing Board Committee shall consist of at least three (3) Board members, including a Chairperson or co-Chairpersons appointed by the Board President. Committee members shall serve until the next organization meeting of the Board. Board members who are not appointed to a committee may attend any meeting of the committee but must not participate in the decision-making of recommendations to the full Board.~~

~~Each Board standing committee shall be convened by a chairperson or co-chairpersons, who shall report for the committee, and be appointed by the Board President. Board members may express their interest in acting as a chairperson or member of a standing committee to the Board President.~~

~~Board standing committees shall also be assigned a staff liaison, who is appointed by the Superintendent or designee.~~

~~Board Standing Committees responsibilities include, but are not limited to, the following:~~

~~I. — Policy Committee~~

- ~~○ Meets twice during the school year;~~
- ~~○ Discusses and recommends the development and review of all Board policies; and~~
- ~~○ Oversees the implementation of all policies adopted by the Board.~~

**Legal References:**

- 1.-[Home Rule Charter](#) — 12-1209
- 2.-[Pa Sunshine Act](#) — 65 Pa. C.S.A. Sec. 701-716

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. ~~003.1~~ **004.1**

SECTION: Board Bylaws

TITLE: Non-Voting Student  
Representatives

ADOPTED: August 16, 2018<sup>1</sup>

REVISED: May 30, 2019

## ~~003.1~~ **004.1** NON-VOTING STUDENT REPRESENTATIVES

### Purpose

**This policy** ~~To establish~~ the position of the non-voting ~~sStudent rRepresentatives member~~ of the Board of Education (“**Board**”) of **The School District of Philadelphia (“District”)**. The non-voting ~~sStudent rRepresentatives~~ **shall serve** on the Board in an advisory capacity to **engage with and** represent the interests of all students in Philadelphia. [1]

### Authority

~~The Public School Code and Philadelphia Home Rule Charter permit the Board to Members of the Board of Education shall~~ appoint by a majority vote **of those present and voting, from among the students enrolled in Philadelphia public schools, two (2) non-voting sStudent rRepresentatives of the Board.** ~~to be non-voting members of the Board of Education. Board Members must appoint both student representatives during the Spring, for a term commencing on July 1 of that same year. [1][2]~~

~~The Board of Education will designate a Board Member to serve as a mentor to the appointed student representatives, with assistance from the Board of Education staff.~~

~~Appointments of student representatives shall be made in accordance with procedures outlined by this policy.~~

### Delegation of Responsibility

The Office of the Board of Education shall develop and disseminate Board Operating Guidelines for the application and selection process of the Student Representative positions. Notice shall be sent to District **students, parents/guardians, and staff** and **the** charter school **community students, parents/guardians, and staff** with information on the application process and related procedures.

### Core Requirements

**The Board shall appoint and install two (2) non-voting Student Representatives. The Board**

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<sup>1</sup> This policy was originally adopted as Policy 003.1: Non-Voting Student Board Representatives

shall appoint the Student Representatives for a one (1) school year term, commencing in August. Additionally, one (1) alternate shall be appointed as an alternate non-voting Student Representative. **An oath of office will be publicly administered by the Board President or their designee to the two (2) non-voting Student Representatives. The oath will be publicly administered to the alternate Student Representative only if will be installed only should they are called to fill a vacancy be created.**

### *Qualifications*

Student Representatives must attend a District or charter high school in Philadelphia and be a current resident of the City of Philadelphia. Student Representatives must be enrolled in their tenth (10th) or eleventh (11th) grade year while serving as the Board Student Representative.

### *Roles and Responsibilities*

The **appointed and installed** non-voting ~~s~~Student ~~r~~Representatives shall:

- Advise the Board of Education on matters in the best interest of all students in Philadelphia, **including Action Item vote recommendations and recommending the development or amendment of Board policies.**
- Serves on the Superintendent's Student Advisory Council ~~and the Board of Education.~~
- Serve as leaders that represent the student voice for all Philadelphia public schools (District and ~~c~~Charter).
- Make every effort to attend and participate in all public meetings of the Board of ~~E~~Education held outside of their school day.
- Receive orientation, training, and support from the Office of the Board of Education, in relation to fulfilling their role on the Board.
- Advise on the impact of Board Policies on the students of Philadelphia.
- ~~Advise on the development or amendment of Board Policies.~~

The non-voting ~~s~~Student ~~r~~Representatives **and alternate** shall not:

- **Participate in any official votes conducted by the Board.**
- Participate in confidential Board executive sessions.
- Publically represent the intent of the Board.
- Contract on behalf of the Board or the ~~School~~ District.

### *Orientation and Training*

The Board is committed to keeping appointed Student Representatives well informed and prepared to perform the respective duties and responsibilities outlined in their role. All appointed Student Representatives shall participate in an orientation and training following their appointment.

### *Mentoring and Support*

The Board President shall select from interested Board Members one (1) Board Member to

serve as the Board's Liaison to the Student Representatives. This Board Liaison shall serve as a mentor to appointed Student Representatives to educate and ensure that Student Representatives understand the work of the Board and acquire non-confidential knowledge of matters related to the operation of schools. The Board Liaison shall also report back to the Board on the work of the Student Representatives, provide relevant updates to the public, and coordinate necessary staff support.

The Chief of Staff of the Board of Education shall designate one (1) member of the staff of Office of the Board of Education to serve as the primary point of contact for the Student Representatives, supporting them in the functions of their roles.

#### *Vacancies*

The alternate Student Representative shall be **administered the oath of office installed by the Board** in the event **that** a Student Representative is unable to complete their term. If both Student Representatives are unable to complete their terms, the **Board shall install the one (1) alternate Student Representative to shall** carry out the duration of the term in accordance with the procedures of this policy.

#### *Qualifications*

~~Student representatives must attend a District or charter high school in Philadelphia and be a current resident of the City of Philadelphia. Student representatives must be enrolled in their eleven (11th) or twelve (12th) grade year while serving as the Board student representative.~~

#### Delegation of Responsibility

~~The Superintendent or designee shall develop and disseminate administrative procedures for the application and selection process of the student representative positions. An annual notification must be sent to students, parents/guardians, and staff with information on the application process and related procedures.~~

#### *Vacancies*

~~An alternative student representative may be appointed by the Board of Education in the event that a student representative is unable to complete their term. If both student representatives are unable to complete their terms, the Board of Education shall appoint two new student representatives in accordance with the procedures of this policy.~~

#### *Term*

~~Appointed student representatives shall serve not more than a single one-year term beginning July 1, ending June 30th.~~

#### *Orientation and Training*

~~The Board of Education is committed to ensuring appointed student representatives are well informed and prepared to perform the respective duties and responsibilities outlined in their role. The District's Office of Student Support Services will serve as a mentor to appointed student representatives to encourage understanding of the function of the Board and acquire knowledge of matters related to the operation of the schools.~~

#### Legal References:

1. [Home Rule Charter](#) – §12-201
2. [24 P.S.](#) §4-407

**Related Information:**

1. [004.1](#) Non-Voting Student Board Representatives Board Operating Guidelines
2. [Policy](#) 004 - Membership

**Legal References:**

- ~~1. — [Home Rule Charter](#) — 12-201~~
- ~~2. — Board Policy 003 Membership~~



Effective:

Revised:

**Board Operating Guidelines for  
Board of Education Non-Voting Student Board  
Representatives  
(Attachment for Policy No. 004.1)**

**Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 004.1: Non-Voting Student Representatives regarding students serving as non-voting members of the Board of Education (“Board”) of The School District of Philadelphia (“District”) in an advisory role.

**Procedures**

The Board encourages the participation of students in District governance and believes that student voice and involvement in the governance process is critical to the success of the District.

When the application window opens, Board staff will distribute application materials over various platforms such as posting on the [District’s website](#)<sup>1</sup>, through social media, announcements during Board meetings, and email.

**Qualifications**

To serve as a non-voting Student Representative students shall meet the following requirements, at a minimum:

1. be a current resident of the City of Philadelphia;
2. attend a District or Philadelphia charter school;
3. apply during their ninth or tenth grade at a District or Philadelphia charter high school to serve during their tenth or eleventh grade year;
4. have a minimum GPA of 2.5 or higher and in good standing;
5. be able to demonstrate a willingness to actively participate in the work of Student Representatives to include bi-weekly meetings with Board staff to maintain the work of a Student Representative;

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<sup>1</sup><https://www.philasd.org/schoolboard/aboutus/#student>

6. demonstrate an ability and willingness to work collaboratively with their counterpart in pursuit of successfully carrying out the work of Student Representatives;
7. be actively involved in their school community and willing to work to support Philadelphia's public schools, on behalf of their peers, on a regular basis;
8. be willing to represent their peers by communicating student opinions to the Board, and reporting Board deliberations and actions to the student body;
9. be available to meet with the Board on a monthly basis, to communicate the concerns of their peers, and make an effort to be at every public meeting.

### **Application Materials**

During the application window (generally in the Spring), students enrolled in ninth and tenth grade at District and charter high schools may submit a completed application to the Office of Student Support Services via email to [studentleaders@philasd.org](mailto:studentleaders@philasd.org). When the application window opens, Board staff will make the application materials available on the [District's Board's website](#)<sup>2</sup>.

A completed application includes the following materials:

- Completed application
- Current/most recent transcript
- Two reference letters; at least one of these references must come from a current teacher or administrator
- Applicants must obtain approval signature from parent/guardian
- Completed essay

The application for non-voting Student Representatives is shared through the below channels and other channels:

- Principals
- School counselors
- Direct student emails

### **Selection Process**

The selection of two (2) Student Representatives and one (1) alternate shall include an interview process carried out by the non-voting Student Representative **Selection team Committee** that may comprise of individuals representing the following organizations/offices (but not limited to):

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<sup>2</sup> <https://www.philasd.org/schoolboard/aboutus/#student>

- ~~Former~~ **Current** non-voting Student Representatives
- Other student leaders
- Charter Schools Office
- Office of the Board of Education
- Office of Student Support Services
- Mayor's Office of Youth Engagement

All students who submit a completed application will receive an invitation to a **mandatory information session preliminary interview** as a part of this process.

Members of the Student Representative ~~S~~**selection team** ~~Committee~~ will work collaboratively to identify the top final applicants to recommend for a final round interview with the Board President **and the Board's liaison to the Student Representatives.**

### Final Selection

The ~~current~~ presiding Board President **with support from the Board liaison** shall interview student applicants recommended by the non-voting Student Representative ~~S~~**selection team** ~~Committee and~~ identifying two (2) Student Representatives and one (1) alternate to serve for the duration of the upcoming school year.

Student applicants who are selected to serve as non-voting Student Representatives will be asked to sign a letter of commitment for the duration of their role.

### Student Board Representative Supports

To ensure that Student Board Representatives have the supports they need to carry out their duties, the below supports are provided to them during their term:

- Transportation to/from the 440 N. Broad Street Education Center for meetings
- Meals during Board meeting days
- Necessary technology

### Orientation

Orientation topics vary year-to-year based on the past experiences and interests of the appointed Student Representatives. Typical topics include but are not limited to overviews of:

- Board Members and current Board priorities
- Goals and Guardrails and board governance
- School District of Philadelphia's central office structure

There will also be opportunities to meet with different District student leaders and past student representatives.

Orientation typically culminates in ~~project an annual planning for the year to~~ outlining ~~what~~ objectives the Student Representatives want to accomplish by the end of their term.

### ~~Check-In's~~

#### ~~Student Feedback and Continuous Improvement~~

Student Board Representatives will ~~meet check-in~~ with the relevant Board and staff liaisons at the beginning, middle, and end of their term to provide feedback on additional areas they'd like to engage in and/or where they need additional support.

Student Board Representatives will also provide the full Board, during a public meeting, a final ~~overview of the work carried out during their term. report wherein they can provide public feedback on the role of the Student Board Representatives.~~

### ~~Vacancies~~

In the event that one or both of the non-voting Student Representatives are unable to complete their term for any reason, the alternate Student Representative shall be ~~administered the oath of installed to the position of~~ Student Representative ~~to serve~~ for the remainder of the one-year term.

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 004.2

SECTION: Board Bylaws

TITLE: Parent and Community  
Advisory Council

ADOPTED:

REVISED:

## 004.2 PARENT AND COMMUNITY ADVISORY COUNCIL (PCAC)

### Purpose

This policy establishes a Parent and Community Advisory Council (“PCAC”) to **provide advise** the Board of Education (“Board”) **with feedback** on matters related to public education in Philadelphia and sets forth its roles and responsibilities, eligibility, and composition.

### Authority

The ~~Public School Code and~~ Philadelphia Home Rule Charter authorize the Board to convene at least twice-yearly a Parent and Community Advisory Council comprised of stakeholders from across the City to consult on issues pertaining to educational policy and family and community engagement in schools. [1]

### Delegation of Responsibility

The Office of the Board of Education shall develop and disseminate Board Operating Guidelines for the application and selection process of PCAC members.

### Core Requirements

The Board President shall select from interested Board Members at least one (1) Board Member to serve as a PCAC Liaison. The PCAC Liaison(s) shall serve as the primary point of contact for PCAC members. The PCAC Liaison will report back to the Board on the work of PCAC, provide a monthly update to the public at Board meetings on the work of PCAC, and coordinate support provided to PCAC’s Board staff.

### *Roles and Responsibilities of PCAC Members*

PCAC members serve in an unpaid, volunteer position to perform the following responsibilities:

- ~~Advise and p~~Provide feedback to the PCAC Liaison(s) on Board policies;
- Provide the PCAC Liaison(s) with input **and guidance** on the interests and concerns of Philadelphia public school parents, guardians, caregivers, and community members;
- Attend and participate in monthly meetings led by the PCAC Liaison(s); and

- ~~• Work in partnership with the Board to engage The School District of Philadelphia (“District”) stakeholders.~~
- Promote city-wide engagement with the Board and The School District of Philadelphia (“District”)

### *Eligibility*

PCAC members shall be the following:

- A resident of the City of Philadelphia;
- At least eighteen (18) years of age; and
- Affiliated with a Philadelphia District or charter school (parent/guardian *or* a community member with a demonstrated commitment to improving the quality of education for the children of Philadelphia).

### *Composition*

PCAC shall be made up of members representing diverse stakeholder groups and geographies selected by the Board through an application process. Members should represent stakeholder groups including: parents, guardians, caregivers, teachers, staff, and community members.

### *Term*

PCAC members shall be appointed to serve a two-year term, beginning with the school year in which they are appointed. Members may not serve for more than two (2) consecutive terms.

### Legal References:

1. [Home Rule Charter](#) § 12-311

### Related Information:

1. 004.2 Parent and Community Advisory Council Board Operating Guidelines
2. [Policy](#) 920 - School Advisory Councils

Effective:

Revised:

**Board Operating Guidelines for  
Board of Education Parent and Community Advisory  
Council  
(Attachment for Policy 004.2)**

**Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 004.2: Parent and Community Advisory Council (“PCAC”), which establishes PCAC as the link between school communities and the Board of Education (“Board) by promoting engagement with the Board and The School District of Philadelphia (“District”).

**Procedures**

The Board encourages the participation of parents and community in District governance and believes their voice and involvement in the governance process is critical to the success of the District. PCAC consists of members representing a diverse stakeholder groups and geographies who each serve for a two-year term.

When the application window opens, Board staff will distribute application materials over various platforms such as posting on the [District’s website](#)<sup>1</sup>, through social media, announcements during Board meetings, and email.

**Qualifications**

To serve as a member of PCAC, individuals shall meet the following requirements, at a minimum:

1. be a current resident of the City of Philadelphia;
2. be at least (18) years of age; and
3. be affiliated with a District or charter school (parent/caregiver or a community member with a demonstrated commitment to improving the quality of education for the children of Philadelphia).

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<sup>1</sup><https://www.philasd.org/schoolboard/aboutus/#advisory>

## **Expectations**

PCAC members shall be expected to:

1. Act as champions for public education in Philadelphia, supporting District governance by communicating the interest and concerns of public school communities to the Board;
2. Take on responsibility to encourage stakeholder engagement and awareness of the decision making process through the hosting of community conversations and other means;
3. Represent a diversity of stakeholder voices including, but not limited to: caregivers, community members, teachers, and others; and
4. Be available to attend and participate in monthly PCAC meetings, where a light meal and/or refreshments will be made available at in-person sessions as well as parking when possible.

## **Application**

An individual who is a current resident of the City of Philadelphia, at least (18) years of age, and affiliated with a District or charter school may complete the online application form available on the Board's website during the application time window or submit a completed application to the Office of the Board of Education via email to [schoolboard@philasd.org](mailto:schoolboard@philasd.org).

All application materials and forms will be available in the District's English and non-English languages and will be written using accessible language.

The application process will be communicated to the public in the Spring through a communications toolkit including flyers, social media, District-wide and community-facing email communications, the FACE office, press releases, trusted messenger communications through existing PCAC members, and updates on the Board's website.

## **Final Selection**

Board staff will conduct the initial screening of applicants including reviewing submitted applications and conducting phone screenings. Selected applicants will be offered an initial interview with the designated Board PCAC Liaison(s) and Board staff.

Board staff, in collaboration with the PCAC Liaison(s) will identify applicants for a second and final round interview with the Board President.

The ~~Board President and~~ PCAC Liaison(s) will then interview and select the individuals to serve on the Parent and Community Advisory Council for a two-year term.

It is the intent of PCAC, based on the applicant pool, to select individuals that represent a variety of zip codes to include diversity of voice.

Applicants who are selected to serve as a Parent and Community Advisory Council member will be asked to sign a letter of commitment for the duration of their term.



### **Vacancies**

**In the event that a PCAC member is unable to complete their term for any reason, their seat will remain unfilled until another member is appointed during the next application time window.**

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0045

SECTION: Board Bylaws

TITLE: ~~Board Norms and~~  
Organization

ADOPTED: August 16, 2018<sup>1</sup>

REVISED: January 30, 2020

## 0045: ~~BOARD NORMS AND ORGANIZATION~~

### Purpose

~~The Board of Education (“Board”) believes that its collective authority in school governance is strengthened by the diversity of knowledge and skills demonstrated by each Board Member. This policy outlines the general norms and beliefs held by the Board in conducting its business and interacting with one another.~~

**This policy sets forth how the Board of Education (“Board”) conducts organization meetings and officer elections.**

### Authority

~~As public officials and members of the Board, each Board member shall commit to following the norms and beliefs outlined in this policy in conducting Board business and leading the School District of Philadelphia (“District”).~~

~~In general, Board members shall commit to arriving prepared and promptly to all official business of the Board. Board meetings shall begin promptly at their advertised start time, with the exception of exigent circumstances.~~

**The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of The School District of Philadelphia (“District”) and its operations.[1][2][3][4][5][6]**

### Core Requirements

#### *Organization Meeting*

**The Board ~~shall must~~ hold an ~~annual~~ organization meeting ~~during on~~ the first ~~week Monday~~ of December<sup>2</sup>. [5] **The organization meeting shall be a regular meeting. [5][7][8] The Board****

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<sup>1</sup> This policy was originally adopted as Policy 004: Board Norms and Organization

<sup>2</sup> ~~With the exception of its first year of operation, at which time the Board must hold the Organization meeting prior to any other Board business and may identify a pro tempore officer of the Board to facilitate the Organization meeting.~~

shall also hold an organization meeting subsequent to a mayoral election and appointment of a new Board.

### *Order*

All organization meetings shall be called to order by the current President or Vice-President. If there is not a current President or Vice-President, the Superintendent, in their role as Secretary of the Board, shall call the meeting to order. [7]

### *Officers*

~~and~~ At each organization meeting, the Board shall by majority vote of all its members elect a President and a Vice-President from among its members. **Where no such majority is achieved on the first ballot, a second ballot shall be cast for the two (2) candidates who received the greatest number of votes.** ~~[1][2][5][7]~~

Vacancies in any office shall be filled by Board election; such officers shall serve for the remainder of the unexpired term.

Officers of the Board serve at the pleasure of the Board and may be removed from such office by the affirmative vote of a majority of those present and voting.[9][10].

The same Board Member may not hold more than one (1) office of the Board. [5][7]

~~The Board must hold public meetings each month during the school year. All meetings of the Board must be public except when meeting in Executive Session, in accordance with applicable law. [1]~~

~~The Board, Mayor, and City Council shall also meet publicly at least twice during the school year in City Council chambers to review and discuss the administration, management, operations, and finances of the School District in order to develop and adopt plans to coordinate their activities for the improvement and benefit of public education in Philadelphia. [1]~~

### *Officers*

President - ~~Shall be elected from among members of the Board by majority vote.~~ As the executive officer of the Board, the President shall preside at all meetings of the Board. **The President may call special meetings of the Board and shall call a special meeting whenever so requested by any three (3) members of the Board.** The President shall execute any and all deeds, contracts, reports, and other documents pertaining to the business of the Board which require the signature of the President. In addition, the President shall perform any duties as assigned by the Board and those responsibilities specifically delineated in the relevant portions of statutory law. [11][12] ~~[1]~~

Vice-President - ~~Shall be elected from among members of the Board of Education by majority vote.~~ The Vice-President shall act in the absence of the President and as directed by the Board **shall execute any and all deeds, contracts, and other papers pertaining to the business of the Board, and perform all other duties imposed on the President.** In the absence of the ~~Cehairpersonman~~ or ~~covice-eChairpersonman~~ of a standing committee, the Vice-President shall serve as the

~~Ce~~hairpersonman. [13+]

Secretary and Treasurer - The Superintendent of Schools shall serve as Secretary and Treasurer of the Board. The Superintendent of Schools shall attend all meetings of the Board, and may attend all meetings of any Board committees, except those concerned with the Superintendent's own salary, benefits, or tenure. The Superintendent shall have the right to advise on any question or matter under consideration but shall have no right to vote. As Secretary and Treasurer of the Board, the Superintendent shall perform such duties pertaining to the business of the ~~ed~~District as are required by law or as the Board may direct. [7][14][+]

### *Resolutions*

**The Board may at the organization meeting, but shall prior to July 1, designate:**

- **Depositories for school funds. [15]**
- **Newspaper(s) of general circulation as defined in law. [16]**
- **Normal day, place and time for regular meetings. [17]**
- **Normal day, place and time for public standing committee meetings.**

### **Delegation of Responsibility**

#### *~~School Board Committees~~*

~~Board Committees are an opportunity for Board Members to engage in public dialogue and establish, review, analyze, and discuss policy recommendations prior to consideration by the full Board.~~

~~The Board may establish Committees (standing or ad hoc) through a majority vote of the Board to assist in its governance of the School District and its charter authorizing business, in accordance with its own policy.~~

#### *~~Expenses~~*

~~While Board Members serve without compensation, district funds may be used to reimburse them for reasonable and necessary expenses incurred in the performance of their official duties.~~

~~The Board President must authorize the Board business before a Board Member incurs any expenses. Reimbursements shall be approved for necessary expenses incurred for Board business.~~

~~Travel expenses of spouses or other persons who have no responsibilities or duties to perform of the Board when they accompany Board Members during their Board-related activities shall not be reimbursed.~~

~~The District may issue to Board Members resources, including but not limited to transportation, necessary to review their documents and perform their duties.~~

~~The Board President shall execute this policy in adherence to Board Operating Guidelines~~

adopted by the Board.

### *Communications*

~~It is the intent of the Board to engage in effective communication and public engagement by establishing a timely and organized system for delivery of information about new initiatives; emergency communications, changes to Board policies, and statements on behalf of the Board. The Board shall adopt a policy that delegates responsibility to the Office of the Board of Education to manage and support effective communication between the Board and constituents.~~

### *School Visits*

~~Board members recognize that school visits are a fundamental component of their work. Board members commit to prioritizing regular school visits organized include to a diverse range of schools. Board members shall conduct school visits to inform official business of the Board and shall follow protocols to respect the day-to-day operations of schools.~~

### *Orientation*

~~The Board believes that the preparation of each Board Member for the performance of **their** duties is essential to the effectiveness of the Board's functioning. In order to contribute to productive and thoughtful governing, Board Members are expected to:~~

- ~~1. Understand state and federal mandates that guide policymaking;~~
- ~~2. Familiarize themselves with the language and implications of the District's collective bargaining agreements;~~
- ~~3. Familiarize themselves with Board policies;~~
- ~~4. Understand revenue streams, current budget allocations, and key District-wide investments; and~~
- ~~5. Understand the Board's role as authorizer of charter schools in Philadelphia.~~

~~All newly appointed Board Members are required to complete, during the first year of service, a training program consisting of five (5) hours of training including:~~

- ~~1. Instruction and academic programs, one (1) hour of which must be on best practices related to trauma-informed approaches;~~
- ~~2. Personnel;~~
- ~~3. Fiscal Management;~~
- ~~4. Board Goals and priorities;~~
- ~~5. Operations;~~
- ~~6. Governance; and~~
- ~~7. Ethics and Open Meetings.~~

~~All reappointed Board Members must complete three (3) hours of instruction, within one (1) year after re-election or re-appointment, including:~~

- ~~1. Relevant changes to federal and state public school law and regulations;~~
- ~~2. Fiscal Management;~~
- ~~3. Trauma-informed approaches; and~~
- ~~4. Other information deemed necessary by the Pennsylvania Department of Education~~

~~The Office of the Board of Education shall establish and implement a program to execute and~~

~~manage necessary trainings and orientations for Board members.~~

**Legal References:**

1. [24 P.S. §4-407](#)
2. [24 P.S. §4-422](#)
3. [24 P.S. §4-423](#)
4. [PA Sunshine Act](#) – 65 Pa.C.S. §710
5. [Home Rule Charter](#) §12-209
6. [Home Rule Charter](#) §12-300
7. [Home Rule Charter](#) §12-208
8. [24 P.S. §4-421](#)
9. [P.A. Const.](#) Art. 6 §7
10. [Policy](#) 006 - Meetings
11. [24 P.S. §4-426](#)
12. [24 P.S. §4-427](#)
13. [24 P.S. §4-428](#)
14. [24 P.S. §4-431](#)
15. [24 P.S. §4-621](#)
16. [24 P.S. §4-106](#)
17. [24 P.S. §4-421](#)

**Related Information:**

1. [005 Organization](#) Board Operating Guidelines

**~~Legal References:~~**

- ~~1. [Home Rule Charter](#) – 12-1208, 12-1209~~
- ~~2. [Public School Code](#) – 24 P.S. Secs. 401, 403, 421, 422, 423~~
- ~~3. [PA Sunshine Act](#) – 65 Pa.C.S. Secs. 701-716~~
- ~~4. Board Policy 004.1~~

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0056

SECTION: Board Bylaws

TITLE: ~~005~~ Meetings

ADOPTED: August 16, 2018<sup>1</sup>

REVISED: March 26, 2020

## 0056 MEETINGS

### Purpose

This policy ~~sets forth~~ **governs** the conduct and order of business for all Board of Education (“Board”) meetings. The Board reaffirms the right of the public to be present at all public regularly scheduled and special meetings of the Board. The Board also reaffirms the right of the public to have a reasonable opportunity to comment on matters of concern, matters being considered for official action of the Board, and matters that are or may come before the Board. [1][2][3][4][5][6][7][8][9][10]

The Board encourages the public to attend Board meetings and to participate in public comment opportunities, and believes the public’s involvement in education issues is critical to **the** academic success of ~~the School District’s~~ **of Philadelphia’s (“District”)** students.

### Authority

**The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.** [10][11][12][13][14]

### Core Requirements

#### *Parliamentary Authority*

All Board meetings shall be conducted in an orderly and business-like manner. **A parliamentary procedure based on Robert’s Rules of Order Newly Revised** shall govern the Board in its deliberations in all cases where it is not inconsistent with applicable law or **other** Board policy. The Board’s General Counsel shall function as the parliamentarian for the Board.

#### *Quorum*

A quorum of the Board shall be a majority of the Board ~~m~~**Members** appointed ~~[1][2][3][4][5]~~. No business shall be transacted at a meeting without a quorum of the Board present, but the Board ~~m~~**Members** present at such a meeting may adjourn to another time. ~~[1][2]~~

#### *Presiding Officer*

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<sup>1</sup> This policy was originally adopted as Policy 005: Meetings

The Board President shall preside over all Board meetings. In the absence, disability, or disqualification of the Board President, the Vice-President shall act instead. If neither person [6][7][8] is present, a Board ~~m~~Member shall be elected President pro tempore by a majority of those present **and voting** to preside at that meeting only. **Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.** The acts of any person so designated shall be legal and binding. [1][2][15][16]

### *Meeting Notificationsee*

Notice of all open public Board meetings, including committee meetings, shall be given by publication of the date, place, and time of such meetings in the newspaper of general circulation designated by the Board and the posting of such notice at the administrative offices of the Board.[9][10][17]

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the calendar year at least three (3) days prior to the time of the first regular meeting.
2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of meeting **and sending copies of such notice to interested parties as required by the Sunshine Act.**
5. Notice of all public meetings shall be given to any newspaper circulating in Philadelphia County, ~~and~~ a radio, or television station which so requests.
6. Notice of all public meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.

Written notice of all regular and special Board meetings shall be given to Board ~~m~~Members not later than twenty-four (24) hours prior to the time of the meeting.[1][3][10][17]

Notice of executive sessions, if not previously announced, shall be provided in writing to Board ~~m~~Members at least twenty-four (24) hours prior to the executive session.[3][4]

### *Agenda Notifications*

**The agenda for all open meetings of the Board or Board committees at which deliberation or official action may take place shall be posted no later than twenty-four (24) hours prior to the time of the meeting, as follows:[17]**

1. **On the Board's website.**
2. **At the location of the meeting.**
3. **At the District's administrative office.**

**The posted agenda shall list each matter of agency business that will or may be the subject of deliberation or official action at the meeting. [17]**

### *Additions to the Agenda*



The Board may take official action on matters not included in a posted agenda only under the following circumstances: [18]

***Emergencies*** – The matter of business relates to a real or potential emergency involving a clear and present danger to life or property. [18][19]

***Business Arising Within Twenty-Four (24) Hours Prior to the Meeting*** – The matter of business has arisen within twenty-four (24) hours prior to the meeting, is de minimis (minor) in nature, and does not involve the expenditure of funds or entering into a contract or agreement. [18]

***Business Raised by Residents or Taxpayers During the Meeting*** – When a matter of Board business is raised by a resident or taxpayer during a meeting: [18]

1. The Board may take official action to refer the matter to staff, if applicable, to conduct research and include on a future Board meeting agenda; or
2. If the matter is de minimis (minor) in nature and does not involve the expenditure of funds or entering into a contract or agreement, the Board may take official action on the matter.

***Majority Vote*** – During a meeting, the Board may add a matter of business to the posted agenda by a majority vote of the Board Members present and voting. The reason for adding an item to the posted agenda must be announced at the meeting before conducting the vote. Once announced and approved by majority vote, the Board may take official action on the item of business. The agenda shall be amended to reflect the new item of business and the amended agenda shall be posted to the Board's website and the Board Office no later than the first business day following the meeting at which the agenda was amended. [18]

The public posting of agenda requirements and rules for adding items to a posted agenda apply to both regular and special open meetings of the Board. These requirements and rules do not apply to: [17][18][20]

1. Conference sessions.
2. Executive sessions.

#### *Action Meetings*

Action meetings are **regular** meetings of the full Board which shall be public and shall be held at specific locations in accordance with the schedule established by the Board for the calendar year, which shall include at least one (1) Board meeting **every two (2) months**. [8]

The order of business for all ~~regular~~ **Action** meetings shall be set out in an agenda that is made available to the public in advance of the meeting, **and in accordance with law. The Board President in coordination with the Superintendent or their designee shall determine the agenda for all Action meetings.** The order of business for ~~regular~~ **Action** meetings shall be as ~~follows outlined in the Board Operating Guidelines~~, unless altered by the **Board President.** [10]

- ~~1. Call to Order~~
- ~~2. Roll Call~~
- ~~3. Approval of Minutes~~
- ~~4. Committee Reports~~

- ~~5. Superintendent Update~~
- ~~6. Staff presentations~~
- ~~7. Registered Speakers~~
- ~~8. Discussion of Action Items & Votes~~
- ~~9. Adjournment~~

The agenda, together with all relevant reports, shall be provided to each Board ~~m~~Member before the meeting.

### *Special Meetings*

Special meetings may be called after the Board's regular schedule of meetings has been established to address either general or specific issues and shall be open to the public **except when conducted as an executive session for purposes authorized by law. The Board President shall call for a special meeting upon receiving written requests for a special meeting from three (3) Board Members. Upon the Board President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the Board members. [1][3][4][5][20].**

The Board President may also call for special meetings at ~~his/her~~ **their** discretion and as necessary to conduct District business. ~~The Board President shall call for a special meeting upon receiving written requests for a special meeting from three (3) Board members. Upon the Board President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the Board members.[5][21]~~

The Board President shall determine the agenda for all special meetings. ~~The agenda for a special meeting shall be made available to the public no later than twenty-four (24) hours before the special meeting is convened. The order of business for special meetings shall be determined according to the stated purpose of the special meeting.~~

No business may be conducted at a special meeting except for that named in the call sent to Board ~~m~~Members for such special meeting, provided that meetings may be called for general purposes.[3]

### *Emergency Meetings*

The Board President may call for an emergency meeting when there is a real or potential emergency involving a clear and present danger to life or property. Although public notice of emergency meetings is not required by law, reasonable efforts shall be made to inform the public in a timely fashion when an emergency meeting is called.[17][18]

### *Committee Meetings*

**The Board has the authority to approve Board committees. The Board shall establish its committee structure during ~~an its at least annual~~ organization meeting. The Board may revise this committee structure throughout the year as needed.**

All committee meetings shall be open to the public unless the committee meets in ~~Executive S~~session or in conference as provided by the Pennsylvania Sunshine Act. [2][3][5][4][20][21]

**Board committees authorized by the Board to take official action or render advice on District business shall operate in accordance with the applicable provisions of the Sunshine Act. [10]**

**Board Members who are not appointed to a committee may attend any meeting of the committee**

but are not eligible to vote.

Each Board committee shall be convened by the Chairperson or one of the co-Chairpersons, who shall be designated as such by the Board President and shall lead and report for the committee. Board committees shall also be assigned a District staff liaison, who is appointed by the Superintendent or designee.

Reasonable opportunity for public participation including written and spoken comment shall be included as part of the agenda of each committee meeting in accordance with this policy.

The Board is free to accept or reject recommendations or reports from committees.

Board standing committees shall be authorized by the Board to meet periodically throughout the school year. Board standing committees shall also be listed in the Board Operating Guidelines of this policy. The Board may also authorize the creation of ad hoc committees to meet on an as-needed basis. Dates, times, and agendas for committee meetings shall be posted publicly on the Board's website and in accordance with the Sunshine Act. [10]

~~Standing Committees shall meet periodically throughout the school year as outlined by Board policy. Meeting dates and times shall be posted publicly at the start of each calendar year, with the understanding that they are subject to change. [4]~~

### ***Board/Mayor/City Council Meetings***

The Board, Mayor, and City Council shall meet publicly at least twice during the school year in City Council chambers to review and discuss the administration, management, operations, and finances of the District in order to develop and adopt plans to coordinate their activities for the improvement and benefit of public education in Philadelphia. [8][9]

### ***Public Participation***

The Board reaffirms the right of the public to deliver comments, **both written and verbally**, to the Board on matters of general concern, of ~~formal~~ **official** actions of the Board, or on deliberations regarding matters that are or may be before the Board **prior to the Board taking official action.**[22]

**When addressing the Board, speakers must comply with law, as well as the Board policies and Board Operating Guidelines posted on the Board's website.** ~~Speakers present at a Board meeting may address the Board in accordance with law, and Board policy and administrative procedures posted on the Board website. [3][4]~~

By speaking at meetings or by submitting written testimony in advance of meetings, members of the public acknowledge that their name, comments, and written testimony are part of the public record and may be made available within the minutes of each meeting.

~~If a motion from the floor is made to amend, revise or edit a resolution on the list of proposed resolutions, or to propose a substitute for it, and the public has had a reasonable opportunity to comment on the original resolution, then the Board may proceed to vote on the amended or substituted resolution without further public comment, if the amendment, revision, edit, or substitute resolution pertains to the same subject which is addressed in the original resolution.~~

~~If a motion from the floor is used to propose a resolution which does not pertain to a subject that is already addressed in a resolution that has been posted in advance of that meeting, the Board may vote on the proposed resolution made from the floor at the next or later Board action meeting after the public has been notified of the proposed resolution and has had an opportunity to comment on the proposed resolution.[3][4]~~

~~When a Board member proposes a new resolution by a motion from the floor and the President calls for a vote at that meeting, the Board will provide for public comment before the Board takes action. If no speakers request to be heard, then the Board may proceed to vote.~~

### *Voting*

All motions shall require for adoption a majority vote of the Board, except as provided by statute or Board policy. [1][2][7][8]

All votes on motions, **action items**, and resolutions shall be by an oral roll call vote **unless a voice vote is requested by the Board President and the minutes are not required to reflect how each Board Member voted on that item.**[7][8]

The Board President **shall establish the consent agenda for voting on resolutions or action items at regular meetings or special meetings. The Board President shall establish a process for Board Members to request items be removed from the consent agenda. Upon consideration of these requests and in advance of the meeting, the Board President will communicate to Board Members which items are on the consent agenda and which items have been separated out from the consent agenda. During the meeting, any Board Member may make a motion for a vote on any combination of submitted resolutions or to remove an item from the consent agenda to be acted upon separately during the meeting.** ~~at regular meetings or special meetings.~~

### *Abstention from Voting*

A Board Member shall be required to abstain from voting when the issue involves either one of the following:

1. **Conflict of interest under the Ethics Act.**[23][24]
2. **Relative recommended for appointment to or dismissal from a teaching position.**[25][26]

Prior to the vote being taken, the Board Member shall verbally disclose the nature of the conflict in public and a written memorandum stating the nature of the conflict shall be attached to the Board minutes as a public record. [23]

**In accordance with the Board's Ethics Policy, Board Members shall seek the guidance of General Counsel for questions related to conflicts of interest. Board Members may also seek guidance from the State Ethics Commission. [23]**

### *Minutes*

The Board shall cause to be made, and shall retain as a permanent record of the District, minutes of all **open public** Board meetings, **including committee meetings.** Said minutes shall be comprehensible and complete and shall include:[27][28][29]

- Date, place, and time of the meeting.
- Names of Board ~~m~~Members present.
- Presiding officer.

- Substance of all official actions taken.
- Record by individual Board ~~M~~member of the roll call votes taken.
- Names of all residents who appeared officially and the subject of their testimony.
- **Any matter added to a posted agenda, including the substance of the matter, the announced reason and the recorded vote, where applicable.**

Each Board ~~M~~member shall be provided with a copy of the minutes of the last meeting prior to the next regular meeting. The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Secretary.[2]

Notations and any audio or video recordings shall not be the official record of a public Board meeting but may be available for public access, upon request, in accordance with Board policy. Any notations and/or audiovisual recordings of a Board meeting shall be retained and disposed of in accordance with ~~the law.~~ [3][29]

#### *Recess/Reconvene*

The Board may at any time recess or reconvene to a reconvened meeting at a specified date and place, upon the majority vote of those present. The reconvened meeting shall immediately take up its business at the point in the agenda where the motion to recess was acted upon. Notice of the reconvened meeting shall be given in accordance with law and Board policy.[3][17][19]

#### *Executive Session* [9][10]

The Board may hold an executive session, which is not an **open public** meeting, before, during, at the conclusion of a public meeting, or at some other time.[4][19][20][30] [3]

The Board may discuss the following matters in executive session:

1. Employment issues.
2. Labor relations.
3. Purchase or lease of real estate.
4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints **that may lead to litigation** ~~expected to be filed.~~
5. Matters that must be conducted in private to protect a lawful privilege or confidentiality, **including quasi-judicial deliberations.**
6. **School safety and security, of a nature that if conducted in public, would:**
  - **Be reasonably likely to impair the effectiveness of school safety measures.**
  - **Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school, including a building, public utility, resource, infrastructure, facility or information storage system.**

The General Counsel shall announce the reason for holding the executive session; the announcement can be made at the public meeting prior to or subsequent to the executive session.

~~Beginning with the public meeting or the first public meeting after amendments to this Policy are approved, and continuing thereafter, w~~When the Board holds an executive session regarding litigation or

issues on which identifiable complaints in litigation are expected to be filed:

1. As **it** regards litigation matters not yet formally commenced, the General Counsel or **their** ~~his/her~~ designee will announce the nature of any such complaint (but not the identity of the complainant) discussed at the executive session;
2. As **it** regards litigation matters that have been filed, the General Counsel or **their** ~~his/her~~ designee shall disclose the names of the parties, the docket numbers and the court in which the litigation has been filed. The General Counsel or **their** ~~his/her~~ designee will make available a written list of the name(s) of the parties, the court and the docket numbers of the litigation at the beginning of the public meeting at which the executive session was announced or shortly after the beginning of the public meeting.

Official action on discussions held in executive session shall be taken at a public meeting. ~~{3}~~[20]

#### **Legal References:**

1. [24 P.S. §4-421](#)
2. [24 P.S. §4-422](#)
3. [24 P.S. §4-423](#)
4. [24 P.S. §4-425](#)
5. [24 P.S. §4-426](#)
6. [24 P.S. §4-433](#)
7. [24 P.S. §5-508](#)
8. [Home Rule Charter §12-209](#)
9. [Home Rule Charter §12-310](#)
10. [PA Sunshine Act](#) – 65 Pa. C.S.A. §701 et seq.
11. [24 P.S. §4-407](#)
12. [24 P.S. §5-510](#)
13. [Home Rule Charter §12-200](#)
14. [Home Rule Charter §12-300](#)
15. [24 P.S. §4-405](#)
16. [24 P.S. §4-426](#)
17. [PA Sunshine Act](#) – 65 Pa. C.S.A. §709
18. [PA Sunshine Act](#) – 65 Pa. C.S.A. §712.1
19. [PA Sunshine Act](#) – 65 Pa. C.S.A. §703
20. [PA Sunshine Act](#) – 65 Pa. C.S.A. §707
21. [Policy 005](#) - Organization
22. [PA Sunshine Act](#) – 65 Pa. C.S.A. §710.1
23. [Policy 008](#) - Ethics Policy
24. [Ethics Act](#) - 65 Pa. C.S. 1101 et seq.
25. [24 P.S. §11-1111](#)
26. [24 P.S. §11-1129](#)
27. [24 P.S. §5-518](#)
28. [PA Sunshine Act](#) – 65 Pa. C.S.A. §706
29. [PA Sunshine Act](#) – 65 Pa. C.S.A. §711
30. [PA Sunshine Act](#) – 65 Pa. C.S.A. §708

#### **Related Information:**

1. [006 Meetings](#) Board Operating Guidelines

#### **Legal References:**

1. ~~Public School Code~~ — 24 P.S. Secs. 407, 421, 423, 433, 508, 518, 609, 696, 1075
2. ~~Home Rule Charter~~ — 12-208, 12-209, 12-310
  1. ~~Pa Sunshine Act~~ — 65 Pa. C.S.A. Sec. 701 et seq.
  2. ~~Board Policy~~ — 004.1, 801

**~~Administrative Procedures:~~**

~~005 Administrative Procedure~~

**~~Administrative Procedures~~**  
**Board Operating Guidelines for**  
**Board of Education Meetings**  
(Attachment for Policy No. 0065)

**Purpose:**

The **purpose of these Board Operating Guidelines is to effectuate Policy 006: Meetings, which** reaffirms the right of the public to be present at all public regularly scheduled and special meetings of the Board of Education (“Board”) and the Board’s commitment to welcoming and encouraging parents and guardians to be partners in their child’s school community. The Board also reaffirms the right of the public to have a reasonable opportunity to comment on matters of concern, matters being considered for official action of the Board, and matters that are or may come before the Board.

**Committee Procedures**

The Board President shall appoint Committee Members at the Board’s organization meeting or when committees are revised, where they shall serve until the next organization meeting of the Board.

The members of each Board committee shall consist of at least four (4) Board Members, including a Chairperson or two (2) co-Chairpersons appointed by the Board President. While appointing members to each committee, the Board President must ensure at least one (1) current committee member is re-appointed to that committee, unless no current committee members are seated on the Board.

Current standing Board committees include:

- I. Policy Committee
  - Meets at least twice during the year in April and November
  - Discusses and recommends the development and review of all Board policies
- II. Goals and Guardrails Committee, **a Committee** of the Whole
  - Meets regularly throughout the school year
  - Conducts monitoring of progress toward achievement of the Goals and Guardrails, interim targets, and interim indicators

**Public Participation Procedures**

The Board believes the public’s involvement in education issues is critical to the academic success of The School District of Philadelphia (“District”) students and encourages the



public to attend Board meetings and to participate in public comment opportunities **in accordance with these procedures.** ~~and believes the public's involvement in education issues is critical to the academic success of the District's students.~~

**As a general rule, during all public meetings, all Board Members should refrain from engaging with the general public through social media, text message, and other electronic communications out of respect for the established means by which the public can engage with the Board.**

**Should a member of the public wish to attend a meeting and require translation services, they should call the Board of Education office at 215-400-4010 no later than 4:00 p.m. on the business day immediately preceding the meeting they would like to attend.**

**Meeting locations will always be physically accessible spaces to ensure that members of the public of all abilities are able to access and attend the Board's public meetings.**

**The Board's website also allows the public to review and submit questions on specific Action Items leading up to each Action Meeting. The form to review Action Items and submit questions can be found on the [Board's website](#).**

## **Procedures**

### **Written Comment**

#### ***Action Meetings, Committee Meetings, Special Meetings, and Board Public Hearings***

**Written comments must be received no later than 4:00 p.m. on the business day immediately preceding the meeting or public hearing. A copy of properly submitted and timely received written comment will be provided to all Board Members, included in full in the record of the meeting or public hearing, and a summary of the comment will be read during the meeting or public hearing.**

**An exception to the above deadline will be made for members of the public who complete the speaker registration form **by no later than 4:00 p.m. on the business day immediately preceding the meeting or public hearing** but do not receive an email from the Office of the Board of Education confirming their registration **as a speaker**. These individuals will **be contacted by receive an email from** Board staff **indicating they have been placed on the waitlist and** giving them until 9:00 am of the day of the meeting or public hearing to submit written comment should they choose. Such written comment will be provided to all Board Members, included in full in the record of the meeting or public hearing, and a summary of the comment will be read during the meeting or public hearing.**

**Instructions to submit written comment can also be translated into non-English languages on the District's website, as needed.**

~~The public may submit comments to the Board~~ **Written comments may be submitted in the following ways:**

1. ~~in writing by emailing the Board at [schoolboard@philasd.org](mailto:schoolboard@philasd.org), including:~~
  - a. **the subject line “Board Comments;”**; and
  - b. **the name of the individual submitting the comments.** ~~– The public may submit comments to the Board in writing and~~
2. ~~delivering them~~ **written comment** to the Board Office located at 440 N. Broad Street, Suite 101, Philadelphia, PA 19130, **including:**
  - a. **a clear indication that the writing is intended to be a written comment; and**
  - b. **the name of the individual submitting the comments.**

**In the instance that a written comment is submitted in a non-English language, Board staff will have the comment/s translated into English and the comment will be included in the record of the meeting in English.**

~~Comments should include the subject line “Board Comments,” the name of the individual submitting the comments, and the individual’s home address.~~

**Note: Individuals who do not wish to share public comment, but wish to raise a concern to be addressed by the District’s administration are encouraged to submit their concern to the Administration in accordance with Board Policy 906, *Addressing Student and Constituent Concerns* and its administrative procedures available on the Board’s [Policy Manual webpage](#)<sup>1</sup> on its website.**

~~All written testimony must be received 24 hours in advance of the action meeting or committee meeting at which it will be discussed. The Board will accept unlimited written testimony that has been timely submitted, and will include it in full in the record of the meeting, read a summary of the testimony during the meeting.~~

### Speaker Comment and Registration

#### *Action ~~or~~ and Committee Meetings*

~~The public may share spoken comments with the Board by registering to address the Board at any regularly scheduled Action Meetings and or Committee Meetings. The procedures for addressing the Board are~~ as follows:

1. **Speaker registration will open at 4:00 p.m. on the Monday (or the first business day) of the week in which the meeting will be held.**
2. ~~Individuals must register by submitting the speaker request form (for the meeting at which they wish to address the Board) [Board’s website](#) or by calling 215-400-5959 to register with Board staff.~~

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<sup>1</sup> The Policy Manual is available at <https://www.philasd.org/schoolboard/policies/>

- ~~3. Speaker registration will open at 4:00 p.m. on the Monday (or the first business day) of the week in which the meeting will be held.~~
4. Individuals must register no later than 4:00 p.m. on the business day immediately preceding the meeting at which they would like to speak.
- ~~5. Individuals will be registered on a first come, first served basis, subject to the following exceptions, with a limit of thirty (30) speakers per meeting. Each speaker will be given two (2) minutes to address the Board.~~
6. **Non-Student Speakers:**
  - Individuals must register by submitting the speaker request form (for the meeting at which they wish to address the Board) available on the [Board's website](#)<sup>2</sup> or by calling 215-400-5959 to register with Board staff.
  - Non-English speakers can translate these instructions to their native language on the Board's website.
  - Individuals will be registered on a first come first served basis, subject to the following exceptions, with a limit of thirty (30) non-student speakers per meeting. Each speaker will be given two (2) minutes to address the Board.
7. **Student Speakers:**
  - Students must register by submitting the student speaker request form (for the meeting at which they wish to address the Board) available on the [Board's website](#)<sup>2</sup> or by calling 215-400-5959 to register with Board staff.
  - Non-English speakers can translate these instructions to their native language on the Board's website.
  - Students will be registered on a first come first served basis, with a limit of fifteen (15) student speakers per meeting. Each speaker will be given three (3) minutes to address the Board.
8. **Individuals will be registered on a first come, first served basis, subject to the following:** In order to prioritize new voices, speakers who did not speak at the ~~immediately prior~~ **most recent** public ~~a~~**Action m**Meeting will be given the opportunity to address the Board before speakers who spoke at the **most recent Board's last** public Action Meeting. Accordingly, speakers who spoke at the **most recent** Action ~~prior~~ **M**meeting will **be registered** ~~speak~~ after those who did not, **subject to the maximum speaker limit.**
9. No individual may register to speak more than once during a meeting, **but may speak on multiple topics within the time limit.**
10. **Speakers will receive an email from the Office of the Board of Education confirming their registration. If a speaker does not receive a confirmation email, they will be placed on a primary waitlist to speak and may provide written comment as set forth above.**
11. **In the event a confirmed registered non-student or student speaker does not appear at the meeting for which they are confirmed to speak, speakers on the respective primary waitlist who are present in-person or virtually will be invited to fill the**

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<sup>2</sup> The website address is <https://www.philasd.org/schoolboard/speaker-request-form/>

registered speaker vacancy in accordance with the above procedures.

- A waitlisted non-student speaker will only be called if a confirmed non-student speaker does not appear.
- A waitlisted student speaker will only be called if a confirmed student speaker does not appear.
- The Board will not know if or how many names will be called from the waitlist until it gets to the end of the registered speaker portion of the meeting.

**12. A paper sign-up sheet will also be available in the back of the meeting room for in-person secondary waitlist registration up until the commencement of the student participation portion of the meeting. The secondary waitlist will apply only to the respective speaker category (non-student or student speaker) and be utilized only if all of the available speaker spots (up to 30 non-student speakers or 15 student speakers) for that category are not used by the registered speakers or the primary waitlist for the respective category.**

**13.** All speakers are asked to remember that Board meetings are opportunities to engage in civil discourse. Individuals may be ruled out of order if **they**: use vulgar, obscene, or physically threatening language.

- ~~They make any disparaging remarks of a personal nature regarding any individual, whether or not that person is present, in which case they will be directed to address their comments to the appropriate District administrator; or~~
- ~~Use any vulgar, profane, or physically threatening language.~~

**14.** The presiding officer may:

- Interrupt or terminate a participant's statement **or disconnect electronic access** when the statement ~~is exceeds the time period allotted under these procedures or is not related to the District, a matter being considered for official action by the Board, or a matter that may come before the Board. too lengthy;~~ personally directed, abusive, obscene, or irrelevant.
- Request any individual to leave the physical meeting or disconnect electronic access when that person does not observe reasonable decorum.
- Call a recess or adjourn to another time when the lack of public decorum interferes with the orderly conduct of the meeting.
- Suspend or alter any of the procedures related to addressing the Board.

**If a speaker indicates when registering they speak a non-English language, a translator will be provided for confirmed speakers and speakers on the primary waitlist and the speaker's time will be doubled to allow for live translation to occur.**

### *Student Speakers*

~~Current students of Philadelphia District or charter-operated schools in Philadelphia may share spoken comments with the Board by registering to address the Board at any regularly scheduled Action Meetings and Committee Meetings. The procedures for addressing the bBoard are as follows:~~

1. ~~Students must register by submitting the student speaker request form (for the meeting at which they wish to address the Board) on the [Board's website](#) or by calling 215-400-5959 to register with Board staff.~~
2. ~~Student registration will open at 4:00 p.m. on the Monday (or the first business day) of the week in which the meeting will be held.~~
3. ~~Students must register no later than 4:00 p.m. on the business day immediately preceding the meeting at which they would like to speak.~~
4. ~~Students will be registered on a first come first served basis, with a limit of fifteen (15) speakers per meeting. Each speaker will be given three (3) minutes to address the Board.~~
5. ~~In order to prioritize new voices, student speakers who did not speak at the immediately prior public action meeting will be given the opportunity to address the Board before speakers who spoke at the Board's last public action meeting. Accordingly, speakers who spoke at the prior meeting will speak after those who did not.~~
6. ~~No individual may register to speak more than once during a meeting.~~
7. ~~All student speakers are asked to remember that Board meetings are opportunities to engage in civil discourse. Individuals may be ruled out of order if:~~
  - a. ~~They make any disparaging remarks of a personal nature regarding any individual, whether or not that person is present; in which case they will be directed to address their comments to the appropriate District administrator; or~~
  - b. ~~Use any vulgar, profane, or physically threatening language.~~
8. ~~The presiding officer may:~~
  - a. ~~Interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant.~~
  - b. ~~Request any individual to leave the physical meeting or disconnect electronic access when that person does not observe reasonable decorum.~~
  - c. ~~Call a recess or adjourn to another time when the lack of public decorum interferes with the orderly conduct of the meeting.~~
  - d. ~~Suspend or alter any of the procedures related to addressing the Board.~~

### *Special Meetings & Board Public Hearings*

At Special Meetings and Board Public Hearings<sup>3</sup>, the Board of Education reserves the right to modify the speaker procedures and will make announcements about the speakers procedures for these meetings at the time of the meeting's publication.

### **Revisions or Additions to Agenda Items**

**If a motion is made to amend, revise or edit an action item or resolution on the agenda, or to propose a substitute for it, and the public has had a reasonable opportunity to comment on**

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<sup>3</sup> Public Hearings are meetings held pursuant to the requirement set forth in section 12-1310 of the Philadelphia Home Rule Charter

the original action item or resolution, then the Board may proceed to vote on the amended or substituted action item or resolution without further public comment, if the amendment, revision, edit, or substitute resolution pertains to the same subject which is addressed in the original action item or resolution.

When a resolution or action item is added to the agenda during the meeting or within 24 hours of the meeting, in accordance with the Sunshine Act and this policy, the Board will offer a further public comment opportunity limited to the added agenda item for up to four (4) members of the public who are physically present at the meeting. If no speakers request to be heard, then the Board may proceed to vote.

## **Meeting Procedures**

### **Voting**

All motions require for adoption a majority vote of those Board Members present and voting, except as provided by statute or the below special voting requirements.

### ***Special Voting Requirements***

1. Actions requiring the affirmative votes of two-thirds of the full membership of the Board:
  - a. Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.[1]
  - b. Appoint to a teaching position a person who has served as a Board member and who has resigned.[2][3]
  - c. Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.[3][4]
  - d. Incurring temporary debt (non-emergency).[5][6]
  - e. Dismissing a tenured professional employee after a hearing.[3][7]
  - f. Borrowing in anticipation of current revenue.[3][8]
2. Actions requiring the affirmative votes of a majority of the full membership of the Board:
  - a. Fixing the length of the school term.[3]
  - b. Adopting textbooks.[3][9]
  - c. Appointing the district Superintendent and Assistant Superintendent(s).[3][10][11]
  - d. Appointing teachers and principals.[3]

- e. **Adopting the annual budget.[3][6][12]**
- f. **Appointing tax collectors and other appointees.[3]**
- g. **Levying and assessing taxes.[3][13][14]**
- h. **Purchasing, selling, or condemning land.[3][15]**
- i. **Locating new buildings or changing the location of old ones.[3]**
- j. **Creating or increasing any indebtedness.[3][16]**
- k. **Adding or increasing appropriations to meet an emergency or catastrophe.[3][6]**
- l. **Incurring temporary debt to meet an emergency or catastrophe.[3][6]**
- m. **Adopting planned instruction.[3][17]**
- n. **Establishing additional schools or departments.[3]**
- o. **Designating depositories for school funds.[3][18][19]**
- p. **Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another.[6]**
- q. **Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements).[3][20]**
- r. **Fixing salaries or compensation of officers, teachers, or other appointees of the Board.[3]**
- s. **Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.[3]**
- t. **Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.[3][21][22]**
- u. **Determining the location and amount of any real estate required by the school district for school purposes.[3][23][24]**
- v. **Vacating and abandoning property to which the Board has title.[3][25]**
- w. **Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[26]**

x. **Adopting, amending or repealing Board procedures and policy.[27]**

y. **Combining or reorganizing into a larger school district.[28]**

### Audience Protocols

~~To ensure that~~ **maximize the ability for attendees** ~~all individuals attending public meetings of the Board have the opportunity to observe and hear the meeting and those individuals who have registered to address the Board,~~ all members of the public attending ~~at the meetings~~ shall be expected to follow the below audience protocols:

1. ~~Turn off or~~ **Electronic recording devices and cameras, in addition to those used as official recording devices, are permitted; however, all such devices, including hence all cell phones; and pagers, must be in silent mode and not be disruptive to others. ; and other electronic devices.**
2. Limit the displaying of signs, posters, or placards inside the room where the meeting is being held to appropriate locations.
3. Know that it is unlawful to disrupt public meetings and that individuals who do so may be prosecuted.
4. Understand that the presiding officer may instruct that an individual be removed if ~~she the~~ **the presiding officer determines that they are the individual is** disrupting the meeting. ~~Electronic recording devices and cameras, in addition to those used as official recording devices, shall be permitted at public meetings under guidelines established by the Board.~~

### Action Meeting Agenda

**Action Meetings will follow the below agenda, as applicable, unless altered by the Board President or appropriate parliamentary procedure:**

1. **Call to Order**
2. **Roll Call**
3. **Approval of Minutes**
4. **Celebrating Success**
5. **Committee Reports**
6. **Registered Student Speakers**
7. **Superintendent Remarks**
8. **Presentations**
9. **Written Comment**
10. **Registered Speakers on General Topics**
11. **Action Items & Votes**
12. **New Business**
13. **Adjournment**

### Public Notice

1. ~~Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the calendar year at least three (3) days prior to the time of the first regular meeting.~~



- ~~2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.~~
- ~~3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.~~
- ~~4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of meeting.~~
- ~~5. Notice of all public meetings shall be given to any newspaper circulating in Philadelphia County and a radio or television station which so requests.~~
- ~~6. Notice of all public meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.~~

**Legal References:**

1. 24 P.S. §6-609
2. 24 P.S. §3-324
3. 24 P.S. §5-508
4. 24 P.S. §7-707
5. 24 P.S. §6-634
6. HRC §12-303
7. 24 P.S. §11-1129
8. 24 P.S. §6-640
9. Board Policy 108
10. 24 P.S. §10-1076
11. HRC §12-301
12. Board Policy 604
13. Board Policy 605
14. HRC §12-305
15. Board Policy 706
16. HRC §12-306
17. Board Policy 107
18. 24 P.S. §6-621
19. Board Policy 608
20. Board Policy 610
21. 24 P.S. §10-1080
22. 24 P.S. §5-514
23. 24 P.S. §7-702
24. Board Policy 706
25. 24 P.S. §7-708
26. 24 P.S. §4-426
27. HRC §12-209
28. 24 P.S. §2-224

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0056.1

SECTION: Board Bylaws

TITLE: Attendance at **Public**  
Meetings via Electronic  
Communications

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 0056.1 ATTENDANCE AT **PUBLIC** MEETINGS VIA ELECTRONIC COMMUNICATIONS

### Purpose

Members ~~of the Board of Education (“Board”) of the Board~~ are expected to attend each **public** meeting in person. However, the Board recognizes that factors such as illness, travel, schedule conflicts and weather conditions can make impossible the physical presence of a Board Member at a Board meeting, and that electronic communications can enable a Board Member to participate in a meeting from a remote location. **This policy sets forth the parameters for Board Member attendance at public meetings via electronic communications.**

### Authority

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of The School District of Philadelphia (“District”) and its operations.[1][2][3][4][5]

### Core Requirements

A Board Member shall be able to attend a meeting, and participate in Board deliberations and voting, through electronic communications, but only under limited circumstances. **The Board President may also permit other necessary participants to participate in meetings via electronic communications as the Board President deems appropriate.**

~~The Board authorizes the administration to provide the equipment and facilities required to implement this policy.~~

### Authority

A Board Member who attends a meeting through electronic communications shall be considered present only if the **Board Member’s electronic access allows them to hear the meeting and allows those in attendance to hear the Board Member.** ~~can hear everything said at the meeting~~

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<sup>1</sup> This policy was originally adopted as Policy 005.1: Attendance at Meetings via Electronic Communications

~~and all those attending the meeting can hear everything said by that member.~~

If the **Board President of the Board of Education** determines either condition is not occurring, ~~she~~ **they shall may** terminate the Board Member's attendance through electronic communications.

To attend a Board meeting through electronic communications, a Board ~~m~~**Member** shall comply with the following:

1. Where practical, submit a written request to the Board President or designee at least three (3) days prior to the meeting. The Board President or designee may excuse this requirement in the event of exigent circumstances. **The Board President or designee may also receive, review, and approve a request for attendance at all meetings for a set duration of time via electronic communications.**
- ~~2. Ensure that the remote location is quiet and free from background noise and interruptions.~~
3. Participate in the entire Board ~~of Education~~ meeting.
4. **For meetings held via video conferencing software, the Board Member must be visible on the screen.**
  - **Board Members who need to step away from the camera momentarily should notify the Board's Chief of Staff or their designee.**
5. **Participate in the meeting effectively, including:**
  - **Be aware of what is in the background while on a video conference.**
  - **Use a laptop with stable wired or wireless internet connection.**
  - **Participating in public meetings from the car or a distracting environment is not appropriate.**
  - **Mute the microphone when not speaking (and remember to un-mute when starting to speak).**
  - **Ensure no visually or audibly disruptive activities are occurring in the background or foreground of video that reduce overall meeting or participant productivity.**

If the Board President deems a Board Member violates this policy, they shall consider the Board Member not present and the Board Member will not be able to participate in the meeting.

The Board Vice-President shall review and approve requests for the Board President to participate in a meeting/s virtually.

The Board authorizes the administration to provide the equipment and facilities required to implement this policy.

### *Emergency Conditions*

In the event that City, county, state, federal public health officials or authorities, the Governor, or any similar authority with appropriate jurisdiction declares an emergency condition that prevents or discourages public gatherings due to a public health or safety concern, the Board shall be authorized to conduct meetings primarily or entirely via electronic communications to enable all Board Members and other necessary participants to fully participate in the conduct of official public Board business through

electronic communications.

Meetings held primarily or entirely via electronic communications shall be conducted in a manner that assures compliance with the public access and public comment requirements of the Sunshine Act. All rules normally applicable to in-person meetings of the Board, as well as the rules for Board Member participation in this policy, shall be observed in meetings held primarily or entirely via electronic means to the extent practicable and appropriate to the nature and features of the technology used.[6]

The requirement for Board Members to submit a request to participate in meetings through electronic communications shall be waived during such emergency conditions.

The Board authorizes the administration to utilize available technical resources to permit the public to attend and submit public comment during open meetings via electronic communications, in accordance with law and Board procedures and policy.[6][7]

**Legal References:**

1. [Public School Code](#) – 24 P.S. §4-407
2. [Home Rule Charter](#) – §12-209
3. [Home Rule Charter](#) - §12-200
4. [Home Rule Charter](#) - §12-300
5. [Public School Code](#) - 24 P.S. §5-510
6. [Sunshine Act](#) - 65 Pa. C.S. §701 et seq.
7. [Policy](#) 006 - Meetings

**Related Information:**

1. [006.1](#) Attendance at Public Meetings via Electronic Communications Board Operating Guidelines

**Legal References:**

- 1.—[Public School Code](#)—24 P.S. Sec. 407
- 2.—[Home Rule Charter](#)—12-209

Effective:

Revised:

**Board Operating Guidelines for  
Board of Education Attendance at Meetings via Electronic  
Communications  
(Attachment for Policy 006.1)**

**Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 006.1: Attendance at Meetings via Electronic Communications, which allows Board of Education (“Board”) members to participate in Board deliberations and voting, through electronic communications, but only under limited circumstances.

**Procedures**

**Virtual Meeting Attendance**

Virtual meeting attendance for Board members who have requested and been approved by the Board President for this flexibility will be conducted through Zoom® audio and video software.

In advance of virtual meeting attendance, the Office of the Board of Education will be responsible for providing Board Members with the technology, calendar invitations, and other logistical support for effective virtual meeting attendance. This will require the Board Member to pick up any technical hardware from 440 N. Broad Street in advance of the meeting.

At the beginning of each meeting, an announcement will be made noting which Board Member/s will be participating virtually and affirming that their virtual attendance has been approved by the Board President.

**Requesting Virtual Meeting Attendance**

To request to attend a meeting(s) via electronic communications, the requesting Board Member will submit the written request through the designated form to the Board President at least three (3) days prior to the scheduled meeting. The Board President or designee may excuse this requirement in the event of exigent circumstances.

The form will ask questions including:

- Requesting Board Member name
- Reason for request
- Affirmation that the requesting Board Member will be able to participate in the meeting effectively as defined in the policy
- Whether the Board Member will be virtual for part or the entirety of the meeting

- **Duration of request (i.e. single meeting request or range of dates during which all meetings will be attended via electronic communications)**

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0067

SECTION: Board Bylaws

TITLE: Public Engagement

ADOPTED: August 16, 2018<sup>1</sup>

REVISED:

## 0067 PUBLIC ENGAGEMENT

### Purpose

**This policy sets forth the mechanisms for** ~~Board Members recognize the importance of engaging in meaningful, two-way communication between members of the Board of Education (“Board”) and the public about the issues impacting education in t~~The School District of Philadelphia (“District”). ~~Board Members shall engage in effective internal and external communications with key stakeholder groups, constituents, and members of the larger school community.~~

~~As public officials acting on behalf of the residents of Philadelphia, Board Members have an obligation to provide constituent services but, in doing so, should not involve themselves in problem resolution or management.~~

~~Effective school governance requires Board Members to listen, ask questions, and engage in public dialogue. Board members shall seek the advice of experts with diverse viewpoints to support and strengthen their decision-making.~~

### Authority

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.[1][2][3][4][5]

### Delegation of Responsibility

The Office of the Board of Education shall create and maintain Board Operating Guidelines that describe the procedures to communicate, manage, and track public engagement.

Primary contact information on how to submit comments from constituents shall be shared on the Board’s website. Board staff shall be available to collect and manage constituent services at the Board Office at 440 N. Broad Street, Suite 101, Philadelphia, PA 19130.

### Core Requirements

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<sup>1</sup> This policy was originally adopted as Policy 006: Public Engagement

## *Communications*

~~It is the intent of the~~ The Board **shall** ~~to~~ engage in effective **internal and external** communication and public engagement **with key stakeholder groups, constituents, and members of the larger school community. The Board and Board staff shall** by establishing a **and implement** timely and organized system for delivery of information **communications** about new initiatives, emergency communications, changes to Board policies, and statements on behalf of the Board, and other matters that sustain key relationships. ~~Matters not yet ripe for discussion will not be released publicly.~~[6][7]

## *Constituent Services*

~~It is the intent of the~~ The Board **and Board staff shall** ~~that~~ **provide** constituent services ~~are provided~~ through ~~well-defined~~ protocols that **allow the Board to:**

- **Hear from school community members;** ~~facilitate the ability of the Board to resolve problems effectively,~~
- **Recognize and understand trends;**
- **Escalate to appropriate District staff when necessary; and [8]**
- ~~i~~**Identify opportunities for systems improvement.**

~~The Board recognizes that in order to guarantee fairness and equity, Board Members shall should~~ not confer special advantage on any employee, parent/guardian, student, vendor, or any other person or entity that is outside of the regular decision-making processes established by Board policy or by the District. ~~Rather, it is the intent of the Board to ensure that the Board and the District have well-defined points of access for constituents, creates a culture of customer service, and responds to constituent requests.~~

## *School Visits*

**Board Members recognize that school visits are a fundamental component of Board business and their work. Board Members shall commit to regularly attending school visits organized to include a diverse range of schools. Board Members shall conduct school visits to inform official business of the Board and shall follow protocols to respect the day-to-day operations of schools. [10]**

## *Public Hearings*

**The Board shall hold not less than two (2) public hearings during the year, in addition to other regularly scheduled hearings, for the specific purpose of considering all school issues or problems of public interest.[9]**

**At least thirty (30) days prior to the scheduled hearing, the Board shall advertise the hearing in accordance with applicable law. At least fifteen (15) days prior to the scheduled hearing, interested participants may present written statements to the Board relating to proposed issues to be considered at the hearing through the Office of the Board of Education.[9]**

## **Delegation of Responsibility**



~~The Office of the Board of Education shall create Board Operating Guidelines that describe the procedures to manage the Board's engagement with the public.~~

~~Primary contact information on how to submit comments from constituents shall be shared on the Board's website. Board staff shall be available to collect and manage constituent services at the Board Office at 440 N. Broad Street, Philadelphia, PA 19130.~~

**Legal References:**

1. [24 P.S. §4-407](#)
2. [24 P.S. §5-510](#)
3. [Home Rule Charter](#) – § 12-209
4. [Home Rule Charter](#) – § 12-200
5. [Home Rule Charter](#) – § 12-300
6. [Policy](#) 901 - School-Community Relations Objectives
7. [Policy](#) 902 - Publications Programs
8. [Home Rule Charter](#) – § 12-310
9. [Policy](#) 906 - Addressing Student and Constituent Concerns
10. [Policy](#) 907 - School Visitors

**Related Information:**

1. Policy 007 Public Engagement Board Operating Guidelines

**Legal References:**

1. [Home Rule Charter](#) – Sees. 12-1209, 12-310

Effective:

Revised:

## **Board Operating Guidelines for Board of Education Public Engagement (Attachment for Policy 007)**

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 007: Public Engagement, which sets forth mechanisms for meaningful, two-way communication between members of the Board of Education (“Board”) and the public about issues impacting education in The School District of Philadelphia (“District”).

### **Procedures**

#### **Communications**

The goal of the Board’s public engagement will be to regularly and consistently communicate with stakeholders using shared messages that highlight Board priorities, decision-making, key engagement events, and progress or results.

To execute the Board’s goals for public engagement, Board staff will regularly communicate with the public in the below ways in alignment to its current strategic communications plans:

Communication Channel
<ul style="list-style-type: none"><li>● <a href="#">Facebook</a></li></ul>
<ul style="list-style-type: none"><li>● <a href="#">Twitter</a></li></ul>
<ul style="list-style-type: none"><li>● <a href="#">News and Press Releases</a> (language translation available through the toolbar at the top of the page)</li></ul>
<ul style="list-style-type: none"><li>● Newsletter and Supplemental E-Blasts (sent to all District staff, families, and students and available in the District’s 9 languages; to request to be added as a community member, email <a href="mailto:schoolboard@philasd.org">schoolboard@philasd.org</a>)</li></ul>

In addition to the above opt-in communication channels, Board staff will regularly conduct media and external relations activities including but not limited to:

- Pitch stories to news media outlets, send out media advisories, and provide media availability for Board Leadership and Board Members
- Strategically position opinion pieces in news media to make the opinions of the Board known

- Engage elected officials and other key stakeholders to build coalition around the work and priorities of the Board

### **Constituent Services**

The below methods can be used by constituents and will be monitored regularly by Board staff to triage the intake of any constituent outreach:

- Call the Office of the Board of Education during regular business hours at: (215) 400-4010
- Leave a message during non-regular business hours at: (215) 400-4010
- Email the Board of Education at: [schoolboard@philasd.org](mailto:schoolboard@philasd.org)
- Send mail or visit the Board of Education's physically accessible office located at: 440 N. Broad Street, Philadelphia, PA, 19130, Suite 101

The Board's regular office hours are Monday through Friday from 9:00am to 5:00pm. Constituents reaching out to the Board can expect a response in no more than 48 hours, and oftentimes much faster. Constituents who speak a language other than English will be supported through a translator when contacting the Board's office.

Board staff will connect the constituent to the most appropriate contact in the District for the question or concern that is raised. Board staff will also follow up with District staff to ensure the constituent's needs were adequately met.

Constituent outreach will be tracked by Board staff in a spreadsheet log that is shared weekly with Board Members. Additionally, quarterly summaries of outreach received will be provided to Board Members including:

- Types of constituents reaching out (i.e. students, parents/caregivers, staff, etc)
- Trending issues being raised
- Steps taken or recommendations made to District staff to alleviate trending issues
- Resolutions and response time

### **School Visits**

School visits are organized for all Board Members by Board staff 1-2 times per month. To respect the school leader's time and their ability to manage their day-to-day responsibilities, each visit will last no more than 90 minutes. Board Member school visits intentionally include both District and charter-run schools of all grade types and occur throughout the academic year.

During school visits, Board Members are greeted by the school's leadership, provided a tour of the school, visit classrooms, and meet with the school's leadership to discuss areas of success and opportunities for growth and improvement within the school communities. These discussions will be rooted in the Board's adopted Goals and Guardrails to understand how the experience of school communities can inform progress towards the Board's vision for the District.

Prior to each visit, transportation can be provided for Board Members if requested and pre-approved in line with relevant Board Operating Guidelines. School information sheets

are also provided to Board Members in advance of school visits including information such as:

- |                            |                                 |  |
|----------------------------|---------------------------------|--|
| • Principal name           | • Attendance                    | • SPREE                                  |
| • Learning network         | • Special Education data        | (District-run) or ACE (charter-run) data |
| • Assistant Superintendent | • English Language Learner data | • Any school-specific program data       |
| • Enrollment               | • Suspension data               |  |
| • Demographics             |                                 |  |

Following each school visit, Board staff shall provide the Board with a summary including attendees and highlights from the visit.

### **Public Hearings**

Public hearings are held at least two (2) times per year and are posted on the [Board website](#), [Board calendar](#), and public notice of the meeting is provided in accordance with the Board's [Meetings policy](#). Included in the public notice will be the speaker protocols and registration instructions for each public hearing which will also be available on the [Board website](#).

Written comment can be submitted to the Board as outlined on the [Board website](#) in advance of each public hearing.

If an individual registers to speak and speaks a language other than English, a translator will be coordinated. If an individual submits written comment in a language other than English, the comment/s will be translated into English for Board Members.

Public hearings do not have defined topics and instead provide an opportunity for the public to raise topics of interest with the Board.

Public hearings will take place at the physically accessible Education Center located at 440 N. Broad Street or at other physically accessible locations in different parts of Philadelphia. All public hearings will be streamed live on the [District's website](#) and feature live American Sign Language translation.

### **Maintenance Schedule**

Staff of the Office of the Board will conduct at least annual reviews of the above communication and constituent services guidelines to update these guidelines to put in place the best practices for public engagement.

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 0078

SECTION: Board Bylaws

TITLE: ~~Code of~~ Ethics Policy

ADOPTED: August 15, 2019<sup>1</sup>

REVISED:

## 0078 ~~CODE OF~~ ETHICS POLICY

### Purpose

The Board of Education (**“Board”**) adopts this ~~Code of~~ Ethics Policy which shall apply to members of the Board of Education of The School District of Philadelphia (**“District”**).

This ~~Code~~ Policy is intended to instill public confidence that Board Members are performing their duties as governance officers of the District with integrity and in the best interests of the District. First and foremost, all actions taken by the Board must be designed to further the objective that every child in the City of Philadelphia has access to high-quality public schools, no matter where they live, or what they look like, or who they know.

To strengthen the public’s trust in the integrity of the Board and its Board Members, this ~~Code~~ Policy of Ethics imposes restrictions beyond those contained in the Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”). [1]

Board Members shall sign an acknowledgment agreeing to maintain compliance with this ~~Code~~ Policy. Copies of the signed acknowledgment shall be maintained in the offices of the Board.

### Overarching Principles

- A. Board Members shall avoid impropriety and the appearance of impropriety and shall strictly adhere to standards and conduct that promote public confidence in the Board’s governance of the District. [2][3]
- B. Board Members shall uphold the integrity and independence of the Board and perform the duties of their office impartially and diligently. [2]
- C. Board Members shall carry out the obligations of their position in a fair, impartial, and objective manner.
- D. Board Members shall not knowingly act in any way that creates an appearance of improper influence or potential conflict of interest that would violate the public’s trust.
- E. Board Members shall not use or attempt to use their position as a Board Member to obtain unwarranted privileges or advantages for themselves or others. [2][3]

### Definitions

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<sup>1</sup> This policy was originally adopted as Policy 007: Ethics Policy

Terms used herein shall have the meanings provided in the Ethics Act, unless modified herein to render a requirement more stringent. **[1]**

**Board:** The Board of Education of the ~~School District of Philadelphia~~.

**Board Member(s):** One or more members of the Board.

**Business:** Any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust, or any legal entity organized for profit or not-for-profit.

**Business with which someone is associated:** Any business in which a Board Member or a member of the Board Member's immediate family is a director, officer, owner, employee, or has a financial interest.

**City:** The City of Philadelphia.

~~**Code:** This Code of Ethics applicable to the Board.~~

**Conflict or conflict of interest:** Use by a Board Member of the authority of their office or any confidential information received through their holding public office for the private pecuniary benefit of themselves, a member of their immediate family or a business with which they or a member of their immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board Member, a member of their immediate family or a business with which they or a member of their immediate family is associated.

**De minimis economic impact:** An economic consequence that has an insignificant effect.

~~**District**—The School District of Philadelphia.~~

**Ethics Act:** The Public Official and Employee Ethics Act, 65 Pa. C.S. §1101, *et seq.*

**Financial interest:** Any financial interest in a legal entity engaged in business for profit which comprises more than 5% of the equity of the business or more than 5% of the assets of the economic interest in indebtedness.

**General Counsel:** The General Counsel to the District and the Deputy General Counsel for Compliance and Ethics, or another attorney within the Office of General Counsel who has been designated, in writing, including electronic, by the General Counsel to carry out a particular duty or role.

**Gift:** Anything that is received without consideration of equal or greater value. "Gift" shall not include a commercially reasonable loan made in the ordinary course of business. The term shall not include hospitality, transportation or lodging expenses received in connection with a Board Member's performance of their role as a Board Member.

**Honorarium:** Payment made in recognition of published works, appearances, speeches and presentations and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.

**Hospitality:** Includes all of the following provided in connection with the Board Member's performance of their role as a Board Member:

- (1) Meals;
- (2) Beverages;
- (3) Entertainment

The term does not include gifts, transportation or lodging.

**Immediate family member:** A spouse, domestic partner, parent, sibling or child. Any relationship by marriage is treated the same as relationship by blood.

**Impartiality:** The condition of being without bias or prejudice in favor of, or against, particular parties or classes of parties, or their representatives, and of maintaining an open mind in considering issues that may come before the Board.

**Independent contractor:** A person who performs professional, scientific, technical, advisory or consulting services to the Board for a fee, honorarium, or similar compensation pursuant to a contract.

**Inspector General:** Office of the Inspector General for the ~~School~~ District of Philadelphia.

**Person:** A business, governmental body, individual, corporation, non-profit, union, association, firm, partnership, committee, club or other organization or group of persons.

**Transportation or Lodging expenses:** Payment/reimbursement for transportation or lodging that is received in connection with a Board Member's performance of their role as a Board Member. This does not include payments or reimbursements made by the ~~School~~ District.

### **Authority**

**The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.**

[4][5][6][7]

### **Core Requirements**

#### *Requirements and Restrictions*

The restrictions stated herein align with, or are in addition to, those restrictions set forth in the Ethics Act, and shall be considered at least as, or more restrictive than the Ethics Act. The requirements and restrictions set forth in the Ethics Act apply to Board Members, even if not included within this ~~Code~~ **Policy**. In the event of any conflict between this ~~Code~~ **Policy** and the Ethics Act, the more restrictive provision shall apply.

- A. Board Members shall not engage in conduct that constitutes a conflict of interest.
- B. Board Members shall maintain impartiality and integrity in the conduct of the business of the District.
- C. Board Members shall abstain from recommending, participating in or attempting to influence any District action or decision in which they have a personal, family or financial interest that is different from the general public. For purposes of this provision, “participating” includes discussion and deliberation on a matter that is the subject of a vote, but does not include being present at a public meeting during discussions by others in the Board Members’ presence.
- D. Board Members shall abstain from voting in a hearing, proceeding, or other matter where voting would result in a conflict of interest. ~~in which their impartiality, independence, or integrity may be reasonably questioned.~~
- E. Board Members must disclose the existence of any financial interest or potential or actual conflict of interest of the Board Member or their immediate family member or business with which they or their immediate family are associated to the General Counsel as soon as practicable after the Board Member becomes aware of such interest or potential or actual conflict. If disclosure and/or abstention are deemed to be required, the General Counsel shall advise the Board Member and the Board, through its President (or Vice-President if the interest or conflict involves the President) and/or Chief of Staff, of such advice. The General Counsel shall have the discretion to notify the Board President and/or Chief of Staff of a determination that disclosure and/or abstention are not required.
- F. Board Members who have reason to believe their impartiality, independence or integrity might reasonably be questioned, shall report their underlying concern to the General Counsel to determine if there is a need for disclosure and/or abstention of the Board Member from a particular matter. If disclosure and/or abstention are deemed to be required, the General Counsel shall advise the Board Member and the Board, through its President (or Vice-President if the concern involves the President) and/or Chief of Staff, of such advice. The General Counsel shall have the discretion to notify the Board President and/or Chief of Staff of a determination that disclosure and/or abstention are not required.
- G. If disclosure and/or abstention are deemed to be required, the Board Members who are required to abstain from participating and/or voting shall, prior to a vote being taken, publicly announce and disclose the nature of their interest ~~and in~~ a written memorandum **shall be** filed with the person responsible for recording the minutes at which a vote is taken,



which writing shall be considered a public record. [2][8][9]

- H. Board Members shall not accept an honorarium relating to their roles as Board Members. This means receiving payment when invited to appear and talk about subjects related to their work because of their identities as Board Members, or payment for other services that appear unrelated to Board service but are out of proportion to the market value of such services. [2][8]
- I. Board Members, their immediate family members, and businesses with which they or their immediate family members are associated shall not enter into any contract valued at ~~\$5001,000~~ or more with the District or any subcontract valued at ~~\$5001,000~~ or more with any person awarded a contract with the District, unless the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such case, the Board Member shall not have any supervisory or overall responsibility for the implementation or administration of the contract. [2][8]
- J. Board Members shall not solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of the Board Member that the vote, official action or judgment of the Board Member would be influenced thereby. A Board Member shall report to the General Counsel all such offers from any person if the Board Member reasonably believes the offer was designed to influence the Board or could appear to be so designed. [2][8]
- K. Board Members shall not solicit, request from, suggest to, or recommend to any contractor, subcontractor, or consultant actively bidding or soliciting for a contract with the ~~School~~ District the appointment or employment of any individual in any capacity by the contractor, subcontractor or consultant. Unless with the prior disclosure to and consultation with the General Counsel, Board Members shall not solicit, request from, suggest to, or recommend to any current Board contractor, subcontractor, or consultant the appointment or employment of any individual in any capacity by the contractor, subcontractor, or consultant. The requirements in this subsection survive until one (1) year after completion of a Board Member's service on the Board.
- L. Board Members shall not be employees of the District or of a charter school that enrolls students who are residents of the City or of a charter management organization that manages a charter school that enrolls students who are residents of the City. Board Members shall disclose if any immediate family members are employees of the District or of such a charter school or charter management organization to the General Counsel. The General Counsel will determine if public disclosure of the family employment and recusal from participating or voting is required.[10]
- M. Board Members shall not have an ownership interest in, or serve on a board of trustees or directors of, a charter school or charter school management organization operating or with a direct or indirect presence in Pennsylvania. Board Members shall disclose if any immediate family members have an ownership interest in, or serve on the board of trustees or directors

of, a charter school or charter school management organization operating or with a direct or indirect presence in Pennsylvania to the General Counsel. The General Counsel will determine if public disclosure of the interest and recusal from participating or voting is required.

- N. Board Members shall not directly or indirectly act as a broker or agent who procures, or receives any compensation in connection with the procurement of bonds for the District.
- O. Board Members shall not, during service on the Board or thereafter, reveal, use, or permit the use of any confidential information, in whole or in part, without proper legal authorization by the General Counsel. Information received or otherwise accessed by a Board Member by virtue of the Board Member's service on the Board shall be considered confidential information unless such information is otherwise publicly accessible or the President of the Board or the General Counsel authorizes disclosure or release of such information.
- P. Board Members shall not use or attempt to use their position on the Board to obtain privileges or advantages for themselves or others. This would include, but is not limited to, placements at any school or program.
- Q. Board Members may not represent any individual (including themselves or immediate family members) or other person for promised or actual compensation, or in anticipation of any other financial benefit, in any matter before the Board or the District for one **(1)** year after leaving the Board, including returning as an independent contractor. ~~{2}~~**[8]**
- R. The Board values the diverse backgrounds and experiences of its Board Members and the benefit of diversity of thought and approach its Board Members bring to governance of the District and engagement with the community. The Board recognizes that a Board Member's experience is an asset to the Board and may be a reason that ~~a~~ Board Member was nominated and appointed to the Board, and that such experience may be a direct result of or related to a Board Member's professional background and livelihood. The Board believes candidates should not be dissuaded from considering service on the Board. Accordingly, Board Members who have been associated with a business that is doing business with the District or with District students, families, or staff at the time of their appointment to the Board must disclose the nature of the business association to the Board, and unless by majority vote the Board disapproves, may continue with such business association so long as the Board Member remains compliant with the Ethics Act and other applicable laws, as well as Paragraph I above and other provisions of this ~~Code~~ **Policy**.
- S. Board Members shall not themselves, nor permit any business with which they are associated to, trade on status as a Board Member or a connection to the Board. However, Board membership may be included as an item in an official bio, resume, or curricula vitae so long as doing so does not violate any provision of the Ethics Act.
- T. Board Members shall be bound by the following rules concerning gifts:

- a. Board Members shall not solicit or accept a gift of any value from any person or entity that does business with the District or seeks to do business with the District. Board Members shall not solicit or accept a gift whose value exceeds ~~\$50+00~~ \$50 from any other person or entity without disclosure to and written permission of the General Counsel, unless an exception in paragraph (d) below applies. Board Members may refer a person offering a gift to Policy 702, “Gifts, Grants, and Donations.”
- b. Board Members shall not accept or receive a gift of any value if they believe that the gift is being made to influence their votes, official actions, or judgments relating to any matter that is or is likely to come before the Board.
- c. Board Members shall not accept gifts through another person on the same terms as if the gift had been made directly to a Board Member.
- d. Unless as otherwise prohibited by the Ethics Act **or other applicable law or regulation**, the prohibitions and approval requirements set forth in this section concerning gifts shall not apply to:
  - i. Gifts from immediate family members, or other close relatives, friends, or business associates when the circumstances (ex., birthday, engagement, marriage, birth of a child, retirement) and size of the gift make clear that the motivation for the gift is based on a purely personal or family relationship and not intended to influence the Board Member’s vote or official action. For the purposes of this paragraph, the terms "friend" or “business associate” shall not include a registered lobbyist or an employee of a registered lobbyist.
  - ii. A plaque or memento of a de minimis economic impact offered as a token of esteem or appreciation on the occasion of a public appearance, speech, or the like attended by Board Members in their official capacity as Board Members. This paragraph does not include an honorarium.
  - iii. Gifts resulting solely from the Board Members’ membership in a bonafide charitable, professional, educational, labor, or trade organization when generally made available to the same class of members of such entities and not intended to influence the Board Member’s vote or official action as a Board Member.

**U. Regardless of any other provision authorizing the acceptance of a gift, hospitality, transportation, or lodging, Board Members may not directly or indirectly solicit or accept any gift, gratuity, favor, entertainment, loan, or any other thing of value from a service provider participating in or seeking to participate in the schools and libraries universal service program. [11]**

**V. Board Members shall not solicit or accept payment for Hospitality, Transportation or Lodging or reimbursement of Hospitality, Transportation or Lodging expenses whose**

value exceeds ~~\$50,000~~ from any person or entity without disclosure to and written permission of the General Counsel.

- W. Board Members shall not, while a Member, seek, hold, or accept a position as any other public official within the Commonwealth of Pennsylvania or of any county, city or other political subdivision thereof, or as any federal official, or as an official or committee member of a political party, a political campaign, or a partisan political club. A Board Member must first resign from the Board before seeking or accepting any such position. Notwithstanding the foregoing, a Board Member who held a position that would otherwise be precluded under this provision at the time they became a Board Member may complete their term so long as doing so is permissible under the Ethics Act and the Public School Code. ~~[11], but, with the exception of Board Members appointed prior to the date of adoption of this Code, may not seek, accept, or hold a subsequent term or office while a Board Member. This exemption for Board Members appointed prior to the date of adoption of this Code does not exempt the Board Member from complying with any other provisions of this Code.~~
- X. Board Members may not use their Board position, authority, influence, title or status for any political purpose, including requesting or suggesting that another Board Member or District employee participate in political activity.
- Y. Board Members may not be involved in any manner in the collection, receipt, or solicitation of contributions or anything of value intended for a political purpose.
- Z. Board Members may not engage in political activity by using Board or District resources, including campaigning for or endorsing candidates on District property. ~~[3]~~**[12]**

#### *Annual Financial Disclosure Statement*

- A. On an annual basis, Board Members must file the Statement of Financial Interests required by section 1104 of the Ethics Act for the preceding calendar year on or before May 1 of each year in which they hold a position on the Board and of the year after they leave such a position. If May 1 is not a business day, annual Statement of Financial Interests must be filed on or before the next business day. ~~[4]~~**[13]**
- B. The annual Statement of Financial Interests shall be submitted to the ~~District's Office of Talent with a copy retained by the~~ Office of General Counsel.
- C. General Counsel will provide a copy of the annual Statement of Financial Interests of each Board Member to the City's Records Department in accordance with the deadlines specified in Paragraph A of this section of the ~~Code~~ **Policy**.
- D. Annual Statements of Financial Interests filed by Board Members shall be open to inspection by the public at the City's Records Department and at the **Office of the Board of Education** ~~District's Office of Talent during normal business hours in~~

accordance with the Ethics Act. ~~[4]~~[13]

- E. As required by the Ethics Act, Board Members must disclose the name and address of the source and the amount of any gift or gifts valued in the aggregate at \$250 or more and the circumstances of each gift (or such other amount as dictated by the Ethics Act). This paragraph does not apply to a gift or gifts received from a spouse, parent, parent by marriage, sibling, child, grandchild, other family member or friend when the circumstances make it clear that the motivation for the action was a personal or family relationship. However, for the purposes of this paragraph, the term “friend” shall not include a registered lobbyist or an employee of a registered lobbyist. ~~[5]~~[14]
- F. As required by the Ethics Act, Board Members must disclose the name and address of the source and the amount of any payment for or reimbursement of actual expenses for transportation and lodging or hospitality received in connection with Board membership where such actual expenses for transportation and lodging or hospitality exceed \$650 in an aggregate amount per year (or such other amount as dictated by the Ethics Act). This paragraph shall not apply to expenses reimbursed by a governmental body or to expenses reimbursed by an organization or association of public officials or employees of political subdivisions which the Board Member serves in an official capacity. ~~[5]~~[14]
- G. As required by the Ethics Act, Board Members must disclose any office, directorship or employment of any nature whatsoever in any business entity, including a not-for-profit, and any financial interest in any legal entity engaged in business for profit. ~~[5]~~[14]

### *Violations*

- A. Board Members who have knowledge of **or good faith reason to believe that they or another Board Member committed** a violation of, ~~or a good faith reason to believe that they or other Board Members may have violated~~, this ~~Code~~**Policy** or the Ethics Act shall **immediately** notify the General Counsel. ~~within (72) hours or sooner, if necessary, before any Board action involving the subject of the violation or possible violation is taken.~~
- B. Board Members shall disclose to the General Counsel any official allegation that they or any other Board Members have committed a felony, misdemeanor, or summary criminal offense, other than a traffic violation, while a Board Member, in any domestic or foreign jurisdiction.
- C. General Counsel will notify the Board President and Vice-President if a Board Member takes action that is, or is alleged to be, in violation of this Policy, the Ethics Act, or any other law, other than a traffic violation. The Board President will determine if the action or alleged action **should be investigated internally or reported to the Mayor and/or**

~~the State Ethics Commission. could be considered an action that could lead the Mayor to consider removing the Board member from office and, if so, notify the Mayor of said action.~~ If the Board President is the individual accused of the violation or alleged violation, the Vice-President shall make the determination regarding **internal investigation** or notice to the Mayor **and/or State Ethics Commission.** [15]

- D. Board Members shall immediately resign from the Board if indicted of a felony in any domestic or foreign jurisdiction while serving on the Board.

#### *Advice and Guidance*

- A. Board Members should seek advice from the General Counsel when they have questions or concerns regarding their obligations under, or the applicability or meaning of, any provision of this ~~Code~~ **Policy** or the Ethics Act.
- B. Board Members shall cooperate with the State Ethics Commission, the General Counsel, the Inspector General and any other appropriate authority as directed by the General Counsel **and/or the Board President** in all matters relating to the operation and enforcement of this ~~Code~~ **Policy** and the Ethics Act.

#### **Legal References:**

1. [65 Pa. C.S.](#) §§ 1101, et seq.
2. [Policy](#) 009 - Principles of Governance and Leadership
3. [Policy](#) 828 - Suspected Financial Misconduct and Dishonesty
4. [Home Rule Charter](#) §12-200
5. [Home Rule Charter](#) §12-300
6. [24 P.S.](#) §4-407
7. [24 P.S.](#) §5-510
8. [65 Pa. C.S.](#) §1103
9. [Policy](#) 006 - Meetings
10. [24 P.S.](#) §3-324
11. [54 C.F.R.](#) §54.503(d)
12. [Policy](#) 320 - Freedom of Speech and Political Activity
13. [65 Pa. C.S.](#) §1104
14. [65 Pa. C.S.](#) §1105
15. [Home Rule Charter](#) §12-204

#### **Related Information:**

1. 008 Ethics Policy Board Operating Guidelines

#### **Legal References:**

1. ~~65 Pa. C.S. §§ 1101, et seq.~~

2. ~~65 Pa. C.S. §§ 1103~~
3. ~~Policy 320 - Freedom of Speech and Political Activities~~
4. ~~65 Pa. C.S. §§ 1104~~
5. ~~65 Pa. C.S. §§ 1105~~

Effective:

Revised:

## **Board Operating Guidelines for Board of Education Ethics (Attachment for Policy 008)**

### **Purpose**

The purpose of these Board Operating Guidelines is to effectuate Policy 008: Ethics, which instills public confidence that Board of Education (“Board”) Members are performing their duties as governance officers of the District with integrity and in the best interests of The School District of Philadelphia (“District”).

### **Procedures**

#### **Statement of Financial Interests**

A [Statement of Financial Interest](#) as defined by the Ethics Act must be completed by each Board Member:

- Before taking the oath of office or entering upon duties.
- Annually by May 1 while serving on the Board.
- By May 1 of the year after leaving the Board.

If May 1 is not a business day, the annual Statement of Financial Interests must be filed on or before the next business day.

Office of the Board of Education staff (“Board staff”) and Office of General Counsel (“General Counsel”) are available to assist Board Members in meeting the deadlines to stay in compliance, but it is ultimately the individual responsibility of the Board Member to ensure they are in compliance.

#### **Disclosure of New or Potential Conflicts of Interest**

On an ongoing basis, Board Members shall provide to the General Counsel any actual or potential conflicts of interest and/or reasons for abstentions from votes. This information will be made available to Board staff and is intended to supplement the information provided on the Board Member’s Statement of Financial Interest form.

Each Board Member shall meet with General Counsel at least annually or as requested by the General Counsel or Board President to review and discuss any necessary updates to the Board Member’s actual or potential conflicts.

This information informs the identification of actual or potential conflicts of interest for the purposes of any necessary vote abstentions.



Generally speaking, a conflict of interest (actual or perceived) can take the form of both financial and non-financial relationships. Examples of such interests:

- Receipt of payment, in any form, from an organization or individual
- Ownership of stocks or shares in organizations
- Receipt of grants or funding
- Membership on the board of another organization
- Gifts
- Relationships that may impact impartiality (e.g. colleagues, family, mentor, previous supervisor/student)
- Commercial or business interests

### **Abstentions**

Each month prior to taking any official action as a Board Member, each Board Member must review the action to be taken and identify if they believe they might have a conflict of interest.

If they identify a potential conflict of interest, they should notify via email the Board President, Chief of Staff for the Office of the Board of Education, and the General Counsel stating the action to be taken where there is a conflict and what the conflict is.

### **Reporting to General Counsel**

Certain situations require Board Members to make a report to the General Counsel. These include:

- Board Members have reason to believe their impartiality, independence or integrity might reasonably be questioned when taking a vote
- Any offer/s from any person if the Board Member reasonably believes the offer was designed to influence the Board or could appear to be so designed

These reports should be made from the Board Member to the General Counsel through email or phone call.

### **Violations**

Upon receipt of a concern or complaint that a Board Member has allegedly violated the Ethics Policy, the Ethics Act, or any other law, other than a traffic violation, General Counsel will notify the Board President, Vice-President, and Board Chief of Staff within 24 hours of receipt of the allegation.

The Board President will determine whether the matter should be reviewed internally by the General Counsel or some other office. That assigned reviewer will look into the facts of the allegation at the direction of the Board President and will provide a report to the Board President and Vice-President within 7 days, unless additional time is requested in order to develop the report.

**In the event the Board President determines the complaint or concern should be referred to another authority such as the Mayor or State Ethics Commission, the General Counsel will support the Board President in drafting timely communication to facilitate referral of the matter.**

**If the Board President is the subject of an allegation, all communications and decisions will be made solely through the Vice-President and Board Chief of Staff.**

**If the Vice-President is the subject of the allegation, all communications and decisions will be made solely through the President and Board Chief of Staff.**

#### **Advice from General Counsel**

**Certain situations might require Board Members to seek advice from General Counsel. These include:**

- **Understanding the Ethics Policy, Ethics Act, or any other applicable law**
- **Seeking guidance on whether a potential conflict exists**
- **Seeking written permission for the solicitation or acceptance of payment for Hospitality, Transportation or Lodging or reimbursement of Hospitality, Transportation or Lodging expenses whose value exceeds \$50 from any person or entity**

**This advice should be requested from the Board Member to General Counsel through email or phone call.**

# THE SCHOOL DISTRICT OF PHILADELPHIA

No. 009

SECTION: Board Bylaws

TITLE: Principles of  
Governance and Leadership

ADOPTED:

REVISED:

## 009 PRINCIPLES OF GOVERNANCE AND LEADERSHIP

### Purpose

This policy sets forth the norms and principles of governance and leadership for members of the Board of Education (“Board”) of The School District of Philadelphia (“District”).

### Authority

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.[1][2][3][4]

### Core Requirements

Board Members shall adhere to the below principles:

#### *Lead Responsibly*

- Fully prepare for, attend, and actively participate in Board meetings
- Work together with civility and cooperation, respecting that individuals hold differing opinions and ideas
- Participate in professional development, training, and Board retreats
- Collaborate with the Superintendent, acknowledging their role as the 10th member of the Board
- Always treat District staff respectfully both in public and private settings

#### *Act Ethically [5]*

- Never use the position for improper benefit to self or others
- Avoid actual or perceived conflicts of interest
- Recognize Board Members do not possess any authority outside of the collective Board
- Accept that when the Board has made a decision, it is time to move forward collectively and constructively

#### *Plan Thoughtfully [6]*

- Implement a collaborative strategic planning process
- Set annual goals that are aligned with comprehensive plans, recognizing the need to adapt as situations change

- Review and authorize a comprehensive financial plan and master facilities plan that anticipates short and long-term needs
- Allocate resources to effectively impact student success

#### *Evaluate Continuously [6]*

- Make data-informed decisions
- Evaluate the Superintendent annually
- Conduct a Board self-assessment on an at least annual basis
- Focus on student growth and achievement
- Review effectiveness of all comprehensive and strategic plans

#### *Communicate Clearly [6] [7]*

- Promote open, honest, and respectful dialogue among the Board, staff, and community
- Acknowledge and listen to varied input from all stakeholders
- Promote transparency while protecting necessary confidential matters
- Set expectations and guidelines for individual Board Member communication
- Individual Board Members communicate back to full Board a summary of any outside/one-off meetings conducted in their official capacity as a Board Member

#### *Advocate Earnestly [7]*

- Promote public education as a keystone of our Commonwealth
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by engaging local, state, and federal officials

#### *Govern Effectively [8]*

- Establish and adhere to rules and procedures for Board operations
- Develop, adopt, revise, and review policy routinely
- Align Board decisions to policy ensuring compliance with the PA School Code, Philadelphia Home Rule Charter, and other local, state, and federal laws
- Remain focused on the role of governance, effectively delegating management tasks to the administration

#### Legal References:

1. [Home Rule Charter](#) §12-200
2. [Home Rule Charter](#) §12-300
3. [24 P.S.](#) §4-407
4. [24 P.S.](#) §5-510
5. [Policy](#) 008 - Ethics Policy
6. [Policy](#) 003.1 - Goals and Guardrails
7. [Policy](#) 007 - Public Engagement
8. [Policy](#) 003 - Functions

# **THE SCHOOL DISTRICT OF PHILADELPHIA**

**No. 1100**

**SECTION: Office of Auditing  
Services**

**TITLE: Office of Auditing  
Services**

**ADOPTED:**

**REVISED:**

## **1100 OFFICE OF AUDITING SERVICES**

### **Purpose**

This Policy establishes and sets forth the authority of the Board of Education's ("Board") Office of Auditing Services ("OAS"). OAS is a necessary support to the Board in its governance of The School District of Philadelphia ("District"). This includes performing Board-directed audit activities in addition to and separate from the audit and investigative activities regularly conducted by the District and Office of Inspector General.

### **Authority**

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.[1][2][3][4][5]

### **Delegation of Responsibility**

The Board directs OAS, or its designee or appointee, to develop and implement an annual audit plan that examines internal controls and/or compliance with Board Policy, applicable laws, and agreements with the District, Board, or Intermediate Unit. This annual audit plan shall aim to assess, establish, and maintain an effective system of internal controls and maximize efficient operations. OAS should not duplicate the annual auditing of financial statements. [6] OAS shall consider projects for inclusion in the audit plan based on factors weighing operational, legal, and fiscal risk to the District. Upon review of the annual audit plan, the Board may direct OAS to amend the annual audit plan.

At the conclusion of an investigatory audit, OAS shall discuss findings and recommendations regarding health and efficiency of the subject matter of the audit investigation with the Board, Office of General Counsel, and responsible program office. Thereafter, OAS shall issue a report summarizing findings and/or recommendations.

OAS shall develop administrative procedures that inform audit subjects of the general process used by OAS and the general areas of inquiry that may be the subject of an audit investigation.

## **Mandatory Regulatory Procedures**

Findings of possible corruption, fraud, criminal activity, waste, abuse, mismanagement, abuse of office, misconduct, and/or conflicts of interest, shall be referred to the Office of Inspector General. [7][8]

### **Legal References:**

1. [Home Rule Charter](#), Article XII
2. [Home Rule Charter](#), §12-200
3. [Home Rule Charter](#), §12-300
4. [24 P.S.](#) §4-407
5. [24 P.S.](#) §5-510
6. [Policy 619](#) - District Audits
7. [Policy 828](#) - Suspected Financial Misconduct and Dishonesty
8. [Policy 1200](#) - Office of the Inspector General

### **Related Information:**

1. 1100 Office of Auditing Services Administrative Procedures

Effective:

Revised:

## **Administrative Procedures for Office of Auditing Services (Attachment for Policy 1100)**

### **Purpose**

The purpose of these Administrative Procedures is to detail and clarify the role and responsibilities of OAS and the audit investigation process.

### **Procedures**

#### **Professionalism**

OAS shall adhere to the Generally Accepted Government Auditing Standards of the U.S. Government Accountability Office and the Institute of Internal Auditors and the [Employee Code of Ethics](#). OAS will conduct itself in conformity with Board policies and administrative procedures, and any applicable state and/or federal laws and regulations.

#### **Responsibility**

The scope of OAS includes, but is not limited to, the examination and evaluation of the adequacy and effectiveness of the District's governance, risk management, and internal controls as well as the quality of performance in carrying out assigned responsibilities to achieve the Board's Goals and Guardrails and District's strategic plan. This may include, but is not limited to:

- Assisting the Board in assessing effectiveness of organizations that it has granted rights and/or funds to.
- Evaluating risk exposure relating to achievement of the Board Goals and Guardrails District strategic plan.
- Evaluating the reliability and integrity of information and the means used to identify, measure, classify, and report such information.
- Evaluating the systems established to promote compliance with those Board policies, procedures, protocols, and state and federal laws and regulations which could have a significant impact on the District.
- Evaluating the means of safeguarding assets and, as appropriate, verifying the existence of such assets.
- Evaluating the effectiveness and efficiency with which resources are employed.
- Evaluating operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned.

- **Monitoring and evaluating the effectiveness of the District's governance, risk management, and control processes.**
- **Reporting significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested by the Board.**
- **Evaluating specific operations at the request of the Board, as appropriate.**

### **Audit Plan**

**Every Spring, the OAS will develop an audit plan to identify which areas of the District will be audited in the following fiscal year. Identified audit activities will then be conducted from July 1 to June 30 and may carry across fiscal years, if necessary. The activities of OAS are systematically planned to officially probe, examine, and review practices and processes of the Board and District, as well as compliance with Board Policies and Administrative Procedures and accepted legal and business practices.**

**OAS should indicate which activities it will conduct with employees and whether it must arrange for the appointment of a third party contractor as an official to perform the audit investigation. OAS will follow Board Policy with regard to engagement of such services. OAS may also consult with the Office of General Counsel (OGC) when formulating the audit plan and/or the scope of audit investigations. OAS may conduct audit investigations at the direction of OGC or outside counsel for the purpose of aiding legal advice to the Board and/or District.**

**OAS and the Board's Chief of Staff, or their designee, will review the audit plan periodically and modify it as needed. At least annually, a summative briefing should be provided from OAS to the Board on key findings and activities. This report should also inform future audit activities.**

### **Audit Process**

**All employees shall, to the extent possible, assist OAS in fulfilling its roles and responsibilities.**

**For the purpose of fulfilling its duties and responsibilities, OAS, with strict accountability for confidentiality and safeguarding records and information, is authorized access to District records, physical properties, and/or personnel as allowed by applicable state and federal laws and regulations and executed agreements with the District.**

**OAS shall have direct communication with and access to the Board, the Superintendent, and District officials to discuss audit investigation findings.**

**Auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, they will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair OAS judgment.**

**Auditors will exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Auditors will make a balanced assessment of all the relevant circumstances and not be unduly influenced by their own interests or by others in forming judgments.**



**These below procedures outline the high level audit activities that the OAS will implement in the course of conducting its work. Note that the below process might change slightly depending on the specific audit being completed.**

**Planning:** OAS will review any relevant prior audits and will research policies, statutes, and other relevant materials to prepare an audit program to follow.

**Notification:** OAS will notify the entity or office being audited regarding the upcoming audit and its purpose, at which point an opening meeting and fieldwork will be scheduled.

**Opening Meeting/Fieldwork:** This phase includes OAS and the relevant leadership from the entity or office involved being audited. The audit's purpose and objective will be discussed as well as the audit program. The audit program may be adjusted based on information obtained during the opening meeting. The necessary interviews with appropriate personnel and testing will then take place.

**Closing Meeting:** The audit report and responses will be reviewed and discussed. This is the time for questions and clarifications from the entity or office involved being audited.

**Report Drafting:** The report is then drafted. The report includes such areas as the objective and scope of the audit, relevant background, and the findings and recommendations for correction or improvement. The draft report may be shared with the entity or office involved being audited for any final feedback.

**Audit Report Distribution:** After the report is drafted and any final feedback is incorporated, the final audit report is distributed to the relevant entity or office involved in the audit and the Board.

### **Reporting and Monitoring**

**A written report will be prepared and issued by OAS following the conclusion of each audit investigation engagement and will be distributed as appropriate. The report may include management's response and corrective action taken or to be taken in regard to the specific findings and recommendations.**

**The Superintendent, or designee, will be responsible for appropriate follow-up on engagement findings and recommendations until fully implemented or no longer applicable.**

**Reporting will also include significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested by senior management and the Board.**

# **THE SCHOOL DISTRICT OF PHILADELPHIA**

**No. 1200**

**SECTION: Office of Inspector  
General**

**TITLE: Office of Inspector  
General**

**ADOPTED:**

**REVISED:**

## **1200 OFFICE OF INSPECTOR GENERAL**

### **Purpose**

The Board of Education (“Board”) recognizes the need for independent and objective oversight in promoting integrity, efficiency and overall effectiveness in The School District of Philadelphia (“District”). The purpose of this policy is to set forth the responsibilities and authority of the Office of Inspector General (“OIG”) that were conferred by Board Action Item 2 of April 25, 2019 and codify and clarify this Policy as the document henceforth governing duties of the OIG and the obligations of District staff and other third parties concerning the OIG.

### **Authority**

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations.[1][2][3][4][5][6]

### **Delegation of Responsibility**

The Board directs that the Inspector General (“IG”) or their designees, through the Office of Inspector General (“OIG”), conduct independent investigations on its own volition and/or in response to complaints concerning corruption, fraud, criminal activity, waste, abuse, mismanagement, abuse of office, misconduct, conflicts of interest, and/or poor stewardship of public funds (collectively referred to herein as “improper conduct”).[2]

The IG shall provide biannual updates to the Board on its work. The Board’s Chief of Staff shall communicate regularly with the IG regarding administrative matters.

The OIG shall be operationally independent and the IG shall be appointed by and report directly to the Board. The responsibilities of the OIG shall extend to investigations concerning:

- all offices, departments, divisions, units, schools, programs, and agencies of the District and Intermediate Unit 26 (“IU-26”);
- current and former employees;
- other educational entities that receive District funds;
- contractors, subcontractors, and others that directly or indirectly earn or otherwise receive funds or other benefit from the District;
- grantors and donors to the District; and
- contractors, concessionaires, lessees and lessors, licensees and licensors, anyone using District facilities, or any person or entity involved in transactions, partnering, or providing services for or with the District, whether or not involving the exchange of money.

The OIG shall coordinate with other authorities, including federal, state and local law enforcement and regulatory agencies and/or with appropriate District offices and departments. This coordination shall occur as required, unless the OIG determines that such coordination would otherwise impede an investigation or OIG independence.

The delegation of authority to the OIG in this Policy does not affect the authority and responsibility of the Board, the Superintendent, and the District to otherwise exercise their designated powers and fulfill their assigned duties.

All entities and individuals subject to investigation and reviews shall cooperate fully with the OIG by providing complete, truthful, and accurate information. The OIG shall have access to all true, correct and complete information and records, as well as all necessary or appropriate assistance in any matter investigated by the IG and concerning the business or activity of the District, IU-26, recipients of District funds, and prospective contractors or vendors. [7]

District employees are prohibited from taking or threatening to take any action in an attempt to prevent anyone from providing information to, or cooperating with, the OIG, and from retaliating against anyone for doing so. [8]

All District staff, recipients of District funds, and all other categories of individuals or entities referenced herein, shall report any knowledge of improper conduct to the OIG. [9][10]

### **Mandatory Regulatory Procedures**

Upon completion of an investigation, the OIG shall share an internal and pre-decisional draft report with the Board, Superintendent, and OGC to afford opportunity for clarification and response to questions. It will then issue a final report, which may be available on the OIG’s website. The OIG, however, may withhold reports from any person, if such person is the subject of the investigation and disclosure may impede an investigation by a law enforcement agency. The Superintendent, or their designee, shall submit a written report to the OIG detailing action taken, or plans to correct improper conduct, or otherwise respond to findings and recommendations made in final OIG reports.

The OIG shall submit an annual report to the Board, Superintendent, and OGC that generally summarizes complaints received during the course of the year, the investigations conducted, the recommendations made, and such other information as appropriate.

Aside from the disclosures expressly authorized herein, the OIG shall keep all records of investigation confidential, including the identities of individuals who provide information in connection with an investigation, to the extent permitted by law. The OIG shall not disclose any information that would violate federal, state or local laws. The OIG shall respect employees' and contractors' due process rights as prescribed by State law, Board policies and/or applicable collective bargaining agreements.[8][11]

**Legal References:**

1. [Home Rule Charter](#), Article XII
2. [Board Action Item 2 of April 25, 2019](#)
3. [Home Rule Charter](#), §12-200
4. [Home Rule Charter](#), §12-300
5. [24 P.S.](#) §4-407
6. [24 P.S.](#) §5-510
7. [Policy](#) 800 - Records Management
8. [43 P.S.](#) §§1421-1428
9. [Policy](#) 828 - Suspected Financial Misconduct and Dishonesty
10. [Policy](#) 317 - Employee Conduct and Reporting Requirements
11. [15 U.S.C.](#) 7201 et seq.

**Related Information:**

1. 003.4 Office of Inspector General Administrative Procedures
2. [47 CFR §54.503](#)
3. [2 CFR §200.318](#)

**Effective:**

**Revised:**

**Administrative Procedures for  
Office of Inspector General  
(Attachment for Policy 1200)**

**Purpose**

The Public School Code and Philadelphia Home Rule Charter permit the Board to adopt and enforce reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of The School District of Philadelphia (“District”) and its operations.[1][2]

These Administrative Procedures provide detail regarding the functions and operations of the Office of Inspector General (“OIG”) and the obligations of School District of Philadelphia (“District”) staff and other third parties concerning the OIG.

**Definitions**

**Abuse:** Behavior that is deficient or improper when compared with that which a reasonable person would consider a prudent and necessary operational practice. This includes intentional or improper use of resources that can include the improper use of one’s position, in a manner contrary to its rightful or legally intended use, the misuse of authority or position in wrongdoing that had an effect on either the complainant (adverse loss) or the subject (personal gain).

**Fraud:** A willful or deliberate act or omission by which an individual intends to unlawfully deprive through an unauthorized benefit, service, property or something of value by deception, misrepresentation or other unethical or unlawful means. Fraudulent acts include, but are not limited to:

- a. Forgery, falsification or alteration of District documents or records;
- b. Offer, payment or acceptance of bribes or gratuities;
- c. Falsification or misrepresentation of reports, time sheets, travel claims for reimbursement or other expense reimbursement claims;
- d. Authorizing or receiving compensation for time not worked;

- e. Destruction, removal, theft or inappropriate use of the District's supplies or other assets;
- f. Misappropriation of funds or impropriety in handling or reporting of money or financial transactions of the District;
- g. Accepting or soliciting anything of material value from contractors, vendors, or persons providing services to the District;
- h. Taking another's information and using it, or providing the information to others, that would lead to identity theft;
- i. Taking or using the intellectual property of the District or a third party for personal gain; or,
- j. Disclosure of confidential or proprietary information to unauthorized individuals.

**Waste:** The act of using or expending resources unreasonably, carelessly, extravagantly, or for no useful purpose.

### **Procedures**

#### **APPOINTMENT AND QUALIFICATIONS OF THE INSPECTOR GENERAL**

The Inspector General (IG) shall be appointed by the Board of Education (the "Board"). The IG shall be selected without regard to political affiliation on the basis of integrity, strong leadership capability and demonstrated ability in investigations, accounting, compliance, law, management analysis, public administration, criminal justice administration or other appropriate fields. The IG should hold at appointment, or will be required to obtain within a time certain after appointment, certification as a Certified IG from the Association of Inspectors General.

#### **EVALUATION OF THE INSPECTOR GENERAL**

The IG appears before the Board twice a year to provide a briefing on the activities and progress of the office during the prior period. The OIG is also required to submit an annual report to the Board, Superintendent and the Office of General Counsel that summarizes complaints received during the calendar year, the investigations conducted, any policy and procedural recommendations that are made and any other information as is requested by the Board or Superintendent, or that the OIG deems appropriate. The IG shall, after presentation to the Board, post the same on the public website.

### **ALLEGATIONS REGARDING BOARD MEMBERS, INSPECTOR GENERAL OR OIG STAFF**

The OIG shall refer complaints alleging a violation of criminal law(s) by a Board Member, OIG employee, or IG, to the appropriate local, state, federal law enforcement agency, or outside entity. The IG shall refer complaints regarding issues of ethics or other improper conduct within the jurisdiction of the OIG to the appropriate external administrative or civil agency. The OIG may enter into such agreements as necessary to formalize the engagement of an outside official or agency to conduct such investigations or reach out to OGC to engage independent outside counsel.

### **INVESTIGATIVE DUTIES AND RESPONSIBILITIES**

The OIG shall:

- i. Require production of documents in accordance with the Section entitled “Cooperation with the Office of Inspector General,” *infra*.
- ii. Initiate, conduct, and coordinate investigations designed to detect, deter, prevent, and eradicate fraud, waste, financial mismanagement, fiscal misconduct, and other abuse in the District.
- iii. Investigate, inspect, review and monitor the performance of District functions, programs, policies, and procedures involving employees, District funded projects, contracts or transactions intended to benefit the District, and vendors or contractors either in response to complaints or on matters that are self-initiated by the OIG.
- iv. Refer matters to the appropriate law enforcement agency when there is reasonable grounds to believe that there has been a violation of local, state or federal law.
- v. Timely submit reports of investigations to the Board, Superintendent, OGC and issue public reports of findings, if warranted.
- vi. Make policy and procedural recommendations as necessary and then review actions taken by District offices in response to investigations to improve program performance.
- vii. Request status reports from investigated departments, offices or divisions regarding corrective actions taken to address reported findings, deficiencies, and/or recommendations and make further recommendations if necessary.
- viii. When audits, reviews or investigations conducted by the OIG disclose apparent criminal or administrative violations that could result in employee discipline or the termination of a vendor contract, the OIG shall provide relevant factual information to the appropriate District department or relevant agency for further review and investigation.
- ix. The OIG shall respect employees’ and contractors’ due process rights as prescribed by State law, Board policies, and/or applicable collective bargaining agreements.
- x. The OIG shall strive to protect any individual or entity from false complaints.

- xi. An employee may be subject to discipline by the District for, in bad faith, making an allegation, complaint, or referral to the OIG, meaning the employee knows or reasonably should know that the allegation, complaint, or referral is unfounded, is made to retaliate or harass, or is made for a purpose other than exposing improper conduct.**

### **CONFIDENTIAL INFORMATION**

**The OIG will properly protect confidential information in accordance with law.**

- i. The OIG receives and investigates complaints or information from individuals employees concerning activities that may constitute a violation of law, rules, procedures, or policy that constitute fraud, abuse, and waste. The OIG shall not, after receipt of such information, disclose the identity of the complainant without their consent unless the IG determines such disclosure is necessary or required.**
- ii. OIG records containing the identities of confidential sources or other privileged and confidential information shall be appropriately safeguarded and withheld from public access.**
- iii. In making determinations regarding the release of confidential information, applicable federal, state and local laws and regulations shall be considered.**
- iv. The OIG shall abide by the Family Educational Rights and Privacy Act (FERPA). See 20 U.S.C. §1232g.**

### **EXAMINATION DUTIES AND RESPONSIBILITIES**

**The OIG:**

- i. Shall require production of documents and perform examinations in accordance with the Section entitled “Cooperation with the Office of Inspector General,” infra. From the Superintendent, Board Members, District employees, department, and vendors/contractors, and schools in the district, including charter schools, regarding any matter within the jurisdiction of the OIG.**
- ii. May review all District and Board contracts as they pertain to funded projects, programs, and transactions, including contracts, documents, and applications pertaining to charter schools.**
- iii. May conduct reviews of District funded expenditures or District sponsored activities to independently determine whether:**

  - a. Activities and programs are operated in compliance with applicable laws, Board policies, administrative procedures, operating protocol, regulations, and grants/contracts;**
  - b. Revenues are being properly collected, deposited, recorded and accounted for;**
  - c. Resources or assets, including funds, property and personnel, are adequately safeguarded, controlled and used in an effective and efficient manner;**



- d. Financial and other reports are accurate and disclose information that is required by law;
  - e. There are no indicators of financial mismanagement, waste, fraud, abuse or illegal acts;
  - f. There are adequate policies, operating and administrative procedures and practices, systems or accounting controls, and internal management controls; and
  - g. There has been adequate fiscal evaluation of purchases of real property by the District.
- iv. Conduct all examinations in accordance with current Standards for the Professional Practice of Internal Auditing as issued by the Institute of Internal Auditors, Inc., or, where appropriate, in accordance with generally accepted Government Auditing Standards.
- v. Provide reasonable notice to appropriate personnel of an intent to conduct an examination in their area, except for those examinations intended to be unannounced.
- vi. If the OIG detects apparent violation of law, the matter shall be referred to the appropriate law enforcement agency when warranted.
- vii. All prospective bidders, etc. shall be informed of the authority of the OIG.

#### **REPORTING OF WORK ACTIVITIES**

- i. The OIG will conduct its affairs in accordance with Policy 1200, the Government Auditing Standards issued by the Comptroller General of the United States, and the Standards for the Professional Practice of Internal Auditing issued by the Institute of Internal Auditors: Principles and Standards for Offices of Inspectors General as published by the Association of Inspectors General.
- ii. Each completed investigation, audit, inspection, review or evaluation will result in a written report or closing memo. Such reports shall be objective, clear, concise, constructive, and timely and shall contain the professional findings, conclusions or recommendations of the OIG.
- iii. Before issuing a final report, the OIG may communicate with and schedule a meeting to review the preliminary report and response with the respective department, office, or division.
- iv. The department, office, or division shall have thirty (30) working days, or as otherwise agreed to by the IG in writing in writing, to submit a written corrective action plan, explanation and/or rebuttal to any examination, review or investigative findings before the report is finalized, and such timely submitted corrective action plan, explanation or rebuttal shall be attached verbatim to the final report.
- v. This section shall not apply when the investigation, examination, or review reports are referred to a law enforcement agency, state attorney, Attorney General or United States Attorney and it is determined that supplying the affected person or entity with such report will jeopardize a pending criminal investigation.

- vi. A final report shall be submitted to the Board, the Superintendent, and the relevant department heads. Final reports may be posted on the OIG's website.<sup>1</sup>
- vii. The OIG shall prepare an annual report summarizing the activities of the office during the immediately preceding calendar year. The annual report shall be submitted to the Board and the Superintendent and shall be posted on the Inspector General's website.

### **REPORTING IMPROPER CONDUCT TO OIG**

To make a report of improper conduct to the OIG, the OIG shall maintain a hotline and/or bulk email account.

- You may call 215-400-8477; or
- Email [inspectorgeneral@philasd.org](mailto:inspectorgeneral@philasd.org).
- Other means of reporting include:
  - @PhillySchoolOIG on Twitter;
  - Visiting the OIG on the first floor of the Education Center at 440 N. Broad Street, Suite 1066; and
  - Writing a letter for delivery.

### **COOPERATION WITH THE OFFICE OF INSPECTOR GENERAL**

- i. In conformity with Policy 008 - Ethics Policy, Policy 300 - Employee Code of Ethics, allegations of improper conduct must be reported. District employees shall report allegations of fraud to the OIG.
- ii. No employee or Board Member may retaliate or discriminate against individuals who report improper conduct in conformity with Board policy and applicable law.
- iii. The OIG shall have immediate, complete and unrestricted access to all papers, books, records, documents, information, personnel, processes, meetings, data, computer hard drives, emails, instant messages, facilities or other assets owned, borrowed, or used by the District, which includes information regarding District vendors or any other partnership, corporation, or organization that may be involved with the District, as deemed necessary in performing investigative and/or examination activities and other requested information, including automated or electronic data, pertaining to business of the Board and District within their custody.
- iv. The OIG shall have access to all District employees, including unrestricted interview privileges.<sup>2</sup> The OIG shall have direct and prompt access to the head of any District department, division or school when necessary for any purpose pertaining to the performance of their duties and responsibilities.

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<sup>1</sup> Not all investigative materials are subject to public access. See [Board Policy 801- Public Records](#).

<sup>2</sup> Represented employees may have representation during interviews as allowed by the applicable collective bargaining agreement.

- v. At all times the OIG shall have access to any building or facility that is owned, operated or leased by the District in conformity with applicable agreements for the use of real property.
- vi. All District employees shall provide the OIG with requested information and records within their custody for the purposes of conducting an investigation, review or examination, as well as provide assistance to the OIG in locating assets and obtaining records and documents as needed for an investigation or examination.
- vii. The IG may review all District contracts as they pertain to District/Board funded projects, programs, contracts and transactions, or transactions where the District/Board is the beneficiary. All prospective bidders, proposers, vendors, and contractors doing business with the District shall be informed of the authority of the OIG to conduct such contract reviews.
- viii. Refusal to cooperate with the OIG may result in disciplinary charges up to and including termination for employees, or termination, debarment, or other action for contractors.
- ix. The OIG reserves the right to seek enforcement of requests for documents or interviews through the appropriate administrative or law enforcement channels.

#### **REFERRALS TO OUTSIDE AGENCIES AND INTERNAL UNITS – EFFICIENCY AND COORDINATION**

- i. The OIG shall refer matters to the appropriate District office or outside agencies, as provided for in Policy 1200, and shall keep a record of each referral, which is exempt from public access.
- ii. If an outside agency to which the OIG has referred a complaint later determines that the OIG has more appropriate jurisdiction to investigate the matter, the OIG may reopen the matter and proceed with the investigation. The OIG shall keep a record of each returned referral which is exempt from public access.

#### **Maintenance Schedule**

These Administrative Procedures shall be reviewed upon review of the associated Policy, or upon a triggering event.

#### **Related Information**

- [Employee Code of Ethics](#)
- [Board Policy 008](#)
- [Association of Inspectors General](#)

### **Action Item - 3.**

**Title: Approval of Personnel Hires (Updated 9.14.2023)**

**Board of Education Meeting Date:** 9/21/2023

#### **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 31, 2023 and at the salaries respectively noted, as recommended by the Superintendent, provided that: (a) continued employment of persons appointed to positions funded by categorical grants is contingent upon the availability of grant funds; and (b) persons appointed to positions funded by operating funds, shall report to either the Superintendent or his/her designees, and shall serve at the pleasure of the Board of Education.

**Office Originating Request:** Talent

#### **ATTACHMENTS:**

Description

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 **August 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

ABDUL, YUSRA	TEACHER, FULL TIME	SCIENCE LDSHP ACADEMY @ BEEBER	08/16/23	\$51,568.00 ANNUAL SALARY
ABDURRAZZAQ MOORE, JALEELAH INAAYAH BINT	TEACHER, FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/28/23	\$51,568.00 ANNUAL SALARY
ABLAZA, PAULINA JOY	TEACHER, FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$60,573.00 ANNUAL SALARY
ABUSHANAB, ABDELMABOUD K	SPECIAL EDUCATION ASSISTANT	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
ABUSIYAM, AMEER	TEACHER RESIDENT	GREENBERG, JOSEPH SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
ACOSTA, GUSTAVO	COUNSELING ASST, BILINGUAL	TAYLOR, BAYARD SCHOOL	08/30/23	\$25,688.00 ANNUAL SALARY
ADAMS, ZHAKIA JOHNNAY	SPECIAL EDUCATION ASSISTANT	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
ADAMSON, NICOLE A	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	08/29/23	\$23,474.00 ANNUAL SALARY
ADLER, AARON BENJAMIN	TEACHER, FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
AHEBEE, SOJOURNER	TEACHER, FULL TIME	LEA, HENRY C.	08/16/23	\$51,568.00 ANNUAL SALARY
AHMED, SHAHNAZ	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
AKTER, MOSAMMOT	SUPPORTIVE SERVICES ASST, 3 HR	RHAWNHRST SCHOOL	08/16/23	\$10,431.00 ANNUAL SALARY
ALAMUDUN, SOPHYA	TEACHER, FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$56,405.00 ANNUAL SALARY
ALEXANDER, AMY ISABELLE	TEACHER, FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 2 of 44

ALEXANDER, JUSTIN	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$74,171.00	ANNUAL SALARY
ALIFARAG, MICHELLE KONTAROVICH	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$77,068.00	ANNUAL SALARY
ALLEN, WANDA	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	08/30/23	\$23,474.00	ANNUAL SALARY
ALLEN, MEAGEN	TEACHER,SPEC EDUCATION	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
ALMONTE, MELANIE	STUDENT CLIMATE STAFF,3 HOURS	BUILDING 21	08/16/23	\$8,872.00	ANNUAL SALARY
ALONZO, IRVIN O	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
ALQUIROS, ANGELA CARMEL	TEACHER,FULL TIME	KENSINGTON CAPA	08/30/23	\$51,568.00	ANNUAL SALARY
ALSALEH, ZAINAB	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
ALSTON, LISA A	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
ALTARAS, ZOE	SCHOOL COUNSELOR, 10 MONTHS	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$68,727.00	ANNUAL SALARY
ALTOMARE, MEGHANN	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	08/30/23	\$51,568.00	ANNUAL SALARY
ALVAREZ, JANETTE	TEACHER,FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
AMACHI, OMENIHU	TEACHER,FULL TIME	RHOADS, JAMES SCHOOL	08/16/23	\$68,727.00	ANNUAL SALARY
ANCRUM, SHERMEKA	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$51,568.00	ANNUAL SALARY
ANGJELI, EVITA	SPECIAL EDUCATION ASSISTANT	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ANGLERO SCHLUETER, KAYLA	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	08/16/23	\$51,568.00	ANNUAL SALARY
ANUZZI, KRISTA ROBIN	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$64,842.00	ANNUAL SALARY
APONTE, ANDREA	SPECIAL EDUCATION ASSISTANT	DEBURGOS, J. ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
ARCHER, MICHELE ELAINE	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
ARCHIE, LYNNE	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ARDREY, JANELLE	SCHOOL PSYCHOLOGIST	FAMILY & STUDENT SERVICES	08/16/23	\$89,012.00	ANNUAL SALARY
ASSAYAG, KYLA	TEACHER,FULL TIME	CHILDS, GEORGE W. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
AYOUNI, DIHYA	TEACHER ASST,PKHS	FITZPATRICK SCHOOL HEAD START	08/16/23	\$23,474.00	ANNUAL SALARY
AZEEZ, INDIA	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$67,680.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 3 of 44

AZOUZ, ATIKA	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/30/23	\$51,568.00	ANNUAL SALARY
BAAHADUR, MUNEEARAH	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BAILEY, DEYANA	TEACHER,FULL TIME	GREENBERG, JOSEPH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BAKER, AMELIE	TEACHER,FULL TIME	BUILDING 21	08/16/23	\$53,085.00	ANNUAL SALARY
BAKER, MICHAEL G	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	08/16/23	\$53,749.00	ANNUAL SALARY
BALABAYEV, ELIZABETH R	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BALANTA, DIANA C	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BALLARD, AMIR	PROG COORD,CAREER/COLLEGE AWAR	DIVISION OF COLLEGE READINESS	08/07/23	\$50,041.00	ANNUAL SALARY
BANEGAS, AMY	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
BANNAN, MICHAEL T	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$73,895.00	ANNUAL SALARY
BARBOSA, MILISSA ANNE	TEACHER,FULL TIME	FOX CHASE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
BARBOUR-HOLLAND, SHAMAIR	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BARCZAK, ANDREW	TEACHER,FULL TIME	PHILADELPHIA MILITARY ACADEMY	08/30/23	\$53,085.00	ANNUAL SALARY
BARKER, JAMES	SCHOOL COUNSELOR, 10 MONTHS	STANTON, EDWIN M. SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
BARLOW, JESSICA TIERNEY	SCHOOL COUNSELOR, 10 MONTHS	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
BARNES, KIMBERLY	TEACHER,FULL TIME	ANDERSON, ADD B. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BARSTOW, ALEXANDRA H	TEACHER,FULL TIME	COOKE, JAY ELEMENTARY SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
BASKERVILLE, MERCEDES	TEACHER,FULL TIME	BARTON, CLARA SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BATIPPS- JOHNSON, IMANI	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BAUER-GOULDEN, LIA	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
BAYLOR, ALYSON	TEACHER,SPEC EDUCATION	MARSHALL, THURGOOD SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
BEDIAKO, CASSANDRA	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	08/30/23	\$53,749.00	ANNUAL SALARY
BELSER, CHYRIECE F	SPECIAL EDUCATION ASSISTANT	KENDERTON ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
BENJAMIN, YURI	TEACHER,SPEC EDUCATION	DEBURGOS, J. ELEMENTARY	08/16/23	\$52,516.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 4 of 44

BERGUICH, HEATHER MARIE	TEACHER,FULL TIME	DEBURGOS, J. ELEMENTARY	08/16/23	\$70,904.00	ANNUAL SALARY
BERNSTEIN, ALYSSA	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BERRY, SHAFIQAH	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
BERRY, JAEDA L	SCHOOL COUNSELOR, 10 MONTHS	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
BEST, CRYSTAL LYNN	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$65,313.00	ANNUAL SALARY
BEYERLE, MATTHEW RICHARD	TEACHER,FULL TIME	FRANK, ANNE SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
BHAGWATE, MANSI	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$83,506.00	ANNUAL SALARY
BILALAJ, BRUNILDA	TEACHER RESIDENT	BALDI MIDDLE SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
BILLINGTON, NACRESHA L	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BIVINS, DEIDRA R	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$23,474.00	ANNUAL SALARY
BLABER, KATE	TEACHER,SPEC EDUCATION	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$57,351.00	ANNUAL SALARY
BLACKWELL, ERIC DENZEL	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	08/16/23	\$9,540.00	ANNUAL SALARY
BLAKE, HANNAH	TEACHER,SPEC EDUCATION	BACHE-MARTIN SCHOOL	08/16/23	\$63,227.00	ANNUAL SALARY
BLALOCK, SALEEMA L	STUDENT CLIMATE STAFF,3 HOURS	LOWELL, JAMES R. SCHOOL	08/16/23	\$8,872.00	ANNUAL SALARY
BLEY, JACOB	TEACHER,SPEC EDUCATION	KENSINGTON HIGH SCHOOL	08/16/23	\$55,170.00	ANNUAL SALARY
BOBROWSKI, MICHAEL	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$53,085.00	ANNUAL SALARY
BOLES, NORA	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
BONCEK, RANDOLPH	TEACHER,SPEC EDUCATION	CHILDS, GEORGE W. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
BONNER, JEFFREY	TEACHER,SPEC EDUCATION	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
BOONE, KENYATA	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BOST, KAYLEEN	TEACHER,FULL TIME	MC MICHAEL, MORTON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BOWER, STEFANIE MARIE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$68,442.00	ANNUAL SALARY
BOWMAN, CHASA DEVONNE	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/29/23	\$66,734.00	ANNUAL SALARY
BRENT-COVIL, MYA D	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY



Personnel Hires  
September 21, 2023  
Page 5 of 44

BRISCOE, JULIE	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BRISKIN, GREGORY M	TEACHER,FULL TIME	CONSTITUTION HIGH SCHOOL	08/28/23	\$64,268.00	ANNUAL SALARY
BROKENBOROUGH, RACHEL M	TEACHER,SPEC EDUCATION	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$52,516.00	ANNUAL SALARY
BROOKS, BRANDI	TEACHER,SPEC EDUCATION	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
BROOKS, SHANICE	SECRETARY I	CASSIDY,LEWIS C ACADEMICS PLUS	08/16/23	\$26,351.00	ANNUAL SALARY
BROWN, ANNAMARIE	TEACHER,FULL TIME	MIFFLIN, THOMAS SCHOOL	08/16/23	\$77,066.00	ANNUAL SALARY
BROWN, KIANA A	SCHOOL COUNSELOR, 10 MONTHS	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
BROWN, DEOVIONNE LILLIAN	TEACHER RESIDENT	FRANKFORD HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
BROWN, ILEENA L	TEACHER,SPEC EDUCATION	CLEMENTE, ROBERTO MIDDLE SCHL	08/29/23	\$52,516.00	ANNUAL SALARY
BROWN, KEVIN O'FARRELL	TEACHER,FULL TIME	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BROWN, PAMELA M	SPECIAL EDUCATION ASSISTANT	STANTON, EDWIN M. SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
BROWN, SANDRA B	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BRUESTLE, DEVON ELIZABETH	TEACHER,FULL TIME	DECATUR, STEPHEN SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
BRYANT, ZYKIIA	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BUDD, REBECCA	TEACHER,SPEC EDUCATION	MCCALL, GEN. GEORGE A. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
BUDLOW, SARAH MADELINE	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
BULLOCK, JUSTIN S	SCHOOL COUNSELOR, 10 MONTHS	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BURNETT-REEVES, JAYLA	TEACHER,FULL TIME	JENKS ACADEMY ARTS & SCIENCES	08/16/23	\$51,568.00	ANNUAL SALARY
BURNS, ROCHELLE	TEACHER,FULL TIME	KENDERTON ELEMENTARY	08/16/23	\$55,644.00	ANNUAL SALARY
BURSK, JOSEPHINE	TEACHER,FULL TIME	KIRKBRIDE, ELIZA B. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
BUSCIO, ALEXANDRA	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BUTLER, JAYONNA J	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BUTTS, ALICIA	SPECIAL EDUCATION ASSISTANT	ROXBOROUGH HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
BUTTS, NICOLIA A	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 6 of 44

BYRD, RONNETTA D	SUPPORTIVE SERVICES ASST, 4 HR	MARSHALL, THURGOOD SCHOOL	08/16/23	\$13,908.00 ANNUAL SALARY
BYRD, SHAMIKA	TEACHER,FULL TIME	KELLY, JOHN B. SCHOOL	08/16/23	\$53,085.00 ANNUAL SALARY
BYRNES, CLAIRE	PROJECT ASSISTANT	CHIEF EXECUTIVE OFFICE	08/16/23	\$46,000.00 ANNUAL SALARY
CABA, TAYLOR	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CABRERA, LIZ	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CALDWELL, TYLIK AMIR	EXT ACTVTS, NON-CONTRACT EMP-HR	OFFICE OF SCHOOL SAFETY	08/16/23	\$15.45 HOURLY RATE
CALDWELL, KAYLA	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CAMBRIDGE, SHEILYNNE	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$87,137.00 ANNUAL SALARY
CAMPBELL, JULIA CLARE	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CANADY, DAVID	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CANAVAN, TIFFANY	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	08/29/23	\$52,516.00 ANNUAL SALARY
CANNON, KORRINE D	PROGRAM COORDINATOR	BLAINE, JAMES G. SCHOOL	08/16/23	\$55,563.00 ANNUAL SALARY
CANTONE, JESSICA	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CAPERS, SEMAJ	SCHOOL COUNSELOR, 10 MONTHS	HAMILTON, ANDREW SCHOOL	08/16/23	\$56,405.00 ANNUAL SALARY
CAPOZZOLI, ROBERT	TEACHER,FULL TIME	JACKSON COPPIN, FANNY SCHOOL	08/16/23	\$53,749.00 ANNUAL SALARY
CARNEVALE, MEGHAN	TEACHER RESIDENT	HENRY, CHARLES W. SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
CARNEY, MOLLY CATHERINE	TEACHER,FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CARNEY, LINDSEY	TEACHER,FULL TIME	GIRARD ACADEMIC MUSIC PROGRAM	08/16/23	\$51,568.00 ANNUAL SALARY
CARTER, KADEEM	TEACHER,FULL TIME	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
CARTER, JANESSA MARY	TEACHER,SPEC EDUCATION	BACHE-MARTIN SCHOOL	08/29/23	\$52,516.00 ANNUAL SALARY
CARWLL, CAMRYN	TEACHER RESIDENT	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
CASSIDY, LINDSAY ANN	TEACHER,FULL TIME	DOBSON, JAMES SCHOOL	08/16/23	\$74,034.00 ANNUAL SALARY
CASTRO-ALIPAZA, ANDREA	COUNSELING ASST,BILINGUAL	JUNIATA PARK ACADEMY	08/16/23	\$25,688.00 ANNUAL SALARY
CAVALIER, LUCIA	INTERP, DEAF/HARD OF HEARING	FAMILY & STUDENT SERVICES	08/16/23	\$51,852.00 ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 7 of 44

CETRONE, MARIA	TEACHER,FULL TIME	LEA, HENRY C.	08/16/23	\$53,085.00	ANNUAL SALARY
CHANDLER, EMILY	TEACHER,FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
CHARME-ZANE, SARA N	TEACHER,FULL TIME	ROXBOROUGH HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
CHASE, ASHLEE	TEACHER,FULL TIME	BROWN, JOSEPH H. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CHEN, CINDY	TEACHER,FULL TIME	MAYFAIR SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CHEN, HELEN	COUNSELING ASST,BILINGUAL	CENTRAL HIGH SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
CHEN, LESLEY C	TEACHER,SPEC EDUCATION	MITCHELL ELEMENTARY SCHOOL	08/16/23	\$80,101.00	ANNUAL SALARY
CHERRY, DAWN MICHELLE	TEACHER,SPEC EDUCATION	ROWEN, WILLIAM SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
CHHOEUNG, JADE	TEACHER,FULL TIME	TAGGART HEAD START	08/16/23	\$53,085.00	ANNUAL SALARY
CHILTON, SHAWN	TEACHER,FULL TIME	SOUTH PHILADELPHIA HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
CHISM, MICHAEL K	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CHISM, TIFFANY	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CHONGOLOLA, VICTORIA	SCHOOL COUNSELOR, 10 MONTHS	NORTHEAST COMMUNITY PROPEL ACD	08/31/23	\$51,568.00	ANNUAL SALARY
CIALONE, AMBER G	TEACHER,FULL TIME	KENSINGTON CAPA	08/30/23	\$65,313.00	ANNUAL SALARY
CILLI, SUZANNE WALTERS	TEACHER,FULL TIME	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
CLANTON, ANTONIA B	TEACHER,FULL TIME	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$78,679.00	ANNUAL SALARY
CLARK, CHRISTOPHER	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
CLAUSS, JAYNE	TEACHER,FULL TIME	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CLAYTON, JO'VON	SCHOOL COUNSELOR, 10 MONTHS	HARRINGTON, AVERY D. SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
CLIETT, HANNAH SHARON	SPECIAL EDUCATION ASSISTANT	HARRINGTON, AVERY D. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
CLIFFORD, CAITLIN	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CLORY, CHARLES	SUPPORTIVE SERVICES ASST, 4 HR	PHILA LEARNING ACADEMY WEST	08/16/23	\$13,908.00	ANNUAL SALARY
CLOUTIER, RENAE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CLUNE, AVA	TEACHER,FULL TIME	MARSHALL, THURGOOD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 8 of 44

COATES, MIA	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
COBURN, SOPHIA HAGY	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	08/16/23	\$53,085.00	ANNUAL SALARY
COCHRAN, MYKA	TEACHER,FULL TIME	OVERBROOK EDUCATIONAL CENTER	08/16/23	\$51,568.00	ANNUAL SALARY
COLE, CINDY Z	TEACHER,SPEC EDUCATION	DICK, WILLIAM SCHOOL	08/16/23	\$66,734.00	ANNUAL SALARY
COLEMAN, NIEMA	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	08/16/23	\$51,568.00	ANNUAL SALARY
COLEMAN, SHANITA L	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
COLEMAN, DANIEL	TEACHER,SPEC EDUCATION	FELL, D. NEWLIN SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
COLES, DIANE MICHELE	TEACHER,SPEC EDUCATION	RHOADS, JAMES SCHOOL	08/16/23	\$94,794.00	ANNUAL SALARY
COLON, ALESSIA R	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
COLVIN, LAUREL	COORD,SCHOOL HEALTH SERVICES	PUPIL HEALTH SERVICES	08/08/23	\$99,000.00	ANNUAL SALARY
COMBS, ELLA F	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
COMRIE, PHELISHIA	SPECIAL EDUCATION ASSISTANT	KENDERTON ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
CONKLIN, KAYLA	TEACHER,DEMONSTRATION	MASTERMAN,JULIA R. HIGH SCHOOL	08/16/23	\$85,243.00	ANNUAL SALARY
CONLEY, SEAMUS	TEACHER,SPEC EDUCATION	LEA, HENRY C.	08/16/23	\$52,516.00	ANNUAL SALARY
CONNELLY, MCKENZIE CHRISTINE	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$65,694.00	ANNUAL SALARY
CONNELLY, LY-DIA MARIE	SPECIAL EDUCATION ASSISTANT	ROWEN, WILLIAM SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
CONTE, NATALIE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
COOK, TYLER	TEACHER,FULL TIME	PENROSE SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
COOK, JOSETTE	STRATEGY ANALYST II	BOARD OF EDUCATION	08/07/23	\$69,285.00	ANNUAL SALARY
COOPER, CHARISMA ALEXANDRA	SPECIAL EDUCATION ASSISTANT	ELLWOOD SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
COPLIN, FERNANDO	TEACHER,FULL TIME	ROXBOROUGH HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
COPPEDGE, KRISHA	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	08/16/23	\$79,249.00	ANNUAL SALARY
CORAN, SAMANTHA	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	08/16/23	\$82,429.00	ANNUAL SALARY
CORPREW, JACMINE	SCHOOL IMPROV SUPPORT LIAISON	MARSHALL, JOHN SCHOOL	08/16/23	\$29,067.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 9 of 44

COSBY, MONIQUE	TEACHER RESIDENT	STRAWBERRY MANSION HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
COTTLE, MARNEISHA	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
COTTONE, WILLIAM	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
COX, JOHNATHAN D	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$72,811.00	ANNUAL SALARY
CRAIG, DIANE L.	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	08/16/23	\$102,376.00	ANNUAL SALARY
CREWS, STEFFAN	TEACHER,FULL TIME	PHILADELPHIA MILITARY ACADEMY	08/29/23	\$69,506.00	ANNUAL SALARY
CROMARTIE, WANDA L	TEACHER,FULL TIME	HAMILTON, ANDREW SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
CROSS-SMITH, SOVEREIGN	BEHAVIORAL HEALTH COUNSELOR	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$55,644.00	ANNUAL SALARY
CROUMBLEY, ISABELLE	TEACHER,FULL TIME	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
CRUICE, JANE F	SCHOOL NURSE	HENRY, CHARLES W. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
CUEVAS, JASMINE A	SUPPORTIVE SERVICES ASST, 3 HR	FITZPATRICK, A.L. SCHOOL	08/29/23	\$10,431.00	ANNUAL SALARY
CUMMINGS, EMILY	TEACHER,SPEC EDUCATION	HACKETT, HORATIO B. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
CURTIN, CHRISTINA ANN	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/29/23	\$75,558.00	ANNUAL SALARY
CUSICK, KATHERINE	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	08/16/23	\$51,568.00	ANNUAL SALARY
DALEY, BANCROFT C	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
DAMON, DIANA	TEACHER,SPEC EDUCATION	MARSHALL, THURGOOD SCHOOL	08/16/23	\$90,885.00	ANNUAL SALARY
DANETT, NATALIE	TEACHER,FULL TIME	PENN ALEXANDER SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
DAUGHTRY, MARTEIK	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/29/23	\$51,568.00	ANNUAL SALARY
DAVIDSON, THERESA	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
DAVIES, VIVIANNE JOANNA	TEACHER,SPEC EDUCATION	BLANKENBURG, RUDOLPH SCHOOL	08/16/23	\$61,998.00	ANNUAL SALARY
DAVILA, GABRIELLE	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
DAVIS, EMILY	TEACHER,SPEC EDUCATION	BACHE-MARTIN SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
DAVIS, KYLA	SUPPORTIVE SERVICES ASST, 4 HR	HOWE, JULIA WARD SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
DEANS, WINIFRED	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	08/16/23	\$51,568.00	ANNUAL SALARY

DECK, ERIN	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
DEFABIS, CHRISTINA	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
DEJESUS, LEILANI	SPECIAL EDUCATION ASSISTANT	FELTONVILLE INTERMEDIATE	08/29/23	\$23,474.00	ANNUAL SALARY
DEL VECCHIO, SARA CATHERINE	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
DELACASA-KELLY, AMY	TEACHER,FULL TIME	BROWN, JOSEPH H. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
DELACRUZ, RANDIE	SPECIAL EDUCATION ASSISTANT	BROWN, HENRY A. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
DELANY, LAURA	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$83,546.00	ANNUAL SALARY
DELOACH, REBECCA N	SCHOOL COUNSELOR, 10 MONTHS	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
DELTURK, STEVEN	SCHOOL COUNSELOR, 10 MONTHS	KENSINGTON HEALTH SCIENCES	08/16/23	\$75,453.00	ANNUAL SALARY
DEMAREST, LAUREN	TEACHER,SPEC EDUCATION	TAGGART, JOHN H. SCHOOL	08/16/23	\$61,998.00	ANNUAL SALARY
DENELSBECK, JOSEPH L	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	08/16/23	\$83,507.00	ANNUAL SALARY
DENNIS, KAREMMA	TEACHER,FULL TIME	ALLEN, DR. ETHEL SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
DESHAUTEURS, AURORA	TEACHER,SPEC EDUCATION	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
DEVAUGHN, QUADEER	SPECIAL EDUCATION ASSISTANT	KENDERTON ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
DIANORA, KATHLEEN	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$94,283.00	ANNUAL SALARY
DIAZ, AMELIA V	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	08/16/23	\$9,540.00	ANNUAL SALARY
DIAZ, ILYSSANNA	SPECIAL EDUCATION ASSISTANT	DISSTON, HAMILTON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
DIBATTISTA, JOHN	TEACHER,FULL TIME	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
DILLON, ALEXANDRA	TEACHER,FULL TIME	HACKETT, HORATIO B. SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
DIMUZIO, SARAH ANNE	TEACHER,SPEC EDUCATION	BROWN, HENRY A. SCHOOL	08/16/23	\$69,862.00	ANNUAL SALARY
DINARDO, LAUREN	TEACHER,SPEC EDUCATION	COMLY, WATSON SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
DIPRIMIO, OLIVIA M	TEACHER,FULL TIME	HIGH SCHOOL OF THE FUTURE	08/16/23	\$58,109.00	ANNUAL SALARY
DIX, CHIQUITA AISHA	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/29/23	\$35,101.00	ANNUAL SALARY
DIXON, VINCENT	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY

DOMMEL, REBEKAH S	ACADEMIC COACH	TEACHING AND LEARNING	08/28/23	\$90,478.00	ANNUAL SALARY
DONALDSON, KENNA	TEACHER,FULL TIME	PENROSE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
DORSEY, GEORGE	SPECIAL EDUCATION ASSISTANT	LOGAN, JAMES SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
DOUMBOUYA SYLLA, AISSA	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$73,938.00	ANNUAL SALARY
DOWNEY, JAIME	DIR,INSTRUCTIONAL RESOURCE	OFFICE OF MULTIPLE PATHWAYS	08/07/23	\$111,000.00	ANNUAL SALARY
DOYLE, JENNIFER DAY	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$72,811.00	ANNUAL SALARY
DREW, DANIEL GEORGE	TEACHER,SPEC EDUCATION	MORRISON, ANDREW J. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
DUBOSE, TAMIKA	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
DUCH, THOMAS JAMES	TEACHER,FULL TIME	KIRKBRIDE, ELIZA B. SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
DUNBAR, CARLY	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/31/23	\$51,568.00	ANNUAL SALARY
DUNBAR-LEE, TAMETRA M	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
DUNLAP-BOYD, AMIRAH	TEACHER,SPEC EDUCATION	MITCHELL ELEMENTARY SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
DURANTE, DANIELLA	TEACHER,FULL TIME	FITLER ACADEMICS PLUS	08/16/23	\$51,568.00	ANNUAL SALARY
DUREN, LAKITA	SPECIAL EDUCATION ASSISTANT	BLANKENBURG, RUDOLPH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ECKMAN, SHERRI ANNE	TEACHER,SPEC EDUCATION	SOUTH PHILADELPHIA HIGH SCHOOL	08/16/23	\$69,862.00	ANNUAL SALARY
EDGAR PEREZ, AMELIA CAROLINA	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
EDMUNDSON, JULIE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
EGE, ABIGAIL	TEACHER,FULL TIME	LONGSTRETH, WILLIAM C. SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
ELSHAFEI, ISRA	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	08/16/23	\$53,749.00	ANNUAL SALARY
EPPS, DEANNA LATOYA	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$65,313.00	ANNUAL SALARY
ESCOBAR, KIANA	COUNSELING ASST,BILINGUAL	FURNESS, HORACE HIGH SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
EWING, COURTNEY M	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
EXANTUS, ROLINDA	TEACHER,SPEC EDUCATION	SAYRE, WILLIAM L. HIGH SCHOOL	08/30/23	\$52,516.00	ANNUAL SALARY
FARLEY, LAURA ELIZABETH	TEACHER,SPEC EDUCATION	NORTHEAST COMMUNITY PROPEL ACD	08/29/23	\$57,351.00	ANNUAL SALARY

FAULKNER, TIFFANY R	SUPPORTIVE SERVICES ASST, 4 HR	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
FAZAL, RUBY	SECRETARY I	PHILADELPHIA VIRTUAL ACADEMY	08/16/23	\$26,351.00	ANNUAL SALARY
FEDDER, WILLIAM	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FELDER, GLORIA	SPECIAL EDUCATION ASSISTANT	ELLWOOD SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
FERGUSON, DAWN ASHLEY	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	08/16/23	\$23,474.00	ANNUAL SALARY
FERRERI, KAITLYN	TEACHER,FULL TIME	BACHE-MARTIN SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
FERRIS, PETER	TEACHER,FULL TIME	CHILDS, GEORGE W. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FIELDS, RACHAEL	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FIGAROTTA, SAMANTHA	TEACHER,SPEC EDUCATION	BACHE-MARTIN SCHOOL	08/16/23	\$55,170.00	ANNUAL SALARY
FINOCCHIARO, MELISSA A	SECRETARY I	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
FISCHER, LUKE	EXT ACTVTS, NON-CONTRACT EMP-HR	STRATEGIC PARTNERSHIP	08/21/23	\$15.00	HOURLY RATE
FISCUS, KELLETT JOANNA	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FISGAER, JESSICA	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FISHKOW, CLAIRE	TEACHER RESIDENT	DOBSON, JAMES SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
FITZGERALD, DANIEL	TEACHER,SPEC EDUCATION	AMY NORTHWEST	08/16/23	\$80,988.00	ANNUAL SALARY
FLANAGAN, MARIA F	TEACHER,FULL TIME	COOKE, JAY ELEMENTARY SCHOOL	08/29/23	\$53,749.00	ANNUAL SALARY
FLETCHER, DANA	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
FLETCHER, SHANE	TEACHER,SPEC EDUCATION	FAMILY & STUDENT SERVICES	08/16/23	\$90,885.00	ANNUAL SALARY
FLORES-RIVERA, CELIA MARIA	TEACHER,FULL TIME	LANKENAU HIGH SCHOOL	08/16/23	\$75,453.00	ANNUAL SALARY
FLYNN, JAILENE	TEACHER,FULL TIME	CONSTITUTION HIGH SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
FLYNN, PATRICK JOSEPH	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
FOLEY, WILBERT	TEACHER,FULL TIME	SAYRE, WILLIAM L. HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
FORD, KELLY A	TEACHER,SPEC EDUCATION	TAYLOR, BAYARD SCHOOL	08/31/23	\$78,171.00	ANNUAL SALARY
FORRESTER, JOAN	TEACHER,FULL TIME	BROWN, JOSEPH H. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY



FORTUNE, DESIRE	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$53,085.00 ANNUAL SALARY
FORTUNE, NATALIE C	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
FOSBENNER, KATHLEEN	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$77,066.00 ANNUAL SALARY
FOTI, SOPHIA	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
FOXGLOVE, TABITHA	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$58,109.00 ANNUAL SALARY
FRANCIS, GENIA	TEACHER,SPEC EDUCATION	PEIRCE, THOMAS M. SCHOOL	08/30/23	\$52,516.00 ANNUAL SALARY
FRANKENBERGER, CHRISTINA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
FRASIER, KRISTIN	TEACHER,FULL TIME	KENSINGTON HEALTH SCIENCES	08/16/23	\$64,268.00 ANNUAL SALARY
FREEDMAN, RACHAEL	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	08/16/23	\$74,034.00 ANNUAL SALARY
FREEDMAN, SHAZIA	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$74,171.00 ANNUAL SALARY
FREEMAN, ANDREA D	SCHOOL COUNSELOR, 10 MONTHS	OVERBROOK ELEMENTARY SCHOOL	08/16/23	\$59,340.00 ANNUAL SALARY
FREEMAN-BOLGER, SHAWNTA CHIMERE	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	08/29/23	\$23,474.00 ANNUAL SALARY
FRIEL, ERICA LEIGH	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	08/16/23	\$90,478.00 ANNUAL SALARY
FRIERSON, STARSHA DIVINE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/30/23	\$51,568.00 ANNUAL SALARY
FRY, RONALD	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/29/23	\$51,568.00 ANNUAL SALARY
FRYER, SIMEON BRYANT	TEACHER,FULL TIME	FRANKLIN, BENJAMIN HIGH SCHOOL	08/29/23	\$51,568.00 ANNUAL SALARY
FRYMOYER, MAGGIE GRACE	PROGRAM COORDINATOR	BODINE, WILLIAM W. HIGH SCHOOL	08/16/23	\$52,964.00 ANNUAL SALARY
FULLER, CARLY	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
GABOR, LESLIE	TEACHER,FULL TIME	DEBUGOS, J. ELEMENTARY	08/29/23	\$51,568.00 ANNUAL SALARY
GABRIEL, JAY	TEACHER RESIDENT	HENRY, CHARLES W. SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
GAFFNEY, LETISHA L	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	08/16/23	\$9,540.00 ANNUAL SALARY
GAINES, BROOKE VANESSA	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$53,085.00 ANNUAL SALARY
GALLAGHER, DANA	TEACHER,SPEC EDUCATION	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$52,516.00 ANNUAL SALARY
GALLAGHER, KACIE E	TEACHER,FULL TIME	HOUSTON, HENRY H. SCHOOL	08/16/23	\$53,085.00 ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 14 of 44

GALLUZZO, SARA	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
GANIBAN, EMMA C	TEACHER,SPEC EDUCATION	MARSHALL, JOHN SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
GANZ, OMAR M	TEACHER,FULL TIME	MAYFAIR SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
GARCIA, MILAGROS	TEACHER ASST,PKHS	BARTON HEAD START	08/16/23	\$26,587.00	ANNUAL SALARY
GARDNER, TYNISHA	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	08/29/23	\$55,170.00	ANNUAL SALARY
GARDNER, AMY	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$72,233.00	ANNUAL SALARY
GARIS, SHAWN MICHAEL	SCHOOL COUNSELOR, 10 MONTHS	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
GAWARKIEWICZFRANKLIN, GWENDOLYN	TEACHER,FULL TIME	ROBESON, PAUL HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
GEORGE, JOANNA ELIZABETH	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
GERDY, JAMES FOLLIN	TEACHER,FULL TIME	BUILDING 21	08/16/23	\$60,573.00	ANNUAL SALARY
GERENA-APONTE, NANCY	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
GERRARD, MITCHELL	TEACHER RESIDENT	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
GHASKIN, XAVIER	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
GIBSON, ZAKEE RONALD	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
GILHOOLEY, ISABELLA SUES	TEACHER,SPEC EDUCATION	HACKETT, HORATIO B. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
GILLISON, ALETA	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
GINGALEWSKI, ANDELAIN C	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$64,268.00	ANNUAL SALARY
GIORGIONE, GABRIELLE	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
GIRTON, GABRIELLE ALISSA ELAINE	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
GLAZER, EMMA	TEACHER,SPEC EDUCATION	ANDERSON, ADD B. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
GLEN-RAYNER, ROSA	TEACHER,FULL TIME	ACADEMY AT PALUMBO	08/29/23	\$53,085.00	ANNUAL SALARY
GOLD, ALEX	TEACHER,FULL TIME	LEA, HENRY C.	08/16/23	\$60,573.00	ANNUAL SALARY
GOLDSTEIN, JASON	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
GOMES, EMILY A	TEACHER,SPEC EDUCATION	MAYFAIR SCHOOL	08/16/23	\$83,903.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 15 of 44

GONZALEZ, SIARA	TEACHER,FULL TIME	BACHE-MARTIN SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
GONZALEZ, ROSA	SPECIAL EDUCATION ASSISTANT	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
GONZALEZ-LOPEZ, RUBEN	TEACHER,FULL TIME	MOFFET, JOHN SCHOOL	08/16/23	\$80,223.00	ANNUAL SALARY
GOODE MARTINEZ, KIARRA	SPECIAL EDUCATION ASSISTANT	FITLER ACADEMICS PLUS	08/16/23	\$23,474.00	ANNUAL SALARY
GOODEN, MICHELE	TEACHER,FULL TIME	MARSHALL, THURGOOD SCHOOL	08/16/23	\$60,573.00	ANNUAL SALARY
GOODMAN, MIKAL AMEEN	TEACHER,FULL TIME	BLAINE, JAMES G. SCHOOL	08/31/23	\$51,568.00	ANNUAL SALARY
GOODMAN-DANIEL, DIANE	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
GOODMAN-HOLDEN, NAKYYAH	TEACHER,FULL TIME	PRINCE HALL SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
GOODMOND, JACARA	TEACHER,SPEC EDUCATION	KELLY, JOHN B. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
GORDON, ANGELA M	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	08/16/23	\$35,101.00	ANNUAL SALARY
GORDON, JAMIL	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$51,568.00	ANNUAL SALARY
GORDON, BRANDON	TEACHER,FULL TIME	ZIEGLER, WILLIAM H. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
GORELICK, SAMUEL	TEACHER,FULL TIME	CHILDS, GEORGE W. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
GORMAN, CHRISTA	TEACHER,FULL TIME	WEBSTER, JOHN H. SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
GOTTLIEB, ADINA	SCHOOL NURSE	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
GOWANS, LINDA R	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
GRAHAM, MICHELLE ANN	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
GRAHAM, DANIELLE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$75,453.00	ANNUAL SALARY
GRANT, KRISTIN	SCHOOL COUNSELOR, 10 MONTHS	SOUTH PHILADELPHIA HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
GRANT, TAYLOR AYANNA	TEACHER,FULL TIME	FELTONVILLE INTERMEDIATE	08/16/23	\$51,568.00	ANNUAL SALARY
GRASER, TORI	TEACHER,SPEC EDUCATION	TAGGART, JOHN H. SCHOOL	08/31/23	\$72,330.00	ANNUAL SALARY
GRAY, SEAN S	TEACHER,FULL TIME	ADAIRE, ALEXANDER SCHOOL	08/16/23	\$86,927.00	ANNUAL SALARY
GRAZIER, TYREE	TEACHER RESIDENT	ANDERSON, MARIAN ACADEMY	08/16/23	\$38,611.00	ANNUAL SALARY
GREEN, MELISSA AMY	TEACHER,SPEC EDUCATION	NORTHEAST HIGH SCHOOL	08/31/23	\$83,903.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 16 of 44

GRIFFITHS, ARIELLE VICTORIA	TEACHER RESIDENT	MARSHALL, THURGOOD SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
GRILL, AMANDA	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$75,558.00	ANNUAL SALARY
GRIMES, ANDREW EVAN	TEACHER,SPEC EDUCATION	ALLEN, DR. ETHEL SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
GUBERNICK, ELI	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	08/16/23	\$53,085.00	ANNUAL SALARY
GUECO, MICHELLE	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
GUEVARA ROCHA, CLAUDIA	COUNSELING ASST,BILINGUAL	JUNIATA PARK ACADEMY	08/16/23	\$25,688.00	ANNUAL SALARY
GUIDRY, BENJAMIN JUDE	TEACHER,FULL TIME	BUILDING 21	08/16/23	\$53,085.00	ANNUAL SALARY
GUNTHER, VERONICA	TEACHER,SPEC EDUCATION	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
GUPTA, ANDREW	TEACHER RESIDENT	FRANKFORD HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
GUTMAN, JULIA	TEACHER,FULL TIME	DEBUGOS, J. ELEMENTARY	08/16/23	\$51,568.00	ANNUAL SALARY
HALL, THEODOSIA	TEACHER,FULL TIME	BUILDING 21	08/29/23	\$90,478.00	ANNUAL SALARY
HALL, NAJHALA	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
HALLIGAN, AILEENE A	TEACHER,FULL TIME	HUNTER, WILLIAM H. SCHOOL	08/16/23	\$60,573.00	ANNUAL SALARY
HAMILTON, KATIE	TEACHER,FULL TIME	GREENBERG, JOSEPH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
HAMPTON, CHRISTOPHER S	TEACHER,FULL TIME	HARRINGTON, AVERY D. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HANNIGAN, TESSA	TEACHER,FULL TIME	CASSIDY,LEWIS C ACADEMICS PLUS	08/29/23	\$51,568.00	ANNUAL SALARY
HANSON, EDWARD	SPECIAL EDUCATION ASSISTANT	ANDERSON, MARIAN ACADEMY	08/29/23	\$23,474.00	ANNUAL SALARY
HAPER, MILDRED	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HARNER, MADELYN	TEACHER,FULL TIME	EDISON HIGH BRIGHT FUTURES	08/16/23	\$51,568.00	ANNUAL SALARY
HARPER, VINCENT JAY	TEACHER,SPEC EDUCATION	PENN TREATY HIGH SCHOOL	08/16/23	\$90,885.00	ANNUAL SALARY
HARPUR, MADELINE	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	08/16/23	\$51,568.00	ANNUAL SALARY
HARRELL, DANIA	TEACHER,FULL TIME	MORTON, THOMAS G. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HARRIS, JOSHUA	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
HARRIS, ADELAIDE G	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 17 of 44

HARRIS, SYRITA SIMONE	SUPPORTIVE SERVICES ASST, 4 HR	JENKS, ABRAM SCHOOL	08/29/23	\$13,908.00	ANNUAL SALARY
HARRISON, AMBER	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
HARTMAN, JANESEA	TEACHER,FULL TIME	CONSTITUTION HIGH SCHOOL	08/29/23	\$70,904.00	ANNUAL SALARY
HASSEBROCK, JANELLE	TEACHER RESIDENT	PENN TREATY HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
HATZINIKOLAOU, ANGELIQUE	TEACHER,SPEC EDUCATION	ZIEGLER, WILLIAM H. SCHOOL	08/16/23	\$83,903.00	ANNUAL SALARY
Hauptin, JULIE ST. JOHN	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
HAYES, QUERIDAH	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
HAYES, HALEEM M	SCHOOL COUNSELOR, 10 MONTHS	RHODES ELEMENTARY SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
HEAN, WENDY	SUPPORTIVE SERVICES ASST, 4 HR	KEY, FRANCIS SCOTT SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
HEINE, ALEXANDRA	TEACHER,FULL TIME	ACADEMY AT PALUMBO	08/16/23	\$53,085.00	ANNUAL SALARY
HEINERICI, COURTNEY	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HEMMINGER, ELIZABETH	TEACHER,DEMONSTRATION	MASTERMAN,JULIA R. HIGH SCHOOL	08/16/23	\$84,142.00	ANNUAL SALARY
HENDERSON, ROBERT	TEACHER RESIDENT	FELTONVILLE ARTS & SCIENCES	08/16/23	\$38,611.00	ANNUAL SALARY
HENG, HUYKHENG	SPECIAL EDUCATION ASSISTANT	KIRKBRIDE, ELIZA B. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
HENG, SANDY	SECRETARY I	FURNESS, HORACE HIGH SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
HENNIGAN, KAYONNA	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HENTON, RENEE	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	08/16/23	\$68,727.00	ANNUAL SALARY
HERMANN SOLOMON, RACHEL	SUPPORTIVE SERVICES ASST, 4 HR	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
HERSKOVITZ, JULIE RAE	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
HESSLER, DREW	TEACHER,SPEC EDUCATION	GIRLS, PHILA HIGH SCHOOL FOR	08/16/23	\$52,516.00	ANNUAL SALARY
HICKMAN, RASHEEDA	SPECIAL EDUCATION ASSISTANT	EMLEN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
HICKS, LAUREN	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$83,903.00	ANNUAL SALARY
HILARIO-MARTE, HILARY	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HILBURT, JIM	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	08/16/23	\$102,376.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 18 of 44

HILL, IDA	STUDENT CLIMATE STAFF, 3 HOURS	ELKIN, LEWIS SCHOOL	08/16/23	\$9,540.00 ANNUAL SALARY
HILL, JULIEN	TEACHER, FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/31/23	\$51,568.00 ANNUAL SALARY
HIMES, BARI J	TEACHER, SPEC EDUCATION	DAY, ANNA B. SCHOOL	08/16/23	\$94,794.00 ANNUAL SALARY
HINES, KEVIN	TEACHER, FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$53,085.00 ANNUAL SALARY
HIRALDO, LUIS	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	08/16/23	\$23,474.00 ANNUAL SALARY
HODDS, BRITTANY MARIE	TEACHER, FULL TIME	LOGAN, JAMES SCHOOL	08/16/23	\$56,417.00 ANNUAL SALARY
HODGE, ZARIYAH	TEACHER, FULL TIME	DUCKREY, TANNER SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HODGE-HOLLINGTON, HASSAN KESSONGA	TEACHER, FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HOFFARD, ZOE	TEACHER RESIDENT	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
HOFFMAN, JOSEPHINE	TEACHER, FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/30/23	\$51,568.00 ANNUAL SALARY
HOFFMAN, STEVEN ROSS	TEACHER, FULL TIME	ACADEMY AT PALUMBO	08/16/23	\$61,806.00 ANNUAL SALARY
HOGAN, DEVIN	TEACHER, FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$53,085.00 ANNUAL SALARY
HOLLAND, JADA CHRISTINE	TEACHER, FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HOLLAND, MICHELE D.	TEACHER, FULL TIME	HARRINGTON, AVERY D. SCHOOL	08/16/23	\$70,904.00 ANNUAL SALARY
HORN, SOKNAN	TEACHER, FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HORNE, AMBRIA	TEACHER, FULL TIME	CAYUGA SCHOOL	08/30/23	\$51,568.00 ANNUAL SALARY
HORNE, VICTORIA LYN	TEACHER, FULL TIME	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$51,568.00 ANNUAL SALARY
HORTON, ASHLEY	SPECIAL EDUCATION ASSISTANT	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$23,474.00 ANNUAL SALARY
HORVATH, ELIZABETH	TEACHER, FULL TIME	COOK-WISSAHICKON HEAD START	08/16/23	\$74,034.00 ANNUAL SALARY
HOUCHINS, NICHOLAS CHASE	TEACHER RESIDENT	KENSINGTON HEALTH SCIENCES	08/16/23	\$38,611.00 ANNUAL SALARY
HOUGH, MELISSA	TEACHER, FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HUDSON, KAMILAH SADELLE	TEACHER, FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
HUNDERMARK, HARRY	TEACHER, FULL TIME	GIDEON, EDWARD SCHOOL	08/16/23	\$71,473.00 ANNUAL SALARY
HUNT, JAMOND	SCHOOL COUNSELOR, 10 MONTHS	HESTON, EDWARD SCHOOL	08/31/23	\$53,085.00 ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 19 of 44

HUNTER, SIANI	TEACHER,FULL TIME	FELTONVILLE ARTS & SCIENCES	08/16/23	\$51,568.00	ANNUAL SALARY
HUSSAIN, FAHMID	SPECIAL EDUCATION ASSISTANT	LINCOLN, ABRAHAM HIGH SCHOOL	08/31/23	\$23,474.00	ANNUAL SALARY
HUTCHINS, JOHN	TEACHER RESIDENT	BODINE, WILLIAM W. HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
HUTT, BEVERLY	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
HUYNH, JUDY	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
INTERRANTE, VALERIE	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
IRLICH, LAUREN	SCHOOL NURSE	PUPIL HEALTH SERVICES	08/16/23	\$58,109.00	ANNUAL SALARY
ISLINGER, EMMA	SCHOOL COUNSELOR, 10 MONTHS	BARRY, JOHN ELEMENTARY SCHOOL	08/29/23	\$56,405.00	ANNUAL SALARY
IWANIW, CHRISTA A	TEACHER,SPEC EDUCATION	SOUTH PHILADELPHIA HIGH SCHOOL	08/16/23	\$55,170.00	ANNUAL SALARY
JACKSON, AMANDA BYRNE	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$83,507.00	ANNUAL SALARY
JACKSON, ALEXANDRA M	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JACKSON, ANDREA M	TEACHER,FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/29/23	\$78,679.00	ANNUAL SALARY
JACKSON, CASHIA	SECRETARY I	KELLY, JOHN B. SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
JACKSON, NATASHA S	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
JACKSON, ADRIANE	TEACHER,FULL TIME	BUILDING 21	08/16/23	\$51,568.00	ANNUAL SALARY
JACKSON-AUSTIN, SHEKEYTA N	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JACOBS, KHARY	TEACHER,FULL TIME	OVERBROOK ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JACOBSON, EMMA JULIET	TEACHER,FULL TIME	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JAHAJ, ENIDA	SPECIAL EDUCATION ASSISTANT	BALDI MIDDLE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JAINANAN, ADELINA	SPECIAL EDUCATION ASSISTANT	ZIEGLER, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JAMES, CARA	PROG COORD,CAREER/COLLEGE AWAR	DIVISION OF COLLEGE READINESS	08/14/23	\$51,003.00	ANNUAL SALARY
JAMISON, KELSEY	TEACHER,FULL TIME	MAYFAIR SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JAQUEZ-LOPEZ, STHEFANY M	COUNSELING ASST,BILINGUAL	SPRUANCE, GILBERT SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
JASPER, SHAWN TAYE	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	08/16/23	\$9,540.00	ANNUAL SALARY

JEAN-PAUL, CARMELLE	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$94,794.00	ANNUAL SALARY
JEANTY, JUNIOR ROKENCHY	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$53,749.00	ANNUAL SALARY
JEFFRIES, RICHARD	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$68,536.00	ANNUAL SALARY
JENAB, DIALLO	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JENKINS, COLENA ANN	TEACHER,SPEC EDUCATION	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$61,998.00	ANNUAL SALARY
JENKINS, KENDRA	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JENKINS, KENYATTA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JENNINGS, SONDARA	TEACHER,SPEC EDUCATION	MORRIS, ROBERT SCHOOL	08/16/23	\$57,065.00	ANNUAL SALARY
JIMENEZ, JUDENE ELAINE	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/29/23	\$56,405.00	ANNUAL SALARY
JOHNSON, SHANIKA	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	08/16/23	\$71,473.00	ANNUAL SALARY
JOHNSON, ALEXA	TEACHER,FULL TIME	FRANK, ANNE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JOHNSON, ALLISON	TEACHER,FULL TIME	RHOADS, JAMES SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
JOHNSON, SHANICE L	TEACHER,FULL TIME	PENN TREATY HIGH SCHOOL	08/31/23	\$51,568.00	ANNUAL SALARY
JOHNSON, TERMARRYER	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JOHNSON, DOMINIQUE	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
JOHNSON, KENDRA M	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	08/31/23	\$23,474.00	ANNUAL SALARY
JOHNSON, TOMMIANA	SPECIAL EDUCATION ASSISTANT	BARTON, CLARA SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JOHNSON, AZIA	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JOHNSTON, KYLE	SCHOOL CLIMATE MANAGER	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$69,489.00	ANNUAL SALARY
JOHNSTON, DANIEL	TEACHER,FULL TIME	THE LINC	08/16/23	\$51,568.00	ANNUAL SALARY
JOHNSTON, MACY L	STEP CASE MANAGER	PREVENTION & INTERVENTION	08/29/23	\$53,945.00	ANNUAL SALARY
JONES, DAVONNA	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JONES, LEAH	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
JONES, SHARDAE	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY



Personnel Hires  
September 21, 2023  
Page 21 of 44

JONES, ANYAE N	SECRETARY I	FINLETTER, THOMAS K. SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
JONES, ALEX N	SPECIAL EDUCATION ASSISTANT	STETSON, JOHN B. MIDDLE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JONES, MONIQUE	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JONES, TATYANA	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
JONES, KIMBERLY	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JORDAN, GRACE	TEACHER,FULL TIME	VARE-WASHINGTON ELEMENTARY	08/16/23	\$51,568.00	ANNUAL SALARY
JORDAN-HARPER, NINA DENICE	TEACHER,FULL TIME	MORRISON, ANDREW J. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
JOSEPH, JACOB	TEACHER,FULL TIME	SCIENCE LDSHP ACADEMY @ BEEBER	08/16/23	\$60,573.00	ANNUAL SALARY
JOSLIN, TRINADY	TEACHER,FULL TIME	SHARSWOOD, GEORGE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
JUHAS, SYDNEY	TEACHER,FULL TIME	MASTERMAN,JULIA R. HIGH SCHOOL	08/16/23	\$64,268.00	ANNUAL SALARY
JULIANO, AMANDA	TEACHER,SPEC EDUCATION	LOGAN, JAMES SCHOOL	08/16/23	\$83,903.00	ANNUAL SALARY
KABAH-EDMONDS, EVELYN	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
KAHLERT, KIRSTEN	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KAMEL, ROBERT	TEACHER,FULL TIME	LOWELL, JAMES R. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KAPUSCINSKI, ASHLEY	TEACHER,FULL TIME	COOK-WISSAHICKON SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
KARAM, CAMILLE	TEACHER,FULL TIME	SOUTHWARK SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
KARDASZ, JORDAN	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
KASDIN, NINA CAROLINE	TEACHER,SPEC EDUCATION	OLNEY HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
KAUFMAN, MELISSA LYNN	TEACHER,FULL TIME	PENNYPACKER, SAMUEL SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
KEARNEY, MARY KATHERINE	TEACHER,FULL TIME	LONGSTRETH, WILLIAM C. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
KEARNEY, ABIGAIL	TEACHER,FULL TIME	THE LINC	08/16/23	\$51,568.00	ANNUAL SALARY
KEELE, MARIE M	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KELLY, BRANDI	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$63,227.00	ANNUAL SALARY
KELLY, MAX MARSHALL	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 22 of 44

KENNEDY, ROBERT K	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$90,126.00	ANNUAL SALARY
KERR, IFRAJ	BEHAVIORAL HEALTH COUNSELOR	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
KERRIGAN, LIAM RAYMOND	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KESSLER, SARAH	TEACHER,FULL TIME	ANDERSON, MARIAN ACADEMY	08/16/23	\$82,429.00	ANNUAL SALARY
KEYES, JAEI	TEACHER RESIDENT	OLNEY ELEMENTARY SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
KILEY, SAM	TEACHER,FULL TIME	OVERBROOK HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
KIM, SO MYUNG	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/29/23	\$51,568.00	ANNUAL SALARY
KIRSCHENBAUM, ANDREW	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KITSON, TASSIA	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$57,065.00	ANNUAL SALARY
KLEIN, TIEP VAN	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
KNOX, RASHEED	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
KOERNER, NORMAN C	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$80,223.00	ANNUAL SALARY
KOONTZ, LEAH	TEACHER,FULL TIME	EMLEN, ELEANOR C. SCHOOL	08/31/23	\$55,644.00	ANNUAL SALARY
KOPERSMITH, JAMI	TEACHER,SPEC EDUCATION	MEREDITH, WILLIAM M. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
KRAJCI, NICOLE	TEACHER,FULL TIME	WEBSTER, JOHN H. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
KRAUSE, EMILY	BEHAVIORAL HEALTH COUNSELOR	FRANKLIN, BENJAMIN HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
KRIEGER, CHARLES	TEACHER,SPEC EDUCATION	TILDEN MIDDLE SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
KRIEGER, JARED	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/29/23	\$53,085.00	ANNUAL SALARY
KRONGARD, BENJAMIN	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
KRUSZEWSKI, ALEXANDER	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
KUFTIC, CASEY	TEACHER,SPEC EDUCATION	MOFFET, JOHN SCHOOL	08/16/23	\$63,227.00	ANNUAL SALARY
KUKA, KLODIANA	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
KURMANKULOVA, GULNUR	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
KUTZ, TOBY	TEACHER,FULL TIME	PENN TREATY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 23 of 44

LAMBERT, MARKITA	SECRETARY I	MASTERMAN, JULIA R. HIGH SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
LANDAVERY, YASMIN	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
LANE, CELIA	TEACHER RESIDENT	MARSHALL, THURGOOD SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
LANE, SHADIN	TEACHER, FULL TIME	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$60,573.00	ANNUAL SALARY
LANE, TONI J	TEACHER, FULL TIME	RHOADS, JAMES SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
LANE, NABRIA J	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$23,474.00	ANNUAL SALARY
LANGETT, BREANNA	TEACHER, SPEC EDUCATION	KENSINGTON CAPA	08/16/23	\$57,065.00	ANNUAL SALARY
LARSON, ANTOINETTE	TEACHER, FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LATORRE OVASKA, WYNTER	TEACHER, FULL TIME	FRANK, ANNE SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
LAU, HOLLY	TEACHER, FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
LAURITSEN, SARAH	SCHOOL COUNSELOR, 10 MONTHS	BLAINE, JAMES G. SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
LAVERY, MADISON	TEACHER, SPEC EDUCATION	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
LAWRENCE, KATRINA	TEACHER, FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
LAWRENCE, MARI	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
LAWTON, NICOLE	SCHOOL COUNSELOR, 10 MONTHS	FRANKFORD HIGH SCHOOL	08/29/23	\$56,405.00	ANNUAL SALARY
LAYTON, HEATHER	TEACHER, FULL TIME	MARSHALL, JOHN SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
LE, WILLIAM JEFFERSON	TEACHER, FULL TIME	PENN TREATY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LEE, WILLIAM ADRIAN	TEACHER, FULL TIME	HOPKINSON, FRANCIS SCHOOL	08/30/23	\$51,568.00	ANNUAL SALARY
LEIGHTON, MARY CLAIRE	TEACHER, FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LEMANSKI, DOROTA M	TEACHER, SPEC EDUCATION	HIGH SCHOOL OF THE FUTURE	08/16/23	\$52,516.00	ANNUAL SALARY
LEMMON, TAMARA NIKIA	BEHAVIORAL HEALTH COUNSELOR	KEARNY, GEN. PHILIP SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LEON, NATALIE MARIE	COMMUNITY RELATION LIAISON, FT	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$44,837.00	ANNUAL SALARY
LEOPOLD, ALLYSON LYNN	TEACHER, SPEC EDUCATION	CASTOR GARDENS MIDDLE SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
LERER, ANDREW S	TEACHER, FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 24 of 44

LESSEY, JAHMELIA K	SECRETARY I	JENKS, ABRAM SCHOOL	08/29/23	\$26,351.00	ANNUAL SALARY
LEVAN, JAMES	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LEVIN, NOA	TEACHER,FULL TIME	BLAINE, JAMES G. SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
LEVINE, NYAH SKYE	TEACHER,SPEC EDUCATION	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
LEVY, REBEKAH	TEACHER,FULL TIME	POWEL, SAMUEL SCHOOL	08/16/23	\$68,442.00	ANNUAL SALARY
LEWIS, JILL	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
LEWIS, LEE MICHAEL	TEACHER RESIDENT	MAYFAIR SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
LEWIS, SHIDA CASSONDRA	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	08/16/23	\$35,101.00	ANNUAL SALARY
LEWIS, SHINTELE	SPECIAL EDUCATION ASSISTANT	STRAWBERRY MANSION HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
LEWIS, AMBER	SPECIAL EDUCATION ASSISTANT	HILL-FREEDMAN WORLD ACADEMY	08/16/23	\$23,474.00	ANNUAL SALARY
LIFSEY, MADELEINE BELLA	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$64,268.00	ANNUAL SALARY
LIGUORI, JON	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
LINK, JEREMIAH	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
LINTULAHTI, AZURE	TEACHER,FULL TIME	SCIENCE LEADERSHIP ACADEMY MS	08/16/23	\$53,085.00	ANNUAL SALARY
LITTELL, NORA	TEACHER ASST,PKHS	ADAIRE SCHOOL BRIGHT FUTURES	08/16/23	\$23,474.00	ANNUAL SALARY
LOCKLEY, LA CHAUN	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/30/23	\$60,573.00	ANNUAL SALARY
LONG, ALEXANDRA	TEACHER,FULL TIME	VARE-WASHINGTON ELEMENTARY	08/29/23	\$80,223.00	ANNUAL SALARY
LONGEDGE, SANIYYAH	SECRETARY I	MORRIS, ROBERT SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
LOPEZ, KEVIN	SCHOOL COUNSELOR, 10 MONTHS	THE U SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
LOPEZ RODRIGUEZ, ISHA JANETTE	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LOPEZ ROSARIO, ENIRESHKA LEE	TEACHER,FULL TIME	CAYUGA SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LORANGER, CLAUDIA PATRICIA	COUNSELING ASST,BILINGUAL	OLNEY ELEMENTARY SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
LOUGHREY, TIFFANI ROSE	TEACHER,FULL TIME	ALLEN, DR. ETHEL SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LOWRY, KATHLEEN	TEACHER,FULL TIME	MARSHALL, JOHN SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 25 of 44

LOZANDIEU, MAKAINÉ	SCHOOL COUNSELOR, 10 MONTHS	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$86,361.00	ANNUAL SALARY
LUFF, TIMOTHY	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
LUGG, JACINTH	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
LUKENS, STEPHANIE	SPECIAL EDUCATION ASSISTANT	AMY 5 AT JAMES MARTIN	08/16/23	\$23,474.00	ANNUAL SALARY
LUTZ, CODY	TEACHER,FULL TIME	HACKETT, HORATIO B. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
LYNCH, KAITLIN	TEACHER,SPEC EDUCATION	BALDI MIDDLE SCHOOL	08/16/23	\$83,903.00	ANNUAL SALARY
LYNCH, MICHAEL	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
LYONS-JOELL, SUSAN BERNADETTE	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/23	\$70,904.00	ANNUAL SALARY
MACK, IMANI	SPECIAL EDUCATION ASSISTANT	BARTON, CLARA SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MACK, TIANA	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	08/16/23	\$74,034.00	ANNUAL SALARY
MACLEAN, MADISON	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/30/23	\$51,568.00	ANNUAL SALARY
MADEIRA, MADISON	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
MADONNA, MATTHEW	TEACHER,FULL TIME	ARTS ACADEMY AT BENJAMIN RUSH	08/16/23	\$55,644.00	ANNUAL SALARY
MAGUIRE, TERRENCE ROBERT	TEACHER,FULL TIME	PENN ALEXANDER SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MAJA, ALBANA	SCHOOL NURSE	MOORE, J. HAMPTON SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
MALAVE, CARMEN MARIA	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
MANTIE, CARLY	TEACHER,FULL TIME	SCIENCE LEADERSHIP ACADEMY MS	08/16/23	\$58,109.00	ANNUAL SALARY
MAPP, LIANNE	SUPPORTIVE SERVICES ASST, 3 HR	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$10,431.00	ANNUAL SALARY
MARATEA, AMANDA N	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MARCUS, ARIETTA	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
MARIANETTI, NOEL J	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$94,794.00	ANNUAL SALARY
MARRERO, STEFANIE	SECRETARY I	FRANKFORD HIGH SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
MARTINELLI, KAILE ROSE	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/29/23	\$54,032.00	ANNUAL SALARY
MASSEY, ZIARA	SPECIAL EDUCATION ASSISTANT	KENSINGTON HIGH SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 26 of 44

MATTHEWS, SYAIR-TYJEER	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MAYER, EMILY	TEACHER,FULL TIME	POWEL, SAMUEL SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
MCALLISTER-SPENCER, EBONEE M	TEACHER,SPEC EDUCATION	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
MCANANY, GREGORY T	ACADEMIC COACH	TEACHING AND LEARNING	08/16/23	\$83,507.00	ANNUAL SALARY
MCBREARTY - MARTELLO, HEATHER	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MCCAFFERTY, RASHEEDIAH	SPECIAL EDUCATION ASSISTANT	PENN ALEXANDER SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MCCANN, KATHLEEN	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MCCONNELL, MICHAEL THOMAS	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MCCONNER, MALCOLM KHIRY-HAKEEM	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/29/23	\$80,223.00	ANNUAL SALARY
MCCULLION, KYLIE	TEACHER,FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MCDONNELL, KARRA	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MCDONOUGH, MICHELLE E	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/16/23	\$94,794.00	ANNUAL SALARY
MCFADDEN, CHERYL A	TEACHER,FULL TIME	PHILADELPHIA MILITARY ACADEMY	08/16/23	\$94,794.00	ANNUAL SALARY
MCGAN, SAIRA	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
MCGILL, DEVEN N	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MCGIRT, JADA	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MCGREGOR, HAYLEY	SCHOOL COUNSELOR, 10 MONTHS	MEADE, GEN. GEORGE G. SCHOOL	08/29/23	\$56,405.00	ANNUAL SALARY
MCINTYRE, JULIE	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$72,233.00	ANNUAL SALARY
MCKAIG, MAEVE	TEACHER,SPEC EDUCATION	CATHARINE, JOSEPH W. SCHOOL	08/16/23	\$55,170.00	ANNUAL SALARY
MCKEON, BRENDAN	TEACHER,FULL TIME	HILL-FREEDMAN WORLD ACADEMY	08/16/23	\$51,568.00	ANNUAL SALARY
MCQUEEN, RYKEA N	SPECIAL EDUCATION ASSISTANT	LAWTON, HENRY W. SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
MCSHANE LODWICK, LESLIE	TEACHER,FULL TIME	FURNESS, HORACE HIGH SCHOOL	08/16/23	\$72,233.00	ANNUAL SALARY
MCTIER, MADISON SIERRA	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MEDIO, DANIEL	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/31/23	\$74,034.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 27 of 44

MELENDEZ NIEVES, GLORIMAR	TEACHER,SPEC EDUCATION	OLNEY HIGH SCHOOL	08/16/23	\$73,895.00	ANNUAL SALARY
MELENDEZ RIVERA, DIANA I	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$77,066.00	ANNUAL SALARY
MENDEZ, AURORA ANN	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MENDOZA, EVENY	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MERLINO, JILLIAN BRENNIA	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$74,171.00	ANNUAL SALARY
META, ANA	TEACHER,SPEC EDUCATION	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
METWALY, EMAN	TEACHER,FULL TIME	FRANK, ANNE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MIDDLETON, TALAYA SIMONE	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MILANO, MAEGEN	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MILIC-STRKALJ, IVANA	TEACHER,FULL TIME	NEBINGER, GEORGE W. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MILLER, DAYNIAH	SPECIAL EDUCATION ASSISTANT	TILDEN MIDDLE SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
MILLER, KATIE	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MILLER, SONFECAHRAY T	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	08/16/23	\$24,286.00	ANNUAL SALARY
MILLS, RACHAEL	TEACHER RESIDENT	DOBSON, JAMES SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
MIMS, FRANKLYN S	TEACHER,FULL TIME	CATHARINE, JOSEPH W. SCHOOL	08/16/23	\$77,066.00	ANNUAL SALARY
MIMS, BRENDA J.	TEACHER,SPEC EDUCATION	RANDOLPH TECHNICAL HIGH SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
MINES, TALIAH	PROGRAM SPECIALIST	HEAD START PARTNERSHIP SUPPORT	08/28/23	\$61,371.00	ANNUAL SALARY
MINNICK, TAIJA T	SPECIAL EDUCATION ASSISTANT	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MITCHELL, CASEY	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MITCHELL, JEFFREY ALAN	SPECIAL EDUCATION ASSISTANT	COOK-WISSAHICKON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MITCHELL, LAQUANDA	CLASSROOM ASST,SP ED,HEAR IMP	BACHE-MARTIN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MITCHELL, CHRISTOPHER	TEACHER,FULL TIME	ENGINEERING & SCIENCE HIGH SCH	08/16/23	\$56,405.00	ANNUAL SALARY
MOGILYANSKY, LUCIA CAROL	TEACHER,SPEC EDUCATION	STRAWBERRY MANSION HIGH SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
MOLES, HANNAH	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	08/16/23	\$53,749.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 28 of 44

MONAHAN, CAITLIN	TEACHER,SPEC EDUCATION	COOKE, JAY ELEMENTARY SCHOOL	08/16/23	\$61,998.00	ANNUAL SALARY
MONTAG, MELISSA Y.	TEACHER,SPEC EDUCATION	FRANK, ANNE SCHOOL	08/16/23	\$75,932.00	ANNUAL SALARY
MONTAGUE, SHAMONIQUE	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	08/16/23	\$80,223.00	ANNUAL SALARY
MONTANEZ, MARISOL	SPECIAL EDUCATION ASSISTANT	COMLY, WATSON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MONTE, SHARDAI JEANETTE	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	08/16/23	\$35,101.00	ANNUAL SALARY
MONTGOMERY, DANI	SCHOOL IMPROV SUPPORT LIAISON	FORREST, EDWIN SCHOOL	08/29/23	\$29,067.00	ANNUAL SALARY
MOODY, NYJAH	TEACHER,FULL TIME	KENDERTON ELEMENTARY	08/16/23	\$51,568.00	ANNUAL SALARY
MOORE, ERIN NICOLE	TEACHER,FULL TIME	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
MOORE, TANESHA N	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MOORE, TASHONNA A	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MORALES, ALYNAH LUCY	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
MORALES, CHRISTOPHER JOSEPH	TEACHER,FULL TIME	KIRKBRIDE, ELIZA B. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
MORGAN, GIDEON ELLIS	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MORRIS, JILL	TEACHER,SPEC EDUCATION	FITZPATRICK, A.L. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
MORRIS, RODNEY M	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MOSLEY BOONE, KATINA	TEACHER RESIDENT	BROWN, HENRY A. SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
MSHINDI, FANTA	TEACHER,FULL TIME	GIRLS, PHILA HIGH SCHOOL FOR	08/16/23	\$75,558.00	ANNUAL SALARY
MUHAMMAD, FARAASAT	SPECIAL EDUCATION ASSISTANT	FITLER ACADEMICS PLUS	08/16/23	\$23,474.00	ANNUAL SALARY
MUHAMMAD, KESHADAH A	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MUHFOOTH, CAMIRAH K	STUDENT CLIMATE STAFF	PATTERSON, JOHN M. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
MUHUS, MUBARAK	TEACHER,FULL TIME	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
MUNGER, EMILY	TEACHER RESIDENT	ROXBOROUGH HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
MURRAY, NIKKI JOVAN	SCHOOL NURSE	MARSHALL, THURGOOD SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
MUSTAFA, DAMAH M	SPECIAL EDUCATION ASSISTANT	POLLOCK, ROBERT B. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY



Personnel Hires  
September 21, 2023  
Page 29 of 44

MYERS, HANNAH	TEACHER,FULL TIME	WARING, LAURA W. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
MYERS, ANNA	TEACHER,FULL TIME	FELTONVILLE INTERMEDIATE	08/16/23	\$51,568.00	ANNUAL SALARY
NASIR-PHILLIPS, IMANI	TEACHER RESIDENT	MAYFAIR SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
NDIAYE, MAMADOU LAMINE	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
NEGRON, ASHLEY BETH	SECRETARY I	JUNIATA PARK ACADEMY	08/16/23	\$26,351.00	ANNUAL SALARY
NEISS, KRISTA	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
NELSON, PETER JAMES	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
NERIS, ANGELIZ MARIE	SUPPORTIVE SERVICES ASST, 4 HR	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
NETTER, ORIT	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
NEUMANN, DARBY	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
NGUYEN, NICHOLAS	TEACHER,FULL TIME	BARTON, CLARA SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
NICHOLS, CHRISTY	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
NUBLE, NYDIRAH	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
O'BRIEN, CHRISTOPHER	TEACHER,FULL TIME	DISSTON, HAMILTON SCHOOL	08/29/23	\$60,573.00	ANNUAL SALARY
ODOM, DESTINEE DYMOND	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
ODOM, MIKAL K	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$64,839.00	ANNUAL SALARY
OESTREICH, ABIGAIL D	TEACHER,FULL TIME	KENSINGTON CAPA	08/16/23	\$64,268.00	ANNUAL SALARY
OKEEFE, KRISTEN	SCHOOL IMPROV SUPPORT LIAISON	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$29,067.00	ANNUAL SALARY
OLUOCH, JACQUELINE	SCHOOL PSYCHOLOGIST	FAMILY & STUDENT SERVICES	08/16/23	\$89,012.00	ANNUAL SALARY
ORANGE, NATASHA	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
ORMOND, THERESA MCCANN	TEACHER,FULL TIME	FELTONVILLE INTERMEDIATE	08/28/23	\$60,573.00	ANNUAL SALARY
ORTIZ-RIVERA, MERCEDES	TEACHER,FULL TIME	KENSINGTON CAPA	08/16/23	\$90,478.00	ANNUAL SALARY
OSBOURNE, KAHLIA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
OSORIO, PAUL BRIAN	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/31/23	\$55,644.00	ANNUAL SALARY

OULD BABAALI, HIBA	TEACHER RESIDENT	FURNESS, HORACE HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
OUYANG, ISABELLE	TEACHER RESIDENT	AMY NORTHWEST	08/16/23	\$38,611.00	ANNUAL SALARY
OWENS, RYAN A	TEACHER,FULL TIME	ANDERSON, ADD B. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
PAGAN, MARIA F	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PALMER, MARKEITA	SPECIAL EDUCATION ASSISTANT	HARDING, WARREN G. MIDDLE SCH	08/16/23	\$23,474.00	ANNUAL SALARY
PALMORE, ELIZABETH A	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$64,268.00	ANNUAL SALARY
PAPI, THOMAS JOSEPH	SCHOOL COUNSELOR, 10 MONTHS	RHOADS, JAMES SCHOOL	08/16/23	\$58,965.00	ANNUAL SALARY
PAPUCIU, BLERINA	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PARIS-PETERS, MIGUEL T	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
PARKER, ZACK	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
PARKER, CORINA	SUPPORTIVE SERVICES ASST, 4 HR	CASSIDY,LEWIS C ACADEMICS PLUS	08/16/23	\$13,908.00	ANNUAL SALARY
PARKS, NYERA	TEACHER,FULL TIME	SOUTHWARK SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PARRY, THOMAS	TEACHER RESIDENT	HENRY, CHARLES W. SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
PATTERSON, INGA ANDRETTE	TEACHER,FULL TIME	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PATTERSON, WILLIAM D	TEACHER,SPEC EDUCATION	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
PEARSALL, ASHLEY	TEACHER,FULL TIME	DUCKREY, TANNER SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PEDERSEN, MATTHEW M	BEHAVIORAL HEALTH COUNSELOR	STRAWBERRY MANSION HIGH SCHOOL	08/16/23	\$78,679.00	ANNUAL SALARY
PEDERSEN, TAWNIE	TEACHER,SPEC EDUCATION	STRAWBERRY MANSION HIGH SCHOOL	08/16/23	\$57,351.00	ANNUAL SALARY
PEDRAZA, KIARA I	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	08/16/23	\$13,908.00	ANNUAL SALARY
PENA, VICTORIA ALYCIA	SPECIAL EDUCATION ASSISTANT	HAMILTON, ANDREW SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PENA DE JESUS, MAGNA L	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/16/23	\$78,679.00	ANNUAL SALARY
PEREDO, MIA	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$57,351.00	ANNUAL SALARY
PEREZ, OLIVIA	TEACHER,FULL TIME	THE U SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PERILLI, MARISSA GRACE	TEACHER,FULL TIME	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 31 of 44

PERLOFF, HANNAH	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$57,351.00	ANNUAL SALARY
PERRINE, CALEB ALEXANDER	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PETERSON, DANIEL T	TEACHER,FULL TIME	ADAIRE, ALEXANDER SCHOOL	08/29/23	\$74,034.00	ANNUAL SALARY
PETTIGREW, MARINA	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PETTIT, MELISSA	TEACHER,FULL TIME	ZIEGLER, WILLIAM H. SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
PETUSKY, JACQUELINE	TEACHER,SPEC EDUCATION	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
PHILBROOK, EMILY	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PHILLIPS, TASCHELL MONIQUE	TEACHER,SPEC EDUCATION	WEST PHILADELPHIA HIGH SCHOOL	08/29/23	\$54,032.00	ANNUAL SALARY
PIETROFORTE, JILLIAN	TEACHER,FULL TIME	MCCALL, GEN. GEORGE A. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
PINKNEY, RACHEL	SPECIAL EDUCATION ASSISTANT	CHILDS, GEORGE W. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PITTMAN, PRECIOUS	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
PLUME, OLOFRON	TEACHER RESIDENT	DOBSON, JAMES SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
PLUNKETT, THOMAS	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
POCHADT, JACQUELINE MICHELLE	TEACHER,FULL TIME	GOMPERS, SAMUEL SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
POLANCO AVILES, JOHN	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	08/31/23	\$53,085.00	ANNUAL SALARY
POPLAR, IKEA	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
PORRECA, ALLIE	TEACHER,SPEC EDUCATION	FAMILY & STUDENT SERVICES	08/16/23	\$57,351.00	ANNUAL SALARY
PORTERFIELD, AMBER	TEACHER,FULL TIME	KENDERTON ELEMENTARY	08/29/23	\$51,568.00	ANNUAL SALARY
POTTS, NYBREA B	SPECIAL EDUCATION ASSISTANT	ALLEN, DR. ETHEL SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
PUGLIESE, JAMES ANTHONY	TEACHER RESIDENT	KENSINGTON HEALTH SCIENCES	08/30/23	\$38,611.00	ANNUAL SALARY
PURKEY, MARCELLA RENEE	TEACHER,FULL TIME	PENNYPACKER, SAMUEL SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
PURNELL, ARSHELL R	SCHOOL COUNSELOR, 10 MONTHS	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
QUEENAN-JOHNSON, VONNEGUT	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
QUINONES, MYRIAM	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$83,507.00	ANNUAL SALARY

QUINONES-LATIMER, MALYNDA	TEACHER,SPEC EDUCATION	BARTRAM, JOHN HIGH SCHOOL	08/16/23	\$66,734.00	ANNUAL SALARY
QUINTUS, EMILY M	TEACHER,FULL TIME	WEBSTER, JOHN H. SCHOOL	08/29/23	\$53,749.00	ANNUAL SALARY
RAMIREZ, CHAYLIN	COUNSELING ASST,BILINGUAL	WIDENER MEMORIAL SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
RAMIREZ, DIANA E	TEACHER RESIDENT	MARSHALL, THURGOOD SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
RAMOS, LIZMAR	TEACHER,FULL TIME	TAYLOR, BAYARD SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
RAMOS, SARYLUZ	TEACHER,FULL TIME	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
RAMOS-RIVERA, BRIDNEY Z	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	08/16/23	\$55,644.00	ANNUAL SALARY
RAY, MOLLY ANN	TEACHER,SPEC EDUCATION	SHARSWOOD, GEORGE SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
REAVES, ANGELIQUE	TEACHER,FULL TIME	HESTON, EDWARD SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
RECIO, MARIA ESTHER	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
REDDING, JESSICA L.	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/29/23	\$80,223.00	ANNUAL SALARY
REEVES, ERICA	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/16/23	\$78,679.00	ANNUAL SALARY
REID, SHANEE	TEACHER,FULL TIME	LOWELL, JAMES R. SCHOOL	08/16/23	\$70,904.00	ANNUAL SALARY
REILLY, AMELIA	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
REINVALD, TIIA GERMAINE	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
REISBORD, SAMARA L	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	08/29/23	\$51,568.00	ANNUAL SALARY
REYES, KARA	TEACHER,SPEC EDUCATION	PHILA JUV JUSTICE SVCS CTR	08/16/23	\$73,652.00	ANNUAL SALARY
REYES, ANGEL D	SECRETARY I	DISSTON, HAMILTON SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
RICE, JAMES	SPECIAL EDUCATION ASSISTANT	KENDERTON ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
RICHARDS, ANDREA	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/29/23	\$83,506.00	ANNUAL SALARY
RICHARDS, SABRINA	SECRETARY I	BLUFORD ELEMENTARY SCHOOL	08/14/23	\$25,584.00	ANNUAL SALARY
RICHMAN, GABRIEL	PROGRAM COORDINATOR	FRANK, ANNE SCHOOL	08/16/23	\$40,868.00	ANNUAL SALARY
RICKETTS, KAYLA	TEACHER,FULL TIME	CATHARINE, JOSEPH W. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
RIESER, KATHLEEN MARIE	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY

RILEY, TAMARA	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$75,558.00	ANNUAL SALARY
RIVERA, JANET	SECRETARY I	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
RIVERA, LYNETTE M	SPECIAL EDUCATION ASSISTANT	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
RIVERA, BRIANNA NICOLE	TEACHER,FULL TIME	ADAIRE, ALEXANDER SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
RIVERA VEGA, KEILA MARIE	TEACHER,FULL TIME	MCKINLEY, WILLIAM SCHOOL	08/31/23	\$51,568.00	ANNUAL SALARY
ROAT, RYAN	SCHOOL OPERATIONS OFFICER	GENERAL ACCOUNTING	08/28/23	\$37,444.00	ANNUAL SALARY
ROBERTSON, SAMANTHA J	SPECIAL EDUCATION ASSISTANT	HUNTER, WILLIAM H. SCHOOL	08/29/23	\$23,474.00	ANNUAL SALARY
ROBINSON, SHELDON	CLIMATE SUPPORT SPECIALIST	BARTRAM, JOHN HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ROBINSON, DESIREE	TEACHER,FULL TIME	RHAWNHRST SCHOOL	08/16/23	\$53,749.00	ANNUAL SALARY
ROBINSON, CHALISE	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	08/29/23	\$51,568.00	ANNUAL SALARY
ROBINSON, SEREA	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
ROBINSON, COURTNEY	SCHOOL NURSE	JENKS ACADEMY ARTS & SCIENCES	08/16/23	\$65,313.00	ANNUAL SALARY
ROBINSON, DONNA	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ROBINSON, ROSLYN	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ROBINSON, JASMYNE	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
RODGERS, LYA AWII	TEACHER,FULL TIME	HOUSTON, HENRY H. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
RODRIGUEZ, CIANNIE	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
RODRIGUEZ, AMMY	TEACHER,FULL TIME	PHILADELPHIA MILITARY ACADEMY	08/16/23	\$51,568.00	ANNUAL SALARY
RODRIGUEZ, STEFANIE	COUNSELING ASST,BILINGUAL	BALDI MIDDLE SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
RODRIGUEZ, ADALY	SPECIAL EDUCATION ASSISTANT	ZIEGLER, WILLIAM H. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
RODRIGUEZ, NATALIE	TEACHER ASST,PKHS	ADAIRE SCHOOL BRIGHT FUTURES	08/16/23	\$26,587.00	ANNUAL SALARY
RODRIGUEZ TORRES, MARILEYDY	COUNSELING ASST,BILINGUAL	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
ROSADO, HAYLEY A	SPECIAL EDUCATION ASSISTANT	OLNEY HIGH SCHOOL	08/28/23	\$23,474.00	ANNUAL SALARY
ROSARIO, KAYLEENETTE	SPECIAL EDUCATION ASSISTANT	CRAMP, WILLIAM SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 34 of 44

ROSE, JANA	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/29/23	\$55,644.00	ANNUAL SALARY
ROSENCRANZ, DEAN	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
ROSS, ADAM	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
ROSS, DERRICK	SUPPORTIVE SERVICES ASST, 4 HR	RHOADS, JAMES SCHOOL	08/30/23	\$13,908.00	ANNUAL SALARY
ROSTICK, MADISON	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
ROUFAI, PHARIDE	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/29/23	\$53,085.00	ANNUAL SALARY
ROUINE, ALIYA	TEACHER,SPEC EDUCATION	HACKETT, HORATIO B. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
ROUSE, DONNA	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	08/16/23	\$72,811.00	ANNUAL SALARY
ROUSE, SIERRA	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
ROWLEY, CHANDLER RAY	TEACHER,SPEC EDUCATION	STETSON, JOHN B. MIDDLE SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
RUBENSTEIN, SHARA	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$51,568.00	ANNUAL SALARY
RUDISILL, LISSA	SCHOOL COUNSELOR, 10 MONTHS	BUILDING 21	08/16/23	\$56,405.00	ANNUAL SALARY
RUESS, TARYN	TEACHER,SPEC EDUCATION	CHILDS, GEORGE W. SCHOOL	08/16/23	\$72,897.00	ANNUAL SALARY
RYAN, STEVE	CURR SPECIALIST	CURRICULUM AND INSTRUCTION	08/07/23	\$102,481.00	ANNUAL SALARY
SAADELDIN, DOROTHEA VICTORIA	TEACHER,FULL TIME	PENNELL, JOSEPH ELEMENTARY	08/16/23	\$53,749.00	ANNUAL SALARY
SABATER, SANDRA	COUNSELING ASST,BILINGUAL	CARNELL, LAURA H. SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
SABER, MARYAM	TEACHER,FULL TIME	LOWELL, JAMES R. SCHOOL	08/16/23	\$71,473.00	ANNUAL SALARY
SADLER, JEREMY	TEACHER,FULL TIME	ANDERSON, MARIAN ACADEMY	08/16/23	\$60,573.00	ANNUAL SALARY
SAIDI, DALILA	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SALEH, RAWAN	SPECIAL EDUCATION ASSISTANT	COOKE, JAY ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SAMPSON, ASHLEY ANN	SCHOOL COUNSELOR, 10 MONTHS	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
SAMS, SERENA MARIE	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
SANCHEZ, CRISTINA	TEACHER,FULL TIME	CROSSROADS ACCELERATED ACADEMY	08/16/23	\$67,680.00	ANNUAL SALARY
SANCHEZ, DESIREE A	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	08/30/23	\$23,474.00	ANNUAL SALARY

SANCHEZ COLON, CACILIE	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	08/16/23	\$77,066.00	ANNUAL SALARY
SANTIAGO, VICTORIA ELIZABETH	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$83,507.00	ANNUAL SALARY
SANXHAKU, SUELA	TEACHER RESIDENT	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
SARKO, KORMAH A	SUPPORTIVE SERVICES ASST, 4 HR	RHOADS, JAMES SCHOOL	08/29/23	\$13,908.00	ANNUAL SALARY
SASAKI, OLIVIA	TEACHER RESIDENT	AMY NORTHWEST	08/16/23	\$38,611.00	ANNUAL SALARY
SAUNDERS, ANDRE L	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/28/23	\$51,568.00	ANNUAL SALARY
SAVAGE, TRINITA	TEACHER,SPEC EDUCATION	STEEL, EDWARD T. SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
SAYLES, JEVAN	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
SCANLON, ERIN	TEACHER RESIDENT	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
SCHAFER, OLIVIA	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
SCHEIBLEIN, BRIAN	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
SCHEIRER, ALYSSA	TEACHER,FULL TIME	SULLIVAN, JAMES J. SCHOOL	08/16/23	\$70,904.00	ANNUAL SALARY
SCHELL, CHANTE M	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SCHMIDT, ALEXIA	TEACHER RESIDENT	WASHINGTON, MARTHA SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
SCHNEIDER, BEN	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
SCHOEN, ELIZABETH	OCCUP THERAPIST	FAMILY AND STUDENT SERVICES	08/16/23	\$60,574.00	ANNUAL SALARY
SCHROEDER, TIFFANY	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
SCHULER, MORGAN	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
SCHURZ, CADE	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
SCOTT, BARBARA M	CLIMATE SUPPORT SPECIALIST	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SCOTT, EMILY	SPECIAL EDUCATION ASSISTANT	JENKS ACADEMY ARTS & SCIENCES	08/28/23	\$23,474.00	ANNUAL SALARY
SCOTT, EVAN	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	08/16/23	\$94,794.00	ANNUAL SALARY
SEARLES, KATHRYN	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
SEASHOLTZ, EVELYN JANE	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/30/23	\$53,085.00	ANNUAL SALARY

SEGREST, NORA S	SUPPORTIVE SERVICES ASST, 3 HR	FRANK, ANNE SCHOOL	08/16/23	\$10,431.00 ANNUAL SALARY
SHANNON, MICHAEL FRANCIS	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/30/23	\$53,085.00 ANNUAL SALARY
SHAPIRO, ROBERT D	TEACHER,FULL TIME	HACKETT, HORATIO B. SCHOOL	08/16/23	\$58,965.00 ANNUAL SALARY
SHARMA, JAY RAHUL	TEACHER,FULL TIME	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$53,085.00 ANNUAL SALARY
SHARP, BARRY	TEACHER,FULL TIME	CRAMP, WILLIAM SCHOOL	08/29/23	\$58,965.00 ANNUAL SALARY
SHELTON, CEYHARA	TEACHER,FULL TIME	EMLEN, ELEANOR C. SCHOOL	08/16/23	\$70,904.00 ANNUAL SALARY
SHERIDAN, STEPHANIE	TEACHER,FULL TIME	HACKETT, HORATIO B. SCHOOL	08/16/23	\$64,268.00 ANNUAL SALARY
SHIFAW, CHARMAINE	SECRETARY I	GIRARD, STEPHEN SCHOOL	08/16/23	\$26,351.00 ANNUAL SALARY
SHOWALTER, KELLI GRACE	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	08/16/23	\$58,109.00 ANNUAL SALARY
SHREINER, ROBERT	TEACHER RESIDENT	GREENFIELD, ALBERT M. SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
SHULER, JALA S	STUDENT CLIMATE STAFF,7 HOURS	FRANKFORD HIGH SCHOOL	08/30/23	\$21,399.00 ANNUAL SALARY
SHULER, MARVIN P	TEACHER,FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$70,904.00 ANNUAL SALARY
SICHEL, LAUREN	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
SIDORSKY, JULIA ROSE	SCHOOL COUNSELOR, 10 MONTHS	EDISON, THOMAS A. HIGH SCHOOL	08/16/23	\$56,405.00 ANNUAL SALARY
SIEWRATTAN, ANALA KRISNE	TEACHER,FULL TIME	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$71,473.00 ANNUAL SALARY
SILLDORFF, THOMAS	TEACHER RESIDENT	BODINE, WILLIAM W. HIGH SCHOOL	08/16/23	\$38,611.00 ANNUAL SALARY
SIMMONS, MARCUS A	TEACHER,FULL TIME	SCIENCE LDSHP ACADEMY @ BEEBER	08/16/23	\$68,535.00 ANNUAL SALARY
SIMMS, ANDREANA	TEACHER,SPEC EDUCATION	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$76,876.00 ANNUAL SALARY
SIMON, MEGAN	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$75,558.00 ANNUAL SALARY
SIMPKINS, KYA MELENE	TEACHER,SPEC EDUCATION	BRYANT, WILLIAM C. SCHOOL	08/16/23	\$76,972.00 ANNUAL SALARY
SIMS, JOHN W	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$23,474.00 ANNUAL SALARY
SINCLAIR, ABIGAIL	TEACHER,FULL TIME	KENSINGTON CAPA	08/16/23	\$64,839.00 ANNUAL SALARY
SINGLETON, ALAINA A	TEACHER,FULL TIME	KELLEY, WILLIAM D. SCHOOL	08/16/23	\$51,568.00 ANNUAL SALARY
SINGLETON, SHAUNA PATRICE	TEACHER,FULL TIME	DAY, ANNA B. SCHOOL	08/16/23	\$90,478.00 ANNUAL SALARY



SISSELL, ELENA	TEACHER,FULL TIME	WASHINGTON, MARTHA SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
SLEDGE, CHERI	TEACHER,SPEC EDUCATION	POTTER-THOMAS SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
SLOAN, DENISE TORI	SPECIAL EDUCATION ASSISTANT	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SLOANE, STEPHANIE KLEIN	SCHOOL COUNSELOR, 10 MONTHS	COMLY, WATSON SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
SMALL, CASSANDRA	PROGRAM COORDINATOR	BUILDING 21	08/16/23	\$43,966.00	ANNUAL SALARY
SMALLS, TANIRA T	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	08/16/23	\$23,474.00	ANNUAL SALARY
SMITH, SYDNEY	TEACHER,FULL TIME	MOFFET, JOHN SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
SMITH, TONI	TEACHER,SPEC EDUCATION	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$54,032.00	ANNUAL SALARY
SMITH, KIMBERLY B	SECRETARY I	KELLY, JOHN B. SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
SMITH, ETHAN	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SMITH, TIMOTHY MICHAEL	TEACHER,FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$77,066.00	ANNUAL SALARY
SMITH-SPADE, JACLYN	TEACHER,FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
SNIPPE, CHARISSE	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	08/29/23	\$83,507.00	ANNUAL SALARY
SOCHA, DAVID	SCHOOL COUNSELOR, 10 MONTHS	TAGGART, JOHN H. SCHOOL	08/16/23	\$78,679.00	ANNUAL SALARY
SOKOU, CHARLOTTE	STUDENT CLIMATE STAFF,3 HOURS	LOWELL, JAMES R. SCHOOL	08/16/23	\$8,872.00	ANNUAL SALARY
SOLAR, ALEXA	TEACHER,FULL TIME	FOX CHASE SCHOOL	08/16/23	\$53,749.00	ANNUAL SALARY
SOPER, CATHERINE	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
SOTO, STEPHANIE TORRES	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
SOTO, GENESIS	COUNSELING ASST,BILINGUAL	POTTER-THOMAS SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
SPLAINE, CHRISTINA M	TEACHER,SPEC EDUCATION	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$80,988.00	ANNUAL SALARY
STAFFORD, MADISON A	TEACHER,FULL TIME	SPRING GARDEN SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
STARLIPER, DUSTIN M	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
STEINER, WALESKA	COUNSELING ASST,BILINGUAL	BALDI MIDDLE SCHOOL	08/16/23	\$25,688.00	ANNUAL SALARY
STEVES, MICHAEL	TEACHER RESIDENT	ANDERSON, MARIAN ACADEMY	08/16/23	\$38,611.00	ANNUAL SALARY

STILL BROWN, VIVIAN ELEANORA	TEACHER,SPEC EDUCATION	PENNELL, JOSEPH ELEMENTARY	08/16/23	\$75,453.00	ANNUAL SALARY
STINE, MARYRUTH SPEERSTRA	TEACHER,SPEC EDUCATION	FURNESS, HORACE HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
STITH, KELLY SHERIDA	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$82,429.00	ANNUAL SALARY
STOKES, KALINA	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
STOKES, KIAJHA	SPECIAL EDUCATION ASSISTANT	CHILDS, GEORGE W. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
STONES, ZHANE	TEACHER,SPEC EDUCATION	GIDEON, EDWARD SCHOOL	08/31/23	\$52,516.00	ANNUAL SALARY
STOUDT, SURAYA	TEACHER,FULL TIME	ADAIRE, ALEXANDER SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
STRENGER, KIMBERLY R	SUPPORTIVE SERVICES ASST, 3 HR	NEBINGER, GEORGE W. SCHOOL	08/16/23	\$10,431.00	ANNUAL SALARY
STRICKLAN, NIYA	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
STRIGHT, BONNIE VIRGINIA	TEACHER,FULL TIME	HAMILTON, ANDREW SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
STRUNK, LAURIE M	SCHOOL COUNSELOR, 10 MONTHS	FARRELL, LOUIS H. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
SUTTON, ROD	TEACHER,FULL TIME	WELSH, JOHN SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
SWEENEY, KAIT MALACHY	TEACHER,FULL TIME	KENSINGTON CAPA	08/16/23	\$77,066.00	ANNUAL SALARY
SYDNOR, EBONY	TEACHER ASST,PKHS	LOGAN SCHOOL HEAD START	08/16/23	\$23,474.00	ANNUAL SALARY
TABB, STEVEN	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$51,568.00	ANNUAL SALARY
TAGLIANETTI, JULIA	TEACHER,FULL TIME	WARING, LAURA W. SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
TANEJA, KAJOL M	TEACHER,FULL TIME	CARNELL, LAURA H. SCHOOL	08/16/23	\$59,340.00	ANNUAL SALARY
TATE, DEIDRE	LIAISON, STUDENT REENTRY&TRANS	TRANSITION & ALT. EDUCATION	08/31/23	\$67,000.00	ANNUAL SALARY
TAUGINO, VIVIANE GONCALVES	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	08/16/23	\$51,568.00	ANNUAL SALARY
TAYLOR, AMY	TEACHER,FULL TIME	FELTONVILLE ARTS & SCIENCES	08/16/23	\$51,568.00	ANNUAL SALARY
TAYLOR, JOAN	TEACHER,FULL TIME	MCCLOSKEY, JOHN F. SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
TAYLOR, LAKEEA	SCHOOL NURSE	MC MICHAEL, MORTON SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
TAYLOR, PETER	TEACHER,FULL TIME	PENNELL, JOSEPH ELEMENTARY	08/16/23	\$51,568.00	ANNUAL SALARY
TAYLOR, JALYN	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$70,147.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 39 of 44

TAYLOR-BARANIK, ELISE	SCHOOL NURSE	OLNEY HIGH SCHOOL	08/16/23	\$80,223.00	ANNUAL SALARY
TAYLOR-BRENDZA, CARRINGTON	SCHOOL COUNSELOR, 10 MONTHS	SPRING GARDEN SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
TAYLOR-CULLER, AIGHNYE I	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TEAGLE, DOMINIQUE WANDA	SCHOOL COUNSELOR, 10 MONTHS	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$55,644.00	ANNUAL SALARY
TEMPLE, JADA	TEACHER,FULL TIME	KEARNY, GEN. PHILIP SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TEMPLETON, KIMBERLY	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$54,032.00	ANNUAL SALARY
THOM, DAVID	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$59,529.00	ANNUAL SALARY
THOMAS, RODSHEEA	TEACHER,SPEC EDUCATION	OVERBROOK HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
THOMAS, TYNESHA	TEACHER,SPEC EDUCATION	KELLEY, WILLIAM D. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
THOMAS, SHANIA DENISE	TEACHER,SPEC EDUCATION	OFFICE OF SPECIALIZED SERVICES	08/16/23	\$57,351.00	ANNUAL SALARY
THOMPSON, TAISHA	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
THOMPSON, SHARICE	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
THOMPSON, SAMANTHA	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	08/16/23	\$61,806.00	ANNUAL SALARY
TIBBS, TENEEMA	SPECIAL EDUCATION ASSISTANT	ANDERSON, ADD B. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TIERNEY, THOMAS JOSEPH	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TILLMAN, MELISSA	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TIS, JENNIE	SCHOOL COUNSELOR, 10 MONTHS	WAGNER, GEN. LOUIS MIDDLE SCH.	08/16/23	\$56,405.00	ANNUAL SALARY
TODD, SOPIDA	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$67,680.00	ANNUAL SALARY
TOMASCO, JULIET	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TOMASELLI, MARY MONTGOMERY	TEACHER,SPEC EDUCATION	HILL-FREEDMAN WORLD ACADEMY	08/16/23	\$72,897.00	ANNUAL SALARY
TOMASURA, KEVIN	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	08/16/23	\$53,085.00	ANNUAL SALARY
TORRES, TAYSHA T	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
TORRES, ABIGAIL	SECRETARY I	MOORE, J. HAMPTON SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
TOWNSEND, HAKEEM	TEACHER,FULL TIME	THE U SCHOOL	08/30/23	\$53,085.00	ANNUAL SALARY

TOWNSEND, DEBORAH	SPECIAL EDUCATION ASSISTANT	DECATUR, STEPHEN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TOZZI, ANNALISE	TEACHER,FULL TIME	HOPKINSON, FRANCIS SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
TRACEY, TAYLOR	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
TRAVOR, KELSEY	OCCUP THERAPIST	FAMILY & STUDENT SERVICES	08/16/23	\$64,268.00	ANNUAL SALARY
TROWER, ALYSE H	SPECIAL EDUCATION ASSISTANT	ROWEN, WILLIAM SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TUCK, TAILAH	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	08/28/23	\$23,474.00	ANNUAL SALARY
TUGGLES, QUADIRRAH	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TUMOLO, VINCENT R	TEACHER RESIDENT	SWENSON ARTS/TECH HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
TURKO, JACOB	PROGRAM COORDINATOR	SAUL, WALTER B. HIGH SCHOOL	08/16/23	\$42,936.00	ANNUAL SALARY
TURNER, CAROLINE ELIZABETH	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TURNER, MICHAEL	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
TURNER, ALEXIS	TEACHER,FULL TIME	FOX CHASE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
TURNER, KARLETTA LYNN	TEACHER,SPEC EDUCATION	FRANKLIN, BENJAMIN ELEM SCHOOL	08/16/23	\$86,927.00	ANNUAL SALARY
UKAHA, ANTHONY	TEACHER,SPEC EDUCATION	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$57,351.00	ANNUAL SALARY
VAIL, BENJAMIN	TEACHER,SPEC EDUCATION	ACADEMY AT PALUMBO	08/16/23	\$80,988.00	ANNUAL SALARY
VALENSON, MEGAN MARIE	SCHOOL COUNSELOR, 10 MONTHS	BACHE-MARTIN SCHOOL	08/16/23	\$72,233.00	ANNUAL SALARY
VAN NIEUWENHUYZEN, DAVID	TEACHER,SPEC EDUCATION	DUNBAR, PAUL L. SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
VARGHA, JOSHUA	TEACHER,FULL TIME	FARRELL, LOUIS H. SCHOOL	08/16/23	\$68,442.00	ANNUAL SALARY
VASQUEZ, SCARLET	SCHOOL COUNSELOR, 10 MONTHS	STETSON, JOHN B. MIDDLE SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
VAZQUEZ, ANA J	STUDENT CLIMATE STAFF,3 HOURS	DEBURGOS, J. ELEMENTARY	08/16/23	\$9,540.00	ANNUAL SALARY
VELASQUEZ-RAMIREZ, EDDIE	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
VICKALITIS, EMILY	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
VIERA, SYDNEY A	TEACHER RESIDENT	DOBSON, JAMES SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
VISCUSO, JESSICA	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY

VRATO, KATHRYN M	TEACHER,FULL TIME	FARRELL, LOUIS H. SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
WAKEEL, MUNEERAH	TEACHER,SPEC EDUCATION	KING, MARTIN LUTHER HIGH SCH.	08/29/23	\$64,081.00	ANNUAL SALARY
WALKER, NEVADA KOLE	TEACHER,FULL TIME	GLORIA CASAREZ ELEMENTARY	08/16/23	\$51,568.00	ANNUAL SALARY
WALKER, KADEJA	SPECIAL EDUCATION ASSISTANT	HUNTER, WILLIAM H. SCHOOL	08/29/23	\$35,101.00	ANNUAL SALARY
WALKER, TANYA	TEACHER ASST,PKHS	BARRY, JOHN HEAD START	08/16/23	\$23,474.00	ANNUAL SALARY
WALKER, SIMONE KERRY ANN	TEACHER,SPEC EDUCATION	RHODES ELEMENTARY SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
WALL, PAIGE	SPECIAL EDUCATION ASSISTANT	MEADE, GEN. GEORGE G. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WALLACE, SHAKIERA	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WALLACE, DONALD L	TEACHER,FULL TIME	STEEL, EDWARD T. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WALLACE, THALIA	SUPPORTIVE SERVICES ASST, 4 HR	CASSIDY,LEWIS C ACADEMICS PLUS	08/16/23	\$13,908.00	ANNUAL SALARY
WALLACE, JENISE E	CUST SUPP/EXTERNAL LIAISON	FAMILY & COMMUNITY ENGAGEMENT	08/04/23	\$35,000.00	ANNUAL SALARY
WALSH, CHLOE	TEACHER,FULL TIME	LOESCHE, WILLIAM H. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WALSH, STEPHANIE E	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	08/16/23	\$80,223.00	ANNUAL SALARY
WALTER, LILY	TEACHER,FULL TIME	MYA-MIDDLE YEARS ALTERNATIVE	08/16/23	\$60,573.00	ANNUAL SALARY
WANG, JINDAN	TEACHER RESIDENT	BALDI MIDDLE SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
WARFIELD-FUCHS, WENDY	TEACHER,SPEC EDUCATION	LINCOLN, ABRAHAM HIGH SCHOOL	08/16/23	\$94,794.00	ANNUAL SALARY
WASHAHA, AMANIE	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WASHINGTON, MARY	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	08/16/23	\$86,927.00	ANNUAL SALARY
WASHINGTON, SAFIYA N	TEACHER,FULL TIME	LOWELL, JAMES R. SCHOOL	08/16/23	\$72,233.00	ANNUAL SALARY
WATERS, THEODORE G	TEACHER,FULL TIME	KELLY, JOHN B. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WATERS, SHAVASIA ROSLYN	TEACHER,FULL TIME	CASSIDY,LEWIS C ACADEMICS PLUS	08/16/23	\$51,568.00	ANNUAL SALARY
WEANT, ELI	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	08/16/23	\$65,313.00	ANNUAL SALARY
WEAVER, GIANNA	TEACHER RESIDENT	DOBSON, JAMES SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
WEBB, SHEQUITA	SCHOOL NURSE	CENTRAL HIGH SCHOOL	08/29/23	\$75,558.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 42 of 44

WEBB STONEY, TIFFANY	TEACHER,FULL TIME	KELLEY, WILLIAM D. SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
WEBER, STEVEN EARL	TEACHER,FULL TIME	CAYUGA SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
WEBER, JESSICA CLAIRE	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
WEEMS, SHAMIRA KRISHAWN	TEACHER,SPEC EDUCATION	CASSIDY,LEWIS C ACADEMICS PLUS	08/16/23	\$52,516.00	ANNUAL SALARY
WEIBLE, KEITH	TEACHER,SPEC EDUCATION	FAMILY & STUDENT SERVICES	08/16/23	\$73,652.00	ANNUAL SALARY
WEINSTEIN, PAMELA R	TEACHER,FULL TIME	GREENBERG, JOSEPH SCHOOL	08/16/23	\$75,558.00	ANNUAL SALARY
WEISS, POLLY	BEHAVIORAL HEALTH COUNSELOR	ALLEN, DR. ETHEL SCHOOL	08/16/23	\$90,478.00	ANNUAL SALARY
WEISS, ROSEMARY S	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	08/16/23	\$56,405.00	ANNUAL SALARY
WELDON, ERIN ELIZABETH	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
WELLS, LISA	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WEST, KYLIE DOHERTY	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$55,644.00	ANNUAL SALARY
WEST, HASAIR	TEACHER,FULL TIME	PRINCE HALL SCHOOL	08/29/23	\$51,568.00	ANNUAL SALARY
WEST, LA'SHAY M	SPECIAL EDUCATION ASSISTANT	FELS, SAMUEL HIGH SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WHITE, KIAKA KATREA	TEACHER,FULL TIME	STEARNE, ALLEN M. SCHOOL	08/16/23	\$72,811.00	ANNUAL SALARY
WHITMORE, DARCHELL	SPECIAL EDUCATION ASSISTANT	SCIENCE LDSHP ACADEMY @ BEEBER	08/16/23	\$23,474.00	ANNUAL SALARY
WILKINSON, JULIA	TEACHER,SPEC EDUCATION	PENNYPACK HOUSE SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
WILKINSON, WILLIAM	TEACHER,FULL TIME	OVERBROOK EDUCATIONAL CENTER	08/16/23	\$58,109.00	ANNUAL SALARY
WILLIAMS, ALEXANDRIA	TEACHER,FULL TIME	MUNOZ-MARIN, HON LUIS SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WILLIAMS, ANNA CARLENE	TEACHER RESIDENT	HUNTER, WILLIAM H. SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY
WILLIAMS, STACY	TEACHER,SPEC EDUCATION	POTTER-THOMAS SCHOOL	08/16/23	\$72,897.00	ANNUAL SALARY
WILLIAMS, TAMIKA RENEE	TEACHER,FULL TIME	MORRISON, ANDREW J. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WILLIAMS, BREONNA	SECRETARY I	STANTON, EDWIN M. SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
WILLIAMS, JAMIAH	SPECIAL EDUCATION ASSISTANT	FITLER ACADEMICS PLUS	08/16/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, MARC F	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	08/31/23	\$23,474.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 43 of 44

WILLIAMS, MISHA S	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	08/16/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, ANITA L	TEACHER,FULL TIME	PEIRCE, THOMAS M. SCHOOL	08/16/23	\$70,904.00	ANNUAL SALARY
WILLIAMS, CASSONDRA	TEACHER,FULL TIME	MIFFLIN, THOMAS SCHOOL	08/16/23	\$60,573.00	ANNUAL SALARY
WILLIAMS, MICHAEL E	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	08/16/23	\$65,313.00	ANNUAL SALARY
WILLIAMS, NAYLAH	TEACHER,SPEC EDUCATION	DOBBINS, MURRELL HIGH SCHOOL	08/16/23	\$52,516.00	ANNUAL SALARY
WILLIAMS-ERWIN, RENEE	TEACHER,FULL TIME	PRINCE HALL SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WILLIAMS-FRAZIER, LINDA	TEACHER,SPEC EDUCATION	HARTRANFT, JOHN F. SCHOOL	08/30/23	\$54,032.00	ANNUAL SALARY
WILLIS, SHAKITA	SPECIAL EDUCATION ASSISTANT	COOK-WISSAHICKON SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WILSON-BURROUGHS, SHAKI'RA	SCHOOL NURSE	TILDEN MIDDLE SCHOOL	08/16/23	\$58,109.00	ANNUAL SALARY
WING, STEWART	TEACHER,SPEC EDUCATION	STRAWBERRY MANSION HIGH SCHOOL	08/29/23	\$69,107.00	ANNUAL SALARY
WISE, SABRIYA	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	08/16/23	\$68,442.00	ANNUAL SALARY
WITHERSPOON, FRANK TROY	TEACHER,SPEC EDUCATION	WEST PHILADELPHIA HIGH SCHOOL	08/29/23	\$52,516.00	ANNUAL SALARY
WITHERSPOON-MCCLAM, TINIJIA I	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WOJTAL, JAMIE KOZOL	TEACHER,FULL TIME	FELTONVILLE ARTS & SCIENCES	08/16/23	\$51,568.00	ANNUAL SALARY
WOLFGANG, SARA	TEACHER,SPEC EDUCATION	FINLETTER, THOMAS K. SCHOOL	08/29/23	\$61,998.00	ANNUAL SALARY
WONG, YUKII	TEACHER,FULL TIME	FOX CHASE SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WOODWARD, HANNAH	TEACHER,FULL TIME	HUNTER, WILLIAM H. SCHOOL	08/16/23	\$51,568.00	ANNUAL SALARY
WRIGHT, DENISE	SECRETARY I	MITCHELL ELEMENTARY SCHOOL	08/16/23	\$26,351.00	ANNUAL SALARY
WRIGHT, SHAHIRA N	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WRIGHT, SIKINA	SPECIAL EDUCATION ASSISTANT	PATTERSON, JOHN M. SCHOOL	08/16/23	\$23,474.00	ANNUAL SALARY
WYNNE, CHARITY	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
YANG, CAROLINE	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	08/16/23	\$64,268.00	ANNUAL SALARY
YE, BAILIN	COUNSELING ASST,BILINGUAL	LINCOLN, ABRAHAM HIGH SCHOOL	08/30/23	\$25,688.00	ANNUAL SALARY
YEAKEY, HANNAH	TEACHER RESIDENT	MASTBAUM, JULES E. HIGH SCHOOL	08/16/23	\$38,611.00	ANNUAL SALARY

Personnel Hires  
September 21, 2023  
Page 44 of 44

YIM, JENNY	TEACHER,FULL TIME	NORTHEAST HIGH SCHOOL	08/16/23	\$56,405.00	ANNUAL SALARY
YOUNG, DANIELLE	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	08/16/23	\$74,034.00	ANNUAL SALARY
YOUNG, LAURA R	TEACHER,FULL TIME	BARRY, JOHN ELEMENTARY SCHOOL	08/16/23	\$83,507.00	ANNUAL SALARY
YUDISKI, AMY LYNN	TEACHER,FULL TIME	MYA-MIDDLE YEARS ALTERNATIVE	08/16/23	\$61,806.00	ANNUAL SALARY
ZAKRZEWSKI, ELIZABETH	TEACHER,SPEC EDUCATION	LEA, HENRY C.	08/29/23	\$52,516.00	ANNUAL SALARY
ZHANG, SEAN	TEACHER,FULL TIME	CENTRAL HIGH SCHOOL	08/16/23	\$53,085.00	ANNUAL SALARY
ZHU, JINWEN	COUNSELING ASST,BILINGUAL	ENGINEERING & SCIENCE HIGH SCH	08/16/23	\$25,688.00	ANNUAL SALARY
ZHU, HONG	SPECIAL EDUCATION ASSISTANT	ANDERSON, ADD B. SCHOOL	08/29/23	\$32,558.00	ANNUAL SALARY
ZOUMA, OUBAIDA	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	08/16/23	\$51,568.00	ANNUAL SALARY



**Action Item - 4.**

**Title: Approval of Personnel Terminations (Updated 9.21.2023)**

**Board of Education Meeting Date:** 9/21/2023

**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 September 21, 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 -PUBLIC

Type

Supporting Document

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

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective September 21, 2023:

Shyheem Boyd	General Cleaner
Brian Rogers	Teacher
Mona Skipwith	General Cleaner
N-Cole Taylor	Bus Attendant

RESOLVED, that Rejenee Dawkins 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 -  
WITHDRAWN BY STAFF 9.15.2023**

**Board of Education Meeting Date: 9/21/2023**

**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:

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

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**

**Action Item - 6.**

**Title: Approval of Resignations and Retirements (Updated 9.21.2023)**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

RESOLVED, by the Board of Education that the resignations and retirements of the  
\*following individuals\* are accepted effective September 21, 2023.

\*Names to be provided for public view immediately prior to the Board of Education Action  
Meeting on September 21, 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 September 21, 2023

<b>Name</b>	<b>Location</b>	<b>Position</b>	<b>Effective Date</b>	<b>Reason</b>
Abdul-Raashid-Mays, Naseer	Meredith, William M. School	General Cleaner, 8 Hours	08/25/2023	Resignation
Adamson-White, Debontina	Harding, Warren G. Middle Sch	Teacher, Full Time	08/28/2023	Resignation
Alexander, Lamar	Clemente, Roberto Middle Schl	School Climate Manager	09/01/2023	Resignation
Andrewlevich, Stephanie	Mitchell Elementary School	Principal	08/11/2023	Resignation
Aneja, Kawalpreet	Randolph Technical High School	Teacher, Full Time	06/15/2023	Resignation
Arentzen, Jennifer	Holme, Thomas School	Teacher, Spec Education	10/26/2023	Resignation
Artis, Sheila	Widener Memorial School	Bus Attendant	09/05/2023	Resignation
Aruffo, Kathleen	Key, Francis Scott School	Supportive Services Asst, 4 Hr	09/01/2023	Resignation
Baatin, Elijah	Peirce, Thomas M. School	Student Climate Staff, 4 Hours	06/15/2023	Resignation
Bailey, Iyanna	Mc Clure, Alexander K. School	Student Climate Staff, 4 Hours	08/30/2023	Resignation
Banuelos, Jorge	Lea, Henry C.	Special Education Assistant	06/15/2023	Resignation
Batoff, Daryl	Marshall, Thurgood School	Teacher, Spec Education	11/10/2023	Resignation
Baumann, Paula	Hopkinson, Francis School	Teacher, Spec Education	09/06/2023	Resignation

Beaver, Jessica	Northeast High School	Teacher, Full Time	10/13/2023	Resignation
Bergmueller, Catherine	Ziegler, William H. School	Teacher, Spec Education	06/15/2023	Resignation
Berry, Sonya	Office Of Specialized Services	Deputy, Specialized Services	10/06/2023	Retirement
Berry, Mellitta	Spruance, Gilbert School	Supportive Services Asst, 4 Hr	09/26/2023	Resignation
Bishop, Tyrone	Brown, Joseph H. School	Student Climate Staff, 6 Hours	08/31/2023	Resignation
Blake, Stephane	Day, Anna B. School	Student Climate Staff, 5 Hours	06/15/2023	Resignation
Booker, Chanel	Prince Hall School	Special Education Assistant	08/31/2023	Resignation
Bowden, Kendra	Olney High School	Teacher, Spec Education	08/31/2023	Resignation
Bradley, Odette	Nebinger, George W. School	Special Education Assistant	06/15/2023	Resignation
Bradley, Alisha	Waring, Laura W. School	Bus Attendant	06/15/2023	Resignation
Brenneman, Kim	Longstreth, William C. School	School Counselor, 10 Months	10/09/2023	Resignation
Brinson Muhammad, Esther	Finletter, Thomas K. School	Special Education Assistant	08/29/2023	Resignation
Bryant, Denise	Hill-Freedman World Academy	Special Education Assistant	09/08/2023	Resignation
Burkhart, Denise	Morrison, Andrew J. School	Teacher, Full Time	06/15/2023	Resignation
Burnett, Latif	Morton, Thomas G. School	Special Education Assistant	09/01/2023	Resignation
Byrd Al Islam, Debra	Hunter School Head Start	Teacher Asst, Pkhs	10/06/2023	Retirement
Cafiero, Thomas	Bache-Martin School	Interp, Deaf/Hard Of Hearing	10/02/2023	Retirement
Calabrese, Sara	Fels, Samuel High School	Asst Principal	09/05/2023	Resignation

Canty, Candace	Blankenburg, Rudolph School	Teacher, Full Time	06/15/2023	Resignation
Cappo, Suzanne	Spruance, Gilbert School	Teacher, Full Time	09/28/2023	Retirement
Carrion, Vicky	Fels, Samuel High School	Teacher, Full Time	08/22/2023	Retirement
Carrion, Segundo	Northeast High School	School Safety Officer	10/27/2023	Retirement
Carter, Nadira	Girls, Phila High School For Girls	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Centeno, Natasha	Cayuga School	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Chaney, Zakia	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Charles, Ciera	Washington, Martha School	Special Education Assistant	08/31/2023	Resignation
Chen, Lesley	Mitchell Elementary School	Teacher, Spec Education	06/15/2023	Resignation
Clark, Danielle	Edison, Thomas A. High School	Special Education Assistant	06/15/2023	Resignation
Clark, Dawn	Frank, Anne School	Student Climate Staff, 5 Hours	06/15/2023	Resignation
Coley-Wilson, Sharon	Locke, Alain School	School Psychologist	10/23/2023	Resignation
Corley-Hampton, Bonita	Fell, D. Newlin School	Supportive Services Asst, 3 Hr	09/11/2023	Retirement
Cortez, Adriana	Rhawnhurst School	Special Education Assistant	06/15/2023	Resignation
Cramp, Nicholas	Amy 5 At James Martin	Teacher, Full Time	06/15/2023	Resignation
Crandall, Jahmall	Office Of School Safety	School Safety Officer	09/08/2023	Resignation
Culmer, Ryan	Greenfield, Albert M. School	Special Education Assistant	09/06/2023	Resignation
Cunningham, Daquan	Taylor, Bayard School	Special Education Assistant	08/30/2023	Resignation

Currie, Antwan	Academy At Palumbo	Special Education Assistant	08/29/2023	Resignation
Daniel Johnson, Alina	Frank, Anne School	Student Climate Staff,4 Hours	09/05/2023	Resignation
Daniels, Brianne	Amy Northwest	Custodial Assistant	08/28/2023	Resignation
Davila, Francisca	Marshall, Thurgood School	Special Education Assistant	10/06/2023	Retirement
Davis, Edmund	Facilities Mgmt. & Services	Facilities Area Manager	09/08/2023	Resignation
Dejesus, Leanette	Fitzpatrick, A.L. School	Special Education Assistant	09/28/2023	Resignation
Delaney, Brian	Penrose School	Teacher,Full Time	10/16/2023	Retirement
Delgado Ramos, Jose	Munoz-Marin, Hon Luis School	Special Education Assistant	06/15/2023	Resignation
Denkins, Troi	West Philadelphia High School	Special Education Assistant	06/15/2023	Resignation
Desouza, Anna Clara	Spruance, Gilbert School	Counseling Asst,Bilingual	06/15/2023	Resignation
Digiorgio, Sara	Teaching And Learning	Consulting Teacher	08/30/2023	Resignation
Dixon, Gwendolyn	Greenfield, Albert M. School	Student Climate Staff,3 Hours	09/05/2023	Retirement
Dixon, Joe	Overbrook Elementary School	Principal	09/21/2023	Resignation
Dougherty, Danielle	Marshall, Thurgood School	Teacher,Full Time	10/20/2023	Resignation
Downing, Jannifer	Office Of School Safety	School Safety Officer	06/15/2023	Retirement
Drake, Brooke	Northeast High School	Teacher,Full Time	06/15/2023	Resignation
Drummond, Parthenia	Philadelphia Military Academy	Food Svcs Utility Worker	08/08/2023	Resignation
Dubois, Ariadne	Rowen, William School	Secretary I	06/15/2023	Resignation
Dubose, Shaquilah	Bus Attendants-Private Schools	Bus Attendant	09/12/2023	Resignation



Duncan, Abina	Mitchell Elementary School	School Psychologist	10/31/2023	Resignation
Edward, Mussarat	Lawton, Henry W. School	Secretary I	09/12/2023	Resignation
Edwards, Nicoleta	Taggart, John H. School	Supportive Services Asst, 4 Hr	09/05/2023	Retirement
Edwards, Shydia	Logan, James School	Special Education Assistant	08/30/2023	Resignation
Elizalde, Meredith	High School Of The Future	Teacher, Full Time	08/28/2023	Resignation
Emery, Wendy	Harrington, Avery D. School	Teacher, Full Time	06/15/2023	Resignation
Esposito, Allegra	Bregy, F. Amedee School	School Psychologist	10/16/2023	Resignation
Fallows, John	Student Employment Cert Office	Industry Development Splst	09/08/2023	Resignation
Fatmiri, Driena	Baldi Middle School	Teacher, Full Time	06/15/2023	Resignation
Felder, Natasha	Office Of General Counsel	Asst General Counsel	09/01/2023	Resignation
Ferguson, Kimberly	Marshall, Thurgood School	Special Education Assistant	07/28/2023	Resignation
Fitzpatrick, Janelle	Family & Community Engagement	Dir, Family Call Center & Opers	09/01/2023	Resignation
Fox, Shanay	Widener Memorial School	Building Engineer-Group Ii	08/31/2023	Resignation
Fred, Raymond	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Fuller-Hilton, Robin	Munoz-Marin, Hon Luis School	Special Education Assistant	09/05/2023	Retirement
Funck, Kati	Cayuga School	Teacher, Full Time	12/22/2023	Resignation
Gamble, Courtney	Cooke, Jay Elementary School	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Gardner, Monica	Cassidy, Lewis C Academics Plus	Secretary I	10/17/2023	Resignation
Gavin, Kimberly	Cramp, William School	Teacher, Full Time	06/15/2023	Resignation

Gibson, Douglas	Science Ldshp Academy @ Beeber	Special Education Assistant	09/05/2023	Resignation
Gold, Erin	Olney High School	Asst Principal	08/28/2023	Resignation
Gordon, Chad	Castor Gardens Middle School	Teacher, Full Time	06/15/2023	Resignation
Green, Ruthalee	Roosevelt Elementary School	Food Svcs Assistant	09/23/2023	Retirement
Griffin, Radeesha	Roosevelt Elementary School	Special Education Assistant	07/28/2023	Resignation
Grymes, Tiara		Teacher, Full Time	06/15/2023	Resignation
Gutierrez, Gabriela	Franklin, Benjamin Elem School	School Psychologist	10/09/2023	Resignation
Guzman, Rainiel	Employees On Union Leave	Teacher, Special Assign, 10 Mo	10/11/2023	Retirement
Hall, Bobbie	Rowen, William School	Special Education Assistant	06/15/2023	Resignation
Hamilton, Skye	Recruitment & Staffing	Talent Specialist	09/01/2023	Resignation
Hammond, Halle	Frankford High School	Special Education Assistant	08/29/2023	Resignation
Hankins-Jones, Brittany	Motivation High School	Secretary I	06/15/2023	Resignation
Hanley, Kellen	Wilson, Woodrow Middle School	Teacher, Full Time	06/15/2023	Resignation
Hartnett, Stephanie	Mayfair School	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Hill, Iveania	Morrison, Andrew J. School	Special Education Assistant	09/07/2023	Resignation
Hill, Adrienne	High School Of The Future	Special Education Assistant	09/20/2023	Resignation
Hobbs, Jamina	Mc Michael, Morton School	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Hortelano-Pelaez, Silvia	Hill-Freedman World Academy	Teacher, Full Time	10/23/2023	Resignation

Hurst, Shanta	Morris, Robert School	General Cleaner, 8 Hours	08/21/2023	Resignation
Jacobs, John	Moffet, John School	Teacher,Spec Education	10/16/2023	Resignation
Jacome, Haely	Frankford High School	Counseling Asst,Bilingual	08/29/2023	Resignation
Jenkins, Stephanie	Barry, John Elementary School	Special Education Assistant	06/15/2023	Resignation
Jenkins, Angelique	Kearny, Gen. Philip School	General Cleaner, 8 Hours	09/11/2023	Resignation
Johnson, Ava	Duckrey, Tanner School	Teacher,Full Time	06/15/2023	Resignation
Johnson, Christina	Henry, Charles W. School	Teacher,Spec Education	06/15/2023	Resignation
Johnson, David	Harding, Warren G. Middle Sch	Special Education Assistant	08/24/2023	Retirement
Johnson, Alisha	Hackett, Horatio B. School	Student Climate Staff,6 Hours	09/01/2023	Resignation
Johnson, Ashley	Office Student Rights & Resp	Project Assistant	09/07/2023	Resignation
Jones, Stephanie	Moffet, John School	General Cleaner, 8 Hours	08/21/2023	Resignation
Jones, Tifanny	Comegys, Benjamin B. School	General Cleaner, 8 Hours	08/31/2023	Resignation
Jones, Erin	Office Of School Safety	School Safety Officer	08/29/2023	Resignation
Jones, Violet	Farrell, Louis H. School	General Cleaner, 8 Hours	09/01/2023	Resignation
Jordan, Antonita	Anderson, Add B. School	Special Education Assistant	01/05/2024	Retirement
Joseph, Roxann	Morton, Thomas G. School	Teacher,Full Time	06/15/2023	Resignation
Junious, Sabria	Feltonville Arts & Sciences	Special Education Assistant	09/11/2023	Resignation
Kabasiya, Nina	Decatur, Stephen School	Supportive Services Asst, 3 Hr	08/29/2023	Resignation
Kearney, Tara	Pollock, Robert B. School	Teacher,Spec Education	06/15/2023	Resignation

Kensey, Andrew	Wagner, Gen. Louis Middle Sch.	Teacher, Spec Education	06/15/2023	Resignation
Kimble, Georgette	Overbrook High School	Climate Support Specialist	06/15/2023	Resignation
King, John	Swenson Arts/Tech High School	Food Svcs Utility Worker	06/15/2023	Retirement
Knight, Patrice	Amy Northwest	Student Climate Staff, 6 Hours	06/15/2023	Resignation
Leach, Erika	Allen, Ethan School	Teacher, Spec Education	06/15/2023	Resignation
Leach, Jason	District Performance Office	Dashboard Developer & Data Coa	09/13/2023	Resignation
Leach, Douglas	Lincoln, Abraham High School	Teacher, Full Time	11/14/2023	Retirement
Leigh, Stacey	Dobbins, Murrell High School	Teacher, Full Time	09/06/2023	Retirement
Levine, Kyle	Roosevelt Elementary School	Teacher, Full Time	06/15/2023	Resignation
Lin, Xue Hua	Hackett, Horatio B. School	Food Svcs Worker Ii	09/01/2023	Resignation
Long, Michelle	Bache-Martin School	Special Education Assistant	09/01/2023	Resignation
Lyons, Walter	Wagner, Gen. Louis Middle Sch.	Food Svcs Assistant	09/01/2023	Resignation
Majette Jones, Deanna	Longstreth, William C. School	Special Education Assistant	09/29/2023	Resignation
Maldonado, Tiera	Taylor, Bayard School	Food Svcs Assistant	06/15/2023	Resignation
Malloy, Charles	Steel, Edward T. School	Teacher, Full Time	06/15/2023	Resignation
Marcus, Jaclyn	Day, Anna B. School	Teacher, Full Time	01/02/2024	Retirement
Martin, Jaheim	Comegys, Benjamin B. School	Supportive Services Asst, 4 Hr	06/15/2023	Resignation
Matez, Robin	Franklin, Benjamin Elem School	Teacher, Full Time	09/01/2023	Resignation
Mazzeo, Francesca	Pennell, Joseph Elementary	Teacher, Spec Education	06/15/2023	Resignation

Mccoy, Clyde	Academy At Palumbo	Student Climate Staff,6 Hours	06/15/2023	Resignation
Mcgrath, Mary	Arthur, Chester A. School	Special Education Assistant	09/21/2023	Resignation
Merlino, Christy	Peirce, Thomas M. School	School Nurse	10/10/2023	Resignation
Miller, Sharon	Howe, Julia Ward School	Student Climate Staff,3 Hours	06/15/2023	Resignation
Mina, Daniel	Dunbar, Paul L. School	Principal	08/22/2023	Resignation
Mishinkash, Virginia	Loesche, William H. School	Special Education Assistant	11/15/2023	Retirement
Mitchell, Rashiem	Juniata Park Academy	Student Climate Staff,4 Hours	06/15/2023	Resignation
Mitchell, Rosemary	Rhawnhurst School	Teacher,Full Time	10/23/2023	Resignation
Montgomery, Yasmine	Morton, Thomas G. School	Food Svcs Assistant	06/15/2023	Resignation
Moore-Farrar, Adrienne	Mayfair School	Supportive Services Asst, 3 Hr	06/15/2023	Resignation
Morrison, Petrina	Greenfield, Albert M. School	Food Svcs Worker Senior	09/06/2023	Retirement
Munoz, Elijah	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Netterville, Tara	Mckinley, William School	Teacher,Full Time	09/14/2023	Resignation
Nieves Colon, Ilianette	Webster, John H. School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Nixon, Darren	Feltonville Intermediate	General Cleaner, 8 Hours	08/25/2023	Resignation
Norris, Jocelynn	Mifflin, Thomas School	Teacher,Full Time	07/28/2023	Resignation
Norris, Tionne	Waring, Laura W. School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Obrien-Taormina, Theresa	Hopkinson, Francis School	Special Education Assistant	06/15/2023	Resignation

Owens, Amari	Franklin, Benjamin High School	Student Climate Staff,6 Hours	09/05/2023	Resignation
Parrilla, Juan	Office Of School Safety	School Safety Supervisor	06/15/2023	Resignation
Peel, Anthony	Penn Alexander School	General Cleaner, 8 Hours	09/30/2023	Retirement
Perez, Isabel	Munoz-Marin, Hon Luis School	Student Climate Staff,4 Hours	06/15/2023	Resignation
Perrin, Tonya	Rhodes Elementary School	Student Climate Staff,5 Hours	09/12/2023	Resignation
Potter, Kathryn	Mc Michael, Morton School	Step School Behavioral Consult	08/21/2023	Resignation
Presley, Gabriel	Edison, Thomas A. High School	Asst Principal	09/15/2023	Resignation
Purnell Johnson, Mateenma	Roxborough High School	Student Climate Staff,5 Hours	06/15/2023	Resignation
Quarles, Alfred	Office Student Rights & Resp	Coord,Services	08/11/2023	Retirement
Ragland, Shaheedah	Penn Treaty High School	Climate Support Specialist	06/16/2023	Resignation
Ramirez, Mark	Taylor, Bayard School	Student Climate Staff,4 Hours	06/15/2023	Resignation
Ramos, Melissa	Sheridan, Philip H. School	Teacher,Spec Education	06/15/2023	Resignation
Reel, Ayana	Finletter, Thomas K. School	Special Education Assistant	06/15/2023	Resignation
Reilly, Aimee	Rhoads, James School	Teacher,Spec Education	06/14/2024	Retirement
Ricketts, Tyshe	Comly, Watson School	Special Education Assistant	09/06/2023	Resignation
Rietzen, David	Franklin, Benjamin High School	Teacher,Spec Education	06/15/2023	Resignation
Riley, Kiyanna	Rhoads, James School	Special Education Assistant	09/11/2023	Resignation
Robinson, Craig	Swenson Arts/Tech High School	Teacher,Full Time	10/16/2023	Resignation

Robinson, Ke'Angela	Ellwood School	Special Education Assistant	09/08/2023	Resignation
Robinson, Atiya	Penn Alexander School	Food Service Worker Iii	09/15/2023	Resignation
Rodriguez-Santiago, Jeffrey	Kensington High School	Special Education Assistant	09/15/2023	Resignation
Rosario, Stephanie	Taylor, Bayard School	Student Climate Staff,4 Hours	06/15/2023	Resignation
Ruff, Byshay	Spruance, Gilbert School	Student Climate Staff,5 Hours	06/15/2023	Resignation
Rust, Marissa	Catharine, Joseph W. School	Special Education Assistant	06/15/2023	Resignation
Rystem, Elona	Pollock, Robert B. School	Teacher,Full Time	09/08/2023	Resignation
Santoni, Magdalena	Office Of School Safety	School Safety Officer	09/08/2023	Resignation
Schlesinger, Molly	Research & Evaluation	Senior Research Associate	09/11/2023	Resignation
Schmid, Linda	Head Start Partnership Support	Nurse, Early Childhood	06/10/2024	Retirement
Schneck, Adam	Frankford High School	Teacher,Full Time	06/15/2023	Resignation
Sciubba, Brian	Kirkbride, Eliza B. School	Teacher,Full Time	11/13/2023	Resignation
Sealy, David	Olney High School	Student Climate Staff,7 Hours	09/01/2023	Resignation
Seidman, Emily	Fitler Academics Plus	Teacher,Full Time	06/15/2023	Resignation
Seitz, Angela	Logan School Head Start	Teacher,Full Time	06/15/2023	Resignation
Serrano, Hayrie	Harding, Warren G. Middle Sch	Food Svcs Assistant	06/15/2023	Resignation
Shaw, Jason	Feltonville Arts & Sciences	Teacher,Spec Education	06/15/2023	Resignation
Sherbaum, Raymond	Northeast High School	Teacher,Full Time	11/01/2023	Retirement
Simmons, Jacob	Philadelphia Virtual Academy	Secretary I	06/15/2023	Resignation

Smith, Deshawn	Emlen, Eleanor C. School	Student Climate Staff,3 Hours	06/15/2023	Resignation
Smith, Marvin	Broad Street Garage	Bus Chauffeur	07/05/2023	Resignation
Smith, Sarah	Powel, Samuel School	Step School Behavioral Consult	08/28/2023	Resignation
Smith, Rodney	Cayuga School	Student Climate Staff,5 Hours	06/15/2023	Resignation
Smith, Brian	Rowen, William School	Teacher,Full Time	10/25/2023	Resignation
Spann, Rashawn	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Sparkman, Gladys	Bache-Martin School	Supportive Services Asst, 4 Hr	06/15/2023	Retirement
Spross, Devan	Allen, Ethan School	Teacher,Full Time	06/15/2023	Resignation
Stafford, Jerome	Frankford High School	Teacher,Full Time	11/07/2023	Resignation
Stanton, Kenneth	Facilities Mgmt. & Services	Building Engineer Trainee	09/15/2023	Resignation
Stevenson, Peter	Stanton, Edwin M. School	Teacher,Full Time	11/17/2023	Resignation
Stidmon, Lajuana	Dobbins, Murrell High School	Asst Principal	11/06/2023	Resignation
Stowe Ii, Leonard	Meade, Gen. George G. School	Student Climate Staff,4 Hours	06/15/2023	Resignation
Sturns-Brew, La Queta	Rhoads, James School	Teacher,Full Time	06/15/2023	Resignation
Sultana, Abida	Lea, Henry C.	Supportive Services Asst, 3 Hr	06/15/2023	Resignation
Taddei, Zoe	Cassidy,Lewis C Academics Plus	Step Clinical Coordinator	08/18/2023	Resignation
Thomas, Amy	Moore, J. Hampton School	Special Education Assistant	07/28/2023	Resignation
Thomas, Brandon	Girard Academic Music Program	Student Climate Staff,4 Hours	06/15/2023	Resignation
Thomas, Koby	Munoz-Marin, Hon Luis School	Student Climate Staff,6 Hours	06/15/2023	Resignation



Thornton, Terell	Academy At Palumbo	Food Svcs Utility Worker	06/15/2023	Resignation
Tolbert, Lakieya	Office Of School Safety	School Safety Officer	06/15/2023	Resignation
Toson, Shatawn	Allen, Ethan School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Tuff, Marjory		Teacher,Spec Education	10/28/2023	Resignation
Valdez, Taina	Stetson, John B. Middle School	Secretary I	06/15/2023	Resignation
Vartanian, Maritza	Olney Elementary School	Counseling Asst,Bilingual	08/29/2023	Retirement
Vasilatos, Elena	Franklin, Benjamin High School	Teacher,Full Time	10/31/2023	Resignation
Veintidos, Suzette	Franklin Learning Center	Secretary I	09/07/2023	Resignation
Velez, Jade	Moore, J. Hampton School	Special Education Assistant	09/22/2023	Resignation
Vessells, Faakhirah	Edison, Thomas A. High School	Food Svcs Assistant	06/15/2023	Resignation
Victoreen, Kristina	Fels, Samuel High School	Teacher Resident	06/15/2023	Resignation
Walker, Andrea	Solis-Cohen, Solomon School	Special Education Assistant	06/15/2023	Resignation
Walker, Daje	Office Of The Chief Of Schools	Program Coordinator	09/01/2023	Resignation
Washington, Zamirah	Arthur, Chester A. School	Special Education Assistant	08/29/2023	Resignation
Watkins, Alexis	Overbrook High School	Student Climate Staff,7 Hours	08/31/2023	Resignation
Watson, Charlena	Mitchell Elementary School	Teacher,Full Time	10/16/2023	Resignation
Watson, Teena	Bache-Martin School	Classroom Asst,Sp Ed,Hear Imp	07/28/2023	Resignation
Weinraub, Samantha	South Philadelphia High School	Teacher,Full Time	06/15/2023	Resignation

White, Karen	Office Of School Safety	Serious Incident Desk Recorder	10/20/2023	Retirement
White, Alicia	Morrison, Andrew J. School	Student Climate Staff,4 Hours	09/07/2023	Resignation
Wilderman, Matthew	Hancock Demonstration School	Teacher,Demonstration	10/17/2023	Resignation
Williams, Shatequa	Blankenburg, Rudolph School	Student Climate Staff,6 Hours	06/15/2023	Resignation
Williams, Kisha	Hill-Freedman World Academy	Student Climate Staff,6 Hours	07/28/2023	Resignation
Williams, Tequilla	Olney High School	Special Education Assistant	06/15/2023	Resignation
Williams, Chester	Widener Memorial School	Special Education Assistant	09/08/2023	Retirement
Witherspoon, Niesha	Carnell, Laura H. School	Special Education Assistant	06/15/2023	Resignation
Woodward, Desjah	Spring Garden School	Special Education Assistant	06/15/2023	Resignation
Worrell, Deana	Hancock Demonstration School	Classroom Asst,Sp Ed,Hear Imp	06/15/2023	Resignation
Wright, Michelle	Gideon Head Start	Teacher Asst,Pkhs	06/15/2023	Resignation
Wright, Ellen	Finletter, Thomas K. School	Teacher,Full Time	06/15/2023	Resignation
Yaseen, Rasha	Crossan, Kennedy C. School	Special Education Assistant	06/15/2023	Resignation

## Action Item - 7.

### Title: Authorization for Keystone Opportunity Zone - The Arsenal

Board of Education Meeting Date: 9/21/2023

#### 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. 230408, 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. 230408, 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)	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 - 8.**

**Title: Amendment of Enterprise Network Firewall Equipment and Services (\$300,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

SHI International Corp

**Purpose:**

To provide maintenance and support for the District's current primary internet-facing firewall and associated components, which were replaced in November 2022.

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

**Current End Date:** 11/17/2027

**Currently Authorized Compensation:** \$1,800,000

**Additional Compensation:**

\$300,000

**Total New Compensation:** \$2,100,000

**Location:**

Administrative Office(s); All Schools;

**Renewal Options:** No

**Description:**

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

provide even basic services, such as web filtering for students and staff.

A need for additional maintenance and support was identified to enhance hardware delivery service level agreements and better protect the District against any possible hardware failures. Cyber attacks can create complete work stoppages until ransom is paid, and can take months to recover from. This additional maintenance and support from SHI will better protect the District.

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

November 17, 2022; #7

**Office Originating Request:** Information Technology

**Action Item - 9.**

**Title: Change Orders at Various Locations (\$2,106,351)**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

**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:

**Board of Education Meeting:** 9/21/23

**With:**

Allstates Mechanical, Ltd.  
Dolan Mechanical, Inc.  
Eagle I Electric, Inc.  
Edward J. Meloney, Inc.  
Ernest Bock & Sons, Inc.  
Five Star, Inc.  
Gem Mechanical Services, Inc.  
Hyde Electric Corporation  
Lex Electric Company, Inc.  
Lorenzon Brothers  
McGoldrick Electric Inc.  
Pannulla Construction Co., Inc.  
PT Mechanical Group, LLC  
Robert Michaels and Associates, Inc.  
Smith Construction, Inc.  
TENA DLH Company

**Purpose:** To increase compensation necessitated by change orders for ongoing construction projects.

**Start Date:** 9/22/2023

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

**Total Additional Compensation not to exceed:** \$2,106,351

Additional Compensation by Vendor and Locations:

Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Allen, Ethan Elementary School \$40,717.00

Allstates Mechanical, Ltd. - Mechanical Contract - Mechanical Renovation at Edmonds, Franklin S. Elementary School \$30,000.00

Allstates Mechanical, Ltd. - Mechanical Contract - Major HVAC Renovation at Potter-Thomas Elementary School \$45,000.00

Dolan Mechanical, Inc. - Mechanical Contract - Major Renovations and Addition at Pollock, Robert Blair Elementary School \$32,461.00

Dolan Mechanical, Inc. - Plumbing Contract - New Construction at Solis-Cohen, Solomon Elementary School \$3,028.00

Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School \$22,058.00

Edward J. Meloney, Inc. - Plumbing Contract - Major Renovations and Addition at Pollock, Robert Blair Elementary School \$6,800.00

Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School \$53,764.00

Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School \$5,488.00

Five Star, Inc. - Plumbing Contract - Classroom Modernization at Catharine, Joseph W. Elementary School \$1,175.00

Gem Mechanical Services, Inc. - Mechanical Contract - Mechanical Plant Replacement at Pennell, Joseph Elementary School \$38,071.00

Hyde Electric Corporation - Electrical Contract - Electrical Upgrades at Gideon, Edward Elementary School \$43,047.00

Hyde Electric Corporation - Electrical Contract - Major HVAC Renovation at Vare - Washington Elementary School \$19,649.00

Lex Electric Company, Inc. - Electrical Contract - HVAC Renovation at Morton, Thomas G. Elementary School \$72,792.00

Lorenzon Brothers - General Contract - Exterior Door Replacement at Mitchell, S. Weir Elementary School \$29,362.00

Lorenzon Brothers - General Contract - Major HVAC Renovation at Vare - Washington Elementary School \$93,061.00

McGoldrick Electric Inc. - Electrical Contract - New Construction at Solis-Cohen, Solomon Elementary School \$1,260.00

Pannulla Construction Co., Inc. - General Contract - Schoolyard improvements at McMichael, Morton Elementary School \$12,125.00



PT Mechanical Group, LLC - Mechanical Contract - New Construction at Solis-Cohen, Solomon Elementary School \$35,688.00

Robert Michaels and Associates, Inc. - General Contract - Classroom Improvements at Mayfair Elementary School \$32,996.00

Smith Construction, Inc. - General Contract - Door Replacement at Catharine, Joseph W. Elementary School \$14,144.00

Smith Construction, Inc. - General Contract - Major Renovation at Forrest, Edwin Elementary School \$4,723.00

TEN A DLH Company - General Contract - Energy Savings Upgrades GESA-21 at Beeber, Dimmer Middle School \$935,377.00

TEN A DLH Company - General Contract - Energy Savings Upgrades GESA-21 at Brown, Joseph H. Elementary School \$609,707.00

**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 is 17, compared to the change orders, which are 41, valued at \$114,787,179. The total amount of the change orders to be presented to the Board of Education, for its approval, at the September 21, 2023, meeting is \$2,106,351, 1.84% of the total value of the 17 construction projects.

Our current change order rate on all open construction contracts is 2.5%, of which 0.57% are design errors, 0.41% are design omissions, 1.19% are unforeseen conditions, and 0.72% are owner's requests. The Office of Capital Programs works with the Office of General Counsel to determine the most effective approach to hold the Architects of Record accountable for errors and omissions and recover money for the District.

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

Funding Source: FY 23-24 Capital Budget

Related resolutions(s)/approval(s):

August 20, 2020; No. 12

June 24, 2021; No. 65

April 21, 2022; No. 11

September 23, 2021; No. 13

June 23, 2022; No. 29

May 28, 2020; No. 14

March 25, 2021; No. 20  
December 9, 2021; No. 18  
January 27, 2022; No. 8  
April 22, 2021; No. 17  
December 10, 2020; No. 19  
March 25, 2021; No. 20  
June 23, 2022; No. 29  
May 26, 2022; No. 53  
January 30, 2020; No. 24  
October 18, 2018; No. 7  
February 24, 2022; No. 12

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

**ATTACHMENTS:**

**Description**

Change Order Analysis  
CO Summary  
Change Order Memorandum

**Type**

Supporting Document  
Supporting Document  
Supporting Document

OFFICE OF CAPITAL PROGRAMS-CONTRACT COMPLIANCE

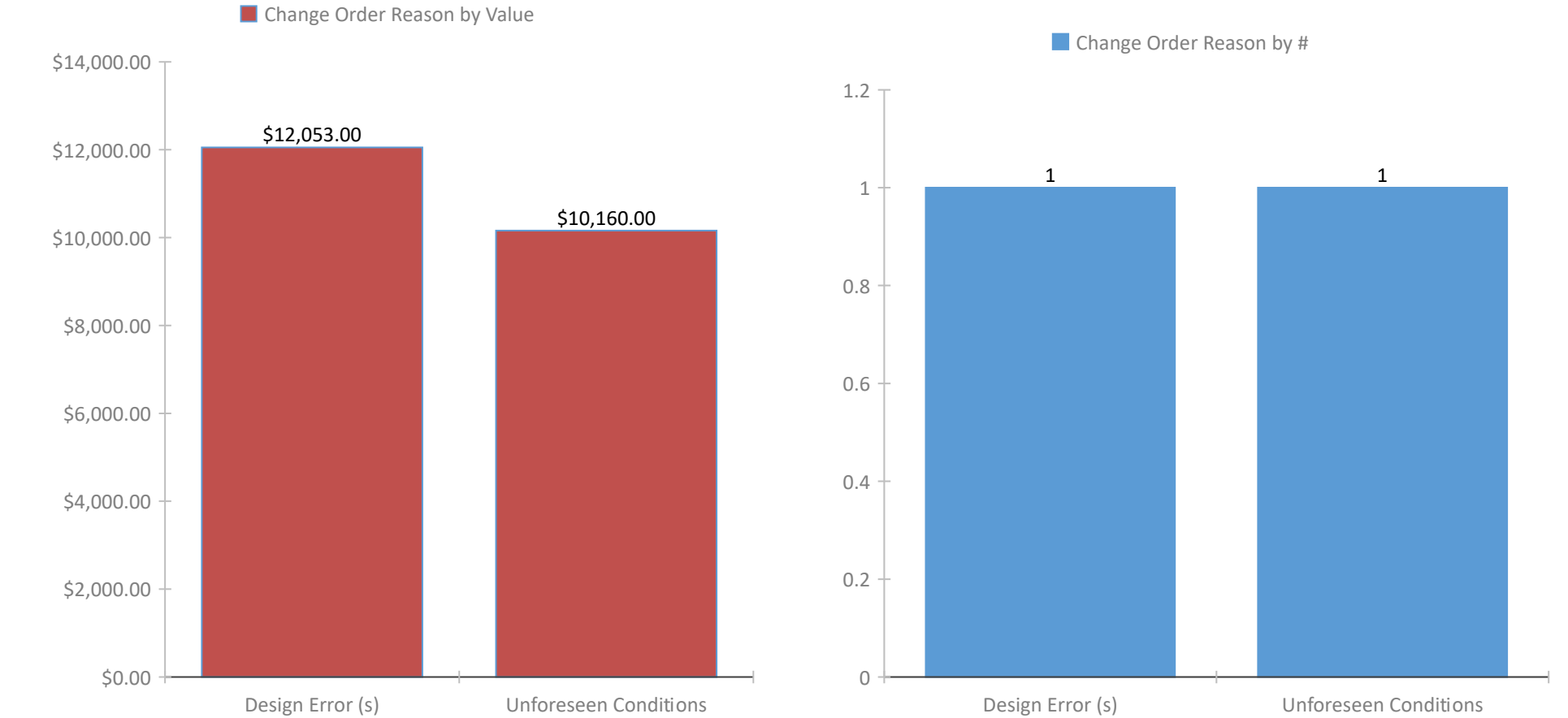
Analysis of the Change Orders to be submitted to the Board of Education on

Thursday, October 19, 2023

Design Error (s)	\$12,053	1	
Unforeseen Conditions	\$10,160	1	

Grand Total	\$22,213	2	
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Note: The total number of construction contracts, relative to the 41 change orders noted, is 23, with a value of \$114,787,179. The total number of projects relative to the noted change orders is 17, with a value of 92,886,352. The total value of the change orders to be submitted to the Board of Education for approval, on September 21, 2023, is \$2,106,351 which is 1.84% of the total value of the aforementioned construction contracts and 2.27% of the total value of the aforementioned projects.



Change Orders to be submitted, for approval, to the Board of Education on September 21, 2023

as of 8-1-23								\$2,112,820.00	\$2,106,351.00	\$6,469.00	\$114,787,179.00	1.84%	\$92,886,352.00	2.27%
Change Order #	School Location	Contractor	Designer	Work Description	Change Description	Reason for Change	Reason Description	CO Amount Requested	CO Amount Agreed	CO Amount Savings	Amount of Contractor's Contract	CO % of Contract Amount	Amount of Project	CO % of Project Amount
117	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Building Addition and Classroom Modification	Provide monetary compensation for one elevator inspection failure, one re-inspection fee and one revised permit fee.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Elevator design failed to include operable pit lighting, fire extinguisher.	\$11,499.00	\$11,230.00	\$269.00	\$11,543,000.00	0.10%	\$19,206,000.00	0.06%
32	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to modify and re-pipe the energy recovery unit piping at the chilled water pumps.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The return had to be tied to the suction side because tempered water was not flowing thru the coil.	\$9,672.00	\$8,652.00	\$1,020.00	\$3,071,000.00	0.28%	\$19,206,000.00	0.05%
29	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to extend the spiral ductwork an additional 5 linear feet around the sprinkler main.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy he contract installed sprinkler piping interfered with the new specified spiral duct.	\$2,267.00	\$2,046.00	\$221.00	\$3,071,000.00	0.07%	\$19,206,000.00	0.01%
118	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment to install additional visual display boards	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design did not include for display boards in all required classrooms.	\$36,221.00	\$35,571.00	\$650.00	\$11,543,000.00	0.31%	\$19,206,000.00	0.19%
119	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to install exterior louvers.	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract required new louvers to be installed but never indicated which contractor should do the installation.	\$1,915.00	\$1,915.00	\$0.00	\$11,543,000.00	0.02%	\$19,206,000.00	0.01%

33	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to extend duct through new sound barrier panels located in rooms 307, 308 and 313.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The new sound barriers were added per LEEDS requirements, however they required the ductwork to be extended.	\$7,716.00	\$7,342.00	\$374.00	\$3,071,000.00	0.24%	\$19,206,000.00	0.04%
116	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to furnish and install eight sheets of drywall, ten (10) pieces of track and twenty pieces of metal studs.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Because elevator could not be installed as originally scheduled, due to lack of permanent power, a temporary enclosure had to be built to prevent access to the area by students and staff.	\$2,500.00	\$2,500.00	\$0.00	\$11,543,000.00	0.02%	\$19,206,000.00	0.01%
120	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Building Addition and Classroom Modification	Provide labor, material and equipment necessary to repair concrete patch over existing hollow shaft that was damaged during removal of the underground storage tank.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The existing hollow shaft had been previously sealed. During excavation the bucket of the excavator damaged an undocumented concrete patch, which had to be repaired.	\$2,585.00	\$2,548.00	\$37.00	\$11,543,000.00	0.02%	\$19,206,000.00	0.01%
28	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to furnish and install temporary protective fence on both sides of the walkway and compacted crushed stone as the walking surface.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. In order to obtain a temporary certificate of occupancy a fenced walkway had to be installed.	\$19,846.00	\$18,994.00	\$852.00	\$3,071,000.00	0.62%	\$19,206,000.00	0.10%
31	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to ensure tech assistance during district wide shut down.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. To test building automation system HVAC system had to shut down and restarted.	\$1,945.00	\$1,490.00	\$455.00	\$3,071,000.00	0.05%	\$19,206,000.00	0.01%
30	Allen, Ethan Elementary School	Allstates Mechanical , Ltd.	USA Architects, Planners & Interior Designers, P. A.	Mechanical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to re-install temporary fencing removed during grading.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Contract required grading works made egress from the building difficult but the temporary fence removed to enable the grading works to be performed had to be re-installed.	\$2,294.00	\$2,193.00	\$101.00	\$3,071,000.00	0.07%	\$19,206,000.00	0.01%
1	Beeber, Dimner Middle School **	TEN A DLH Company	TEN A DLH Company	General Contract - Energy Savings Upgrades GESA-21	Provide the labor, material and equipment necessary to: Remove additional pipe insulation, pipe, fittings, transite panels, caulking, and gaskets included on the revised May work plan by a licensed environmental contractor.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Additional asbestos containing materials were discovered after the commencement of the work and these materials had to be abated.	\$904,158.00	\$935,377.00	(\$31,219.00)	\$22,961,718.00	4.07%	\$37,225,000.00	2.51%

2	Brown, Joseph H. Elementary School **	TEN A DLH Company	TEN A DLH Company	General Contract - Energy Savings Upgrades GESA-21	Provide the labor, material and equipment necessary to remove additional pipe insulation, pipe, fittings, transite panels, caulking, and gaskets included on the revised May work plan by a licensed environmental contractor. Work includes testing by a third party.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Additional asbestos containing materials were discovered after commencement of the contract work and these materials had to be abated.	\$609,707.00	\$609,707.00	\$0.00	\$9,222,981.00	6.61%	\$37,225,000.00	1.64%
7	Catharine, Joseph W. Elementary School	Smith Construction, Inc.	Oz Collaborative	General Contract - Door Replacement	Provide labor, material and equipment necessary to complete carpentry work and the installation of the vinyl composition tile flooring in eleven classrooms on premium time.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Due to the furniture for the classrooms being delivered earlier than scheduled the carpentry and flooring work had to be expedited.	\$29,067.00	\$14,144.00	\$14,923.00	\$888,000.00	1.59%	\$1,449,500.00	0.98%
1	Catharine, Joseph W. Elementary School	Five Star, Inc.	Oz Collaborative	Plumbing Contract - Classroom Modernization	Provide labor, material and equipment necessary to furnish and install two (2) press couplings, two press ball valves and 10 linear feet of copper tubing.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Existing valves were found to be in a state of dis-repair and needed to be replaced.	\$1,175.00	\$1,175.00	\$0.00	\$126,500.00	0.93%	\$1,449,500.00	0.08%
13	Edmonds, Franklin S. Elementary School	Allstates Mechanical, Ltd.	Gannett Fleming, Inc.	Mechanical Contract - Mechanical Renovation	Provide labor, material and equipment necessary to abate paint within the four additional cores, drilled through the walls.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The required core sizes that were needed for new piping exceeded the specified size of 2-1/2 inches, which required additional abatement of asbestos containing material.	\$5,505.00	\$5,000.00	\$505.00	\$3,697,400.00	0.14%	\$5,629,326.00	0.09%
14	Edmonds, Franklin S. Elementary School	Allstates Mechanical, Ltd.	Gannett Fleming, Inc.	Mechanical Contract - Mechanical Renovation	Provide labor, material and equipment necessary to complete additional abatement above the plaster ceiling in room B-1.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Additional asbestos containing material was discovered above the ceiling and had to be abated.	\$27,742.00	\$25,000.00	\$2,742.00	\$3,697,400.00	0.68%	\$5,629,326.00	0.44%
19	Forrest, Edwin Elementary School	Smith Construction, Inc.	DI Group	General Contract - Major Renovation	Provide the labor and materials to install three new wooden doors.	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract documents had the doors being removed but not replaced.	\$4,723.00	\$4,723.00	\$0.00	\$11,590,000.00	0.04%	\$22,268,226.00	0.02%
49	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install an additional 20 linear feet of conduit and 10 linear feet of electrical wire.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The fan originally specified to be in the Kiln rm 110A had to be relocated.	\$1,372.00	\$1,372.00	\$0.00	\$4,194,005.00	0.03%	\$19,182,005.00	0.01%

47	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to relocate piping and conduit to facilitate the install of new supply and return air ductwork.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to consider existing gas piping, conduits and plumbing which interfered with the installation of the new ductwork.	\$8,257.00	\$8,257.00	\$0.00	\$4,194,005.00	0.20%	\$19,182,005.00	0.04%
46	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to energize two district owned temporary heaters and reconnect and remount fire alarm devices,	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract documents provided for new mechanical equipment which could not be delivered until January 2023 which resulted in temporary heat needing to be provided and powered.	\$4,948.00	\$4,948.00	\$0.00	\$4,194,005.00	0.12%	\$19,182,005.00	0.03%
45	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install 65 linear feet of conduit, 500 linear feet of non-shielded cable, two new switches and a main controller with supports.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract documents failed to identify all the work necessary to complete the installation of the specified and approved curtain wall.	\$5,193.00	\$4,416.00	\$777.00	\$4,194,005.00	0.11%	\$19,182,005.00	0.02%
48	Frank, Anne Elementary School	Eagle I Electric, Inc.	Schrader Group Architecture, LLC	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to remove equipment and conduits.	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. To properly abate wall assembly, the existing electrical equipment and conduit had to be removed.	\$3,065.00	\$3,065.00	\$0.00	\$4,194,005.00	0.07%	\$19,182,005.00	0.02%
4	Gideon, Edward Elementary School	Hyde Electric Corporation	FXB Inc	Electrical Contract - Electrical Upgrades	Provide the labor, material and equipment necessary to update the current power and data layout in room 307.	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed o include required power and data layout in the lab room.	\$45,537.00	\$43,047.00	\$2,490.00	\$2,045,000.00	2.10%	\$2,045,000.00	2.10%

3	Mayfair Elementary School	Robert Michaels and Associates, Inc.	NTM Engineering	General Contract - Classroom Improvements	Provide labor and materials and equipment necessary to remove & replace unstable soil surrounding existing electrical vault and along existing foundations.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Soil to be reused was found to be unusable and had to be removed and replaced.	\$32,996.00	\$32,996.00	\$0.00	\$4,067.00	811.31%	\$11,586,270.00	0.28%
1	McMichael, Morton Elementary School	Pannulla Construction Co., Inc.	Missing Info	General Contract - Schoolyard improvements	Provide the labor, material and equipment necessary to: demolition 325 linear feet of reinforced concrete foundation wall.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Upon commencement of the excavation works an unidentified concrete wall was discovered.	\$12,125.00	\$12,125.00	\$0.00	\$292,000.00	4.15%	\$292,000.00	4.15%
6	Mitchell, S. Weir Elementary School	Lorenzon Brothers	Crabtree, Rohrbaugh & Associates	General Contract - Exterior Door Replacement	Provide labor and materials to restore existing marble door surrounds at the two Kingsessing street entrances.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The marble surrounds of the door entrances were in some areas in such poor conditions that the entire marble had to be removed and where possible reused to enable the door surrounds to be restored.	\$30,319.00	\$29,362.00	\$957.00	\$3,434,000.00	0.86%	\$3,877,000.00	0.76%
14	Morton, Thomas G. Elementary School	Lex Electric Company, Inc.	Ingram Engineering Services, Inc.	Electrical Contract - HVAC Renovation	Provide the labor, material and equipment necessary to provide payment for the Philadelphia Electric Company (PECO) service fees beyond the allowance in the contract.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Contract allowance to change from high voltage service to ground short service was insufficient.	\$74,736.00	\$72,792.00	\$1,944.00	\$499,816.00	14.56%	\$3,090,816.00	2.36%
7	Pennell, Joseph Elementary School	Gem Mechanical Services, Inc.	Gannett Fleming, Inc.	Mechanical Contract - Mechanical Plant Replacement	Credit for not having to perform part of the contract asbestos abatement work.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Estimated amount of abatement work was higher than the amount required.	(\$38,071.00)	(\$38,071.00)	\$0.00	\$1,899,000.00	-2.00%	\$3,675,260.00	-1.04%
2	Pollock, Robert Blair Elementary School	Edward J. Meloney, Inc.	Crabtree, Rohrbaugh & Associates	Plumbing Contract - Major Renovations and Addition	Provide the labor, material and equipment necessary to replace two gas regulators.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract called for standard pressure gas regulators but the existing conditions required high pressure gas regulators.	\$7,023.00	\$6,800.00	\$223.00	\$1,197,000.00	0.57%	\$14,787,865.00	0.05%
2	Pollock, Robert Blair Elementary School	Dolan Mechanical, Inc.	Blackney Hayes Architects	Mechanical Contract - Major Renovations and Addition	Provide the labor, material and equipment necessary to expedite the shipping for the electrical switchboard and panelboards that will power the chiller and air conditioning equipment.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The scheduled start-up of the air conditioning equipment and chiller required an expedited ship date of the electrical materials.	\$32,461.00	\$32,461.00	\$0.00	\$4,296,000.00	0.76%	\$14,787,865.00	0.22%



2	Potter-Thomas Elementary School	Allstates Mechanical, Ltd.	Sheward Partnership	Mechanical Contract - Major HVAC Renovation	Provide the labor, material and equipment to remove existing to remain threaded gas piping and install new welded pipe.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Newly designed boilers exceeded the gas pressure capacity of the existing piping.	\$45,583.00	\$45,000.00	\$583.00	\$5,041,000.00	0.89%	\$7,630,570.00	0.59%
77	Richmond Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P. A.	General Contract - Major Renovation and Addition	Provide the labor, material, and equipment necessary to finish drywall at connection of existing to new on all floors and finish drywall in corridor of existing, and finish drywall columns and beam. Lower ceiling in vestibule, and remove ceiling tile and	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to included necessary finishes.	\$7,200.00	\$5,488.00	\$1,712.00	\$9,885,000.00	0.06%	\$15,245,000.00	0.04%
21	Solis-Cohen, Solomon Elementary School	PT Mechanical Group, LLC	Crabtree, Rohrbaugh & Associates	Mechanical Contract - New Construction	provide the labor, material and equipment necessary to: modify the return duct work at five rooftop units.	Design Error	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design configuration of the ductwork failed to meet the manufacturer's requirements.	\$19,261.00	\$19,261.00	\$0.00	\$5,474,193.00	0.35%	\$53,573,298.39	0.04%
20	Solis-Cohen, Solomon Elementary School	PT Mechanical Group, LLC	Crabtree, Rohrbaugh & Associates	Mechanical Contract - New Construction	Provide the labor, material and equipment necessary to provide and install temporary dehumidifiers and heaters.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. To maintain proper heating in the building temporary heating equipment was rented.	\$12,937.00	\$12,848.00	\$89.00	\$5,474,193.00	0.23%	\$53,573,298.39	0.02%
46	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide the labor, material and equipment necessary to replace damaged smoke detectors.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The smoke detectors were damaged by a roof leak and needed to be replaced.	\$1,404.00	\$1,260.00	\$144.00	\$6,795,000.00	0.02%	\$53,573,298.39	0.00%
6	Solis-Cohen, Solomon Elementary School	Dolan Mechanical, Inc.	Crabtree, Rohrbaugh & Associates	Plumbing Contract - New Construction	Provide the labor, material and equipment necessary to repair sprinkler pipe.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Freezing temperatures caused the sprinkler pipe to freeze and be repaired.	\$3,209.00	\$3,028.00	\$181.00	\$2,784,000.00	0.11%	\$53,573,298.39	0.01%
19	Solis-Cohen, Solomon Elementary School	PT Mechanical Group, LLC	Crabtree, Rohrbaugh & Associates	Mechanical Contract - New Construction	Provide the labor, material and equipment necessary to: provide and install a new variable frequency drive in a rooftop air handling unit.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The air conditioning unit failed and needed a new variable frequency drive.	\$3,604.00	\$3,579.00	\$25.00	\$5,474,193.00	0.07%	\$53,573,298.39	0.01%

5	Vare - Washington Elementary School	Lorenzon Brothers	Gannett Fleming	General Contract - Major HVAC Renovation	Provide all labor, materials and equipment needed to demolish the wall at masonry chase in Auditorium Stage Area, install the new replacement duct and patch demolished shaft wall.	Design Omission	Additional work implemented to rectify design omission. This change order will be further reviewed for possible recovery of costs through the design firm's professional liability insurance. The contract drawings failed to include the access to the 72"x42" auditorium ventilation duct.	\$58,944.00	\$54,955.00	\$3,989.00	\$578,153.00	9.51%	\$4,293,753.00	1.28%
4	Vare - Washington Elementary School	Lorenzon Brothers	Gannett Fleming	General Contract - Major HVAC Renovation	Provide the labor, material and equipment necessary to: Place Abatement of ACM caulk behind (55) exterior louvers located on the 1st to 3rd floors	Design Omission	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract documents provided for the replacement of the exterior louvers but the not the removal of the caulk behind them.	\$40,473.00	\$38,106.00	\$2,367.00	\$578,153.00	6.59%	\$4,293,753.00	0.89%
3	Vare - Washington Elementary School	Hyde Electric Corporation	Gannett Fleming	Electrical Contract - Major HVAC Renovation	Provide the labor, material and equipment necessary to wire rooms 101, 102, 105, 107, 110, 203, 204, 209 and the basement.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen conditions. To install the riser piping in the corners of the classrooms the existing power and data conduits/wiring had to be relocated.	\$19,707.00	\$19,649.00	\$58.00	\$269,900.00	7.28%	\$4,293,753.00	0.46%
** Work performed on these 2 schools are under one project, the GESA 2 project								\$2,112,820.00	\$2,106,351.00	\$6,469.00	\$114,787,179.00	1.84%	\$92,886,352.00	2.27%



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**MEMORANDUM**

**To:** Sithi Buccuarelli, Chief of Staff - Office of Board of Education

**From:** Anthony Arizmendi, Executive Director of Capital Programs

**CC:** Sarah Galbally, Acting Chief of Staff - Office of Superintendent  
Oz Hill, Interim Chief Operating Officer - Operations

**Date:** August 18, 2023

**Subject:** Proposed change order action items - Various Projects - September 21, 2023 Action Meeting

This memo is to provide a definition of the Change Order Action Item on the September 21, 2023 agenda.

Change orders may occur due to design errors, design omissions, unforeseen conditions, and requests from the District for additional and deletions of work.

The current total number of contracts with approved change orders is 23. The total value of these contracts is \$92,886,352, with approved change orders valued at \$2,106,351 or 2.27%.

The total value of all currently active construction contracts is \$114,787,179. The total amount of all

approved change orders for all projects is 2.83% of the total contract value of \$92,886,352, of which 0.51% are design errors, 0.41% are omissions, 1.19% are unforeseen conditions and 0.72% are district requests.

The amount of Change Orders totals \$2,106,351 , and includes the following:

Design Errors - \$111,982

A design error includes change orders that revise the scope of work that has already been completed and is usually the result of errors in the drawings or specifications, a lack of coordinated drawings between the different disciplines, which may include Architecture, Electrical, Mechanical, and/or Plumbing.

Design Omissions - \$186,870

Scope of work, material, or labor that was omitted from the contract.

Unforeseen Condition - \$1,807,499

Additional scope implemented to remediate an underseen condition. An unforeseen condition may include a building condition that was not called out on the drawings due to unknown or unseen building structures. These conditions would not be the fault of the designer or contractor and there is nothing on any historical prints calling out this condition.

Additions/Deletions requested by the District - \$0

Scope modifications at the request of the School District. These are the result of deletions and/or additions in the scope of work.

Please find enclosed the summary report detailing all change orders to be considered at the September 21, 2023 Board Action Meeting.

**Action Item - 10.**

**Title: Amendment of the Contract for the Provision of General Construction, Mechanical, Plumbing and Electrical Services at the Bethune and Brown Elementary Schools and the Dimmer-Beeber Science Leadership Academy, under the GESA 2 project - No Cost Time Extension**

**Board of Education Meeting Date:** 9/21/2023

**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:**

The Efficiency Network (TEN)

**Purpose:**

To amend the existing contract and provide a time adjustment to allow the measurement and verification of the energy usage and savings results due to the electrical and HVAC system improvements

**Original Start Date:** 6/25/2021

**Current End Date:** 10/31/2023

**Amended End Date:** 1/1/2027

**Currently Authorized Compensation:** \$37,225,000

**Additional Compensation:**

**Total New Compensation:** \$37,225,000

**Location:**

Bethune, Mary M. School; Brown, Joseph H. School; Science Leadership Academy (SLA) at Beeber

**Renewal Options:** No

**Description:**

The Office of Capital Programs (OCP) has identified a need to amend the aforementioned contract, which will expire on October 31, 2023, to allow for a period of time project extension.

**Why is this contract extension/amendment needed?**

A provision within GESA 2 requires an assessment that includes the measure and verification of the energy usage and resulting savings of the updated electrical and HVAC systems by the contractor, TEN. This three (3) year assessment after construction completion was not included in the original contract. As a result, the contract needs to be amended and extended until January 1, 2027 (1/1/2027).

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

The Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. Success will be measured by the energy cost savings and the ability to close the project out by January 1, 2027.

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.

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

Amending this contract will enable the energy usage and savings to be measured and verified and continue to help meet the District's guardrail of making the school safe, welcoming, and healthy places where our students, staff, and community want to be and learn each day.

**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?**

This is an amendment to the existing contract. Success has not yet been measured due to the project is still on-going.

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

June 24, 2021; No. 65

**Funding Source(s):**

FY 24-25 Capital Budget

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

**Action Item - 11.**

**Title: Amendment of the Contract for the Provision of General Construction, Mechanical, Plumbing and Electrical Services at the Vare-Washington Elementary School - No Cost Time Extension**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Lorenzon Brothers Company  
Allstates Mechanical, Ltd.  
Gem Mechanical Services, Inc.  
Hyde Electric Corporation

**Purpose:**

To amend the existing contract and provide a time adjustment to the above mentioned contracts for the provision of general construction, mechanical, plumbing and electrical services

**Original Start Date:** 2/25/2022

**Current End Date:** 10/27/2023

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

**Currently Authorized Compensation:** \$4,772,053

**Additional Compensation:**

**Total New Compensation:** \$4,722,053

**Location:**

Vare-Washington School

**Renewal Options:** No

**Description:**

The Office of Capital Programs (OCP) has identified a need to amend the aforementioned contracts that will expire on October 27, 2023, to allow for an extension of the period of time for general construction, mechanical, plumbing, and electrical services.

**Why is this contract needed?**

Over last winter break, during the construction period, pipe breaks due to freezing temperatures caused water damage to the first, second, and third floors. This damage led to delays in the construction, requiring the contract to be extended to successfully close the project out. The outstanding work includes completing the proposed work, reviewing and accepting as-built drawings, operations, maintenance and warranty manuals, punch list items, and commissioning and training facilities and maintenance personnel. Upon completing the outstanding activities, the OCP will release the retainage and make the final payment.

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

The Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. Success will be measured by the ability to close the project out by December 31, 2024.

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.

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

Amending this contract will enable the work to be completed and help achieve the District's guardrail of making the school a safe, welcoming, and healthy place where our students, staff, and community want to be and learn daily.

**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?**

This is an amendment to the existing contract. Success has not yet been measured due to the project is still on-going.

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

February 24, 2022; No. 12

**Funding Source(s):**

FY 24-25 Capital Budget

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





## **Action Item - 12.**

### **Title: Ratification of Amendment of the Electrical Contract for the Decatur School – No Cost Time Extension**

**Board of Education Meeting Date:** 9/21/2023

#### **Action under consideration**

##### **Action under consideration**

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

**Board of Education Meeting Date:** 9/21/2023

**With:** Madden Electric Associates, Inc.

##### **Purpose:**

To add additional time for the provision of electrical services at the Decatur School.

##### **Original Start Date:**

1/29/2021

##### **Current End Date:**

7/22/2023

**New End Date:** 06/30/24

**Current Authorized Compensation:** \$234,145

**Additional Compensation:** None

**Total New Compensation:** \$234,145

**Location:** Decatur School

##### **Description:**

The Office of Capital Programs (OCP) has identified a need to ratify the contract above that expired on July 22, 2023, and amend it so that the period of time to complete the project is extended.

##### **Why is this contract needed?**

Delays associated with the availability of electrical equipment postponed the completion of the required paving. Key close-out activities were not completed before the scheduled end date, in turn requiring an extension of the proposed project end date to June 30, 2024.

Activities still outstanding include the review and acceptance of as-built drawings, operations, maintenance and warranty manuals and punch list items, and commissioning and training of facilities and maintenance personnel. Upon completion of the outstanding activities, the OCP

will release the retainage and make the final payment.

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

OCP will monitor timelines for quality, effectiveness and completeness. Success will be measured by the ability to close the project out by June 30, 2024.

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.

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

Guardrails: Welcoming and Supportive Schools -This work will better enable the school to be a safe, welcoming, and healthy place, where our students and staff want to be, as well as provide a better learning environment and create an enhanced opportunity for community involvement.

**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?**

Existing contract has expired, this ratification will reactivate the expired contract to allow continuation of work. Success has not yet been measured due to the project is still on-going.

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

January 28, 2021; No. 11

**Funding Source(s):**

FY 23-24 Capital Budget

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

## **Action Item - 13.**

### **Title: Ratification Amendment of the Mechanical Contract for the Feltonville Intermediate School – No Cost Time Extension**

**Board of Education Meeting Date:** 9/21/2023

#### **Action under consideration**

##### **Action under consideration**

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

**Board of Education Meeting Date:** 9/21/2023

**With:** Allstates Mechanical, Ltd.

##### **Purpose:**

To provide a time adjustment for the provision of mechanical services

##### **Original Start Date:**

1/29/2021

##### **Current End Date:**

7/22/2023

##### **New End Date:**

12/31/24

**Current Authorized Compensation:** \$513,000

**Additional Compensation:** None

**Total New Compensation:** \$513,000

##### **Location:**

Feltonville Intermediate School

The Office of Capital Programs (OCP) has identified a need to ratify the contract above that expired on July 22, 2023, and amend it so that the period of time to complete the project is extended.

##### **Why is this contract needed?**

Due to worldwide shortages in microchips and copper, delays in construction occurred. Key close-out activities were not completed within the scheduled end date. In turn, requiring an extension of the proposed project end date to December 31, 2024. Activities still outstanding include the review and acceptance of as-built drawings, operations, maintenance and warranty

manuals and punch list items, and commissioning and training of facilities and maintenance personnel. Upon completion of the outstanding activities, the OCP will release the retainage and make the final payment.

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

The Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. Success will be measured by the ability to close the project out by June 30, 2024.

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.

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

Goals and Guardrails: Welcoming and Supportive Schools -This work will better enable the school to be a safe, welcoming, and healthy place where our students and staff want to be, as well as provide a better learning environment and create an enhanced opportunity for community involvement.

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?

Existing contract has expired, this ratification will reactivate the expired contract to allow continuation of work. Success has not yet been measured due to the project is still on-going.

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

January 28, 2021; No. 11

**Funding Source(s):**

FY 23-24 Capital Budget

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

## **Action Item - 14.**

### **Title: Ratification Amendment of the Mechanical Contract for the John F. Hartranft Elementary School, New Construction Project – No Cost Time Extension**

**Board of Education Meeting Date:** 9/21/2023

#### **Action under consideration**

##### **Action under consideration**

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

**With:** PT Mechanical Group, LLC

##### **Purpose:**

To provide a time adjustment to PT Mechanical Group, LLC for the provision of mechanical services

##### **Original Start Date:**

1/29/2021

##### **Current End Date:**

7/22/2023

##### **New End Date:**

06/30/24

**Current Authorized Compensation:** \$2,276,687

**Additional Compensation:** None

**Total New Compensation:** \$2,276,687

##### **Location:**

John F. Hartranft Elementary School

##### **Description:**

The Office of Capital Programs (OCP) has identified a need to ratify the contract above that expired on July 22, 2023, and amend it so that the time to complete the project is extended.

##### **Why is this contract needed?**

Delays associated with the availability of HVAC equipment postponed the installation and balancing of the system equipment. Key close-out activities not completed before the scheduled end date, in turn requiring an extension of the proposed project end date to June 30, 2024. Activities still outstanding include reviewing and accepting as-built drawings, operations, maintenance and warranty manuals and punch list items, and commissioning and facilities and maintenance personnel training. Upon completion of the outstanding activities, the OCP will release the retainage and make the final payment.

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

The Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. The success of this contract will be measured by the ability to close out the project by June 30, 2024.

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.

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

Guardrails: Welcoming and Supportive Schools -This work will better enable the school to be a safe, welcoming, and healthy place, where our students and staff want to be, as well as provide a better learning environment and create an enhanced opportunity for community involvement.

**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?**

Existing contract has expired, this ratification will reactivate the expired contract to allow continuation of work. Success has not yet been measured due to the project is still on-going.

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

January 28, 2021; No.11

**Funding Source(s):**

FY 23-24 Capital Budget

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

**Action Item - 15.**

**Title: Second Amendment of Contract with Gannett Fleming, for Professional Design Services at the Vare-Washington Elementary School - No cost time extension**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

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

**With:**

Gannett Fleming

**Purpose:**

To extend the time for the provision of professional design services

**Original Start Date:** 9/20/2019

**Current End Date:** 12/31/2023

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

**Currently Authorized Compensation:** \$405,000

**Additional Compensation:**

**Total New Compensation:**

**Location:**

Vare-Washington School

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The Office of Capital Programs has identified a need to increase the period of time and associated Compensation for the Gannett Fleming contract for Vare-Washington Elementary School. During the construction period, pipes froze and resulted in water damage to the school's first, second, and third floors. This time extension will allow the professional design



services work completion to coincide with the construction work completion date of December 31, 2024.

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

The amendment of this contract will enable the contract design and administrative services to continue to be provided and better ensure that the 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 Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. Success will be measured by the project being completed on time by December 31, 2024.

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.

**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?**

This is an amendment to the existing contract. Success has not yet been measured due to the project is still on-going.

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

September 19, 2019; No. 12  
April 20, 2023; No. 42

**Funding Source(s):**

FY 23-24 Capital Budget  
FY 24-25 Capital Budget

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

**Action Item - 16.**

**Title: Amendment of Contract with Thackray Crane Rental, Inc. for mobile crane rental services (\$75,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Thackray Crane Rental, Inc.

**Purpose:**

To contract with a vendor for mobile crane rental services

**Original Start Date:** 10/18/2019

**Current End Date:** 9/30/2023

**Amended End Date:** 9/30/2024

**Currently Authorized Compensation:** \$225,000

**Additional Compensation:**  
\$75,000

**Total New Compensation:** \$300,000

**Location:**

All Schools;

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The Department of Facilities Management and Services has identified a need to support the HVAC and Steamfitting departments with mechanical equipment installations, removals and various rigging projects.

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

Utilizing this service supports the Operations' goal of providing 100% of students with a safe, healthy, and welcoming learning environment

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

Vendors will be monitored by department supervisors based on the work schedule submitted in accordance with the project. A final quality control walk through will be conducted with the school's Principal, Maintenance department personnel, and Facilities Area Coordinator

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

The Maintenance Department was able to complete installations of chillers, RTU's (roof top units), air handlers, boilers and boiler sections at District schools.

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

October 17, 2019; No. 24

**Funding Source(s):**

FY23-24 Operating

FY24-25 Operating

**Office Originating Request:** Operations - Facilities

**Action Item - 17.**

**Title: Contract with Catapult Solutions LLC for Professional Services (\$345,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Catapult Solutions LLC

**Purpose:**

To provide professional services to analyze Maintenance Work Order Procedures and System

**Start date:** 9/22/2023

**End date:** 9/30/2024

**Compensation not to exceed:** \$345,000

**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:** \$345,000

**Description:**

**Why is this contract needed?**

The Office of Facilities Management and Services has identified a need to contract with Catapult Solutions LLC to provide professional services to analyze and forecast completion of work orders in the School District of Philadelphia to include evaluating the current Maintenance Work Order Management system and its effectiveness . The data collected, observations made, and the summarized review findings will be incorporated into recommendations for improvements.

The comprehensive reports and analysis of Facilities Management and Services performance data will be used to enhance the quality, clarity, and transparency of the School District of Philadelphia's maintenance practices for the long-term.

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

Maintaining up-to-date work order management system and procedures 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 successful vendor will help the District improve efficiency, reduce costs, improve customer experience, and streamline performance by understanding its current state of open work orders. The vendor will summarize past data, forecast future need, and provide a work plan to address work order process, flow path and completion based actual staffing.

This is a new contract with an M/WBE certified vendor.

**Funding Source(s):**

FY23-24 Operating

**Office Originating Request:** Operations - Facilities

**Action Item - 18.**

**Title: Ratification for an Amendment of Contract with ATIS Elevator Inspections, LLC for Elevator Inspection (\$50,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

ATIS Elevator Inspections, LLC

**Purpose:**

Inspection of elevators in accordance with Section 405.7 of the Commonwealth of Pennsylvania Uniform Commercial Code for Elevators.

**Original Start Date:** 9/1/2019

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

**Amended End Date:** 8/31/2024

**Currently Authorized Compensation:** \$150,000

**Additional Compensation:** \$50,000

**Total New Compensation:** \$200,000

**Location:**

All Schools

**Description:**

**Why is this contract needed?**

The Office of Facilities Management & Services has identified a need to perform bi-annual inspections and for the witnessing of required testing of the School District's elevator inventory. A third-party agency is required to conduct periodic inspections and document compliance with the Uniform Construction Code at intervals that do not exceed 6 months. Also, a third party agency must witness all 3 and 5 year required testing.

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

Utilizing this service supports the Operations' goal of providing 100% of students with a safe, healthy, and welcoming learning environment

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

Vendors will be monitored by department supervisors based on the work schedule submitted

in accordance with the testing and or inspections

**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?**

Existing contract has expired, this ratification will reactivate the expired contract to allow continuation of work. This will allow the School District of Philadelphia to stay in compliance with the required inspection and testing schedule.

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

August 15, 2019, #33

**Office Originating Request:** Operations - Facilities

## **Action Item - 19.**

### **Title: Memorandum of Understanding with Center for Supportive Schools**

**Board of Education Meeting Date:** 9/21/2023

#### **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:**

Center for Supportive Schools

#### **Purpose:**

To support the implementation of two additional school-based mentoring programs to increase access to the evidence-based, peer-to-peer mentoring programs that supports daily student attendance

**Start date:** 10/1/2023

**End date:** 9/30/2026

**Value of Services not to exceed:**\$400,000

#### **Location:**

Schools as identified by the Office of Student Support Services

**Renewal Options:** No

#### **Description:**

##### **Why is this contract needed?**

Two school-based mentoring programs, Peer Group Connection-HS (PGC-HS) and Achievement Mentoring (AM), have impressive evaluation results that demonstrate their impact on social and emotional learning skills and educational outcomes such as attendance, on-time grade promotion and graduation rates. These programs, PGC's peer group mentoring model and AM's one-to-one mentoring model, complement and support our existing efforts to provide a safe and positive learning environment for our students, and to develop our students' essential social and emotional skills. In anticipation of an impending grant award, Center for Supportive Schools will subsequently provide services to the District valued up to \$400,000, at no cost to the District.

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

The work of Center for Supportive Schools, and specifically the Peer Group Connection



program, is connected to the Board of Education's guardrail 1: welcoming and supportive schools and goal of every student graduating ready for college or career. The Office of Attendance and Truancy expects that participating students will have higher rates of attendance, develop meaningful relationships with their peers, and be more likely to graduate on time

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

The success of the contract will be measured by the reduction in the disciplinary actions and the increase in attendance and the number of program participants. A survey of program participants to measure relationships quality and students at risk for attendance and discipline issues will be selected to participate in the mentoring program.

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

In the past program success was measured by the increase in attendance and decrease in suspensions among program participants. The Office of Research and Evaluation (ORE) evaluated the effectiveness of this peer-to-peer mentoring program and found that in some instances there was, in fact, a reduction in suspensions and an increase in attendance. The evaluation results showed an increase in attendance and a decrease in suspensions, for some program participants. Many of the outcomes from ORE were primarily descriptive, including students feeling that building relationships was the main benefit of the program.

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

Peer Group Connection is an evidence-based, school-based, peer-to-peer mentoring program that provides a continuum of support to students as they transition from elementary to middle school and from middle to high school. The proposed project seeks to improve attendance and educational outcomes for participating students.

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

A stakeholder-involved process will be coordinated to determine where the intervention service will be implemented.

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

September 14, 2017; A-4

February 15, 2018; A-14

April 30, 2020; #46

May 26, 2022; #29

February 23, 2023; #12

June 29, 2023; #85

**Office Originating Request:** Student Support Services

**Action Item - 21.**

**Title: Amendment of Contracts with Various Qualified Vendors - Preschool Programs (\$2,330,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Asociacion de Puertorriquenos en Marcha, Inc.  
Community Concern #13 Multi-Purpose Learning Center, Inc.  
Federation Day Care Services, Inc.  
Olde City Day School  
The Children's Playhouse Early Learning Center, LLC  
Wonderspring

**Purpose:**

To expand the provision of high-quality, comprehensive preschool ("preK") programming to age- and income-eligible children and their families throughout the City of Philadelphia

**Original Start Date:** 7/1/2023

**Current End Date:** 6/30/2024

**Currently Authorized Compensation:** \$9,840,000

**Additional Compensation:**

Asociacion de Puertorriquenos en Marcha, Inc. - additional compensation = \$600,000 - new total compensation = \$6,280,000;  
Community Concern #13 Multi-Purpose Learning Center, Inc. - additional compensation = \$100,000 - new total compensation = \$700,000;  
Federation Day Care Services, Inc. - additional compensation = \$230,000 - new total compensation = \$1,190,000;  
Olde City Day School - additional compensation = \$400,000 - new total compensation = \$800,000;  
The Children's Playhouse Early Learning Center, LLC - additional compensation = \$400,000 - total new compensation = \$1,800,000; and  
Wonderspring - additional compensation = \$600,000 - total new compensation = \$1,400,000.

**Total New Compensation:** \$12,170,000

**Location:**

Additional slot deployment at selected District-approved preK partner sites in various high-need communities

**Renewal Options:** No

**Description:**

**Why are these contracts needed?**

The School District is the single largest provider of quality preK programming for three- and four-year-olds in the City of Philadelphia, currently serving nearly 11,000 children through internally-operated programs within District buildings as well as partner-operated programs located in community-based centers. This action item seeks authorization for the District to expand its contract with selected partner-operated preK programs, all of which have qualified for this work through a rigorous and competitive review process that includes evaluation of a comprehensive written response to an RFQ, multiple site visits, and review of prior experience and performance. In addition, all contracted providers must be licensed as child care sites, and maintain high-quality ratings under the Pennsylvania Department of Education's system for authorizing and monitoring preK, known as the Keystone STARS system.

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

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

**How will the success of these contracts be measured?**

Performance metrics for all of the District's preK programs are collected across a variety of domains, from student academic and health outcomes to programmatic and fiscal compliance, and are reviewed and analyzed on an annual basis to assess results as well as inform future programming and support needs. Individual contractors are provided with coaching and other supports from the District to help them to continue to meet all licensing and quality standards; contractors that fail to meet required standards are terminated, and their preK slots are reallocated to other qualified providers to ensure families continue to receive services.

**Is this an evidence based strategy?**

High quality preK is generally accepted by national researchers and policy makers as an evidence-based strategy that provides substantial short and long-term academic, behavioral, social and health benefits for children, as well as positive social and economic impacts for the larger community. For two recent and widely published studies documenting this evidence, see the National Bureau of Economic Research's The Long-Term Effects of

Universal Preschool in Boston (May 2021, by Guthrie Gray-Lobe, Parag A. Pathak and Christopher R. Walters) and The Lifecycle Benefits of a Prototypical Early Childhood Program (2019, by James Heckman, Jorge Luis García, Duncan Ermini Leaf, and María José Prados).

**Was a larger community of District community members and/or stakeholders involved in the selection process?**

All of the District's preK providers are identified and selected under a competitive procurement process, described earlier, that is conducted by a committee of District staff with relevant programmatic and fiscal expertise who review written RFQ responses, consider performance data and conduct site visits. The contracts for this particular set of providers were selected for additional funding based upon their demonstrated ability and willingness to procure adequate space and sufficient qualified staff to meet the District's expansion and reallocation needs.

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

April 20, 2023; No.49

**Funding Source(s):**

FY23-24 PA Head Start Supplemental Assistance Program Continuation Grant;  
FY23-24 PA Pre-K Counts Re-Competition Grant; and  
FY23-24 City PHLPReK Continuation Program Initiative

**Office Originating Request:** Academic Support

**ATTACHMENTS:**

Description

Type

**Action Item - 22.**

**Title: Contract with Various Vendors - ACT 158 Industry Recognized Credentials and Career Training (\$638,000)**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Urban Media Literacy, Inc.

Kollective Wellness LLC

Junior Achievement of Southeastern Pennsylvania

Community College of Philadelphia

Temple University-Of The Commonwealth System of Higher Education Real Estate Institute

The Center for Black Educator Development

**Purpose:**

Industry recognized credentials through state-approved pre-apprenticeship programs and/or career training opportunities for students in grades 9-12

**Start date:** 9/22/2023

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

**Compensation not to exceed:** \$638,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$638,000

**Location:**

All Schools

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** All entities will be paid out of the aggregate amount not to exceed \$638,000 per option period

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

Students in grades 9 through 12 across the District will have the opportunity to learn viable skills, participate in career training, and earn certifications that will help them prepare for life after high school and gain evidence for ACT 158 graduation requirements. Students will be able to earn industry recognized credentials through state-approved pre-apprenticeship programs and/or career training opportunities. The programs include either virtual or classroom instruction. A solid foundation in workplace skills such as communication, teamwork, technology, life skills, and industry based credentials is critical to postsecondary success. Credentials can help students get a job, get a higher paying job, advance their careers, and start their own business. Industry-recognized credentials also count toward meeting the requirements of Act 158, a Pennsylvania law that provides alternative pathways to graduation for high school students.

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

Providing opportunities for students to earn industry-recognized credentials is aligned with the Goals and Guardrails in several ways. First, it helps students to develop the skills and knowledge that they need to be successful in college and the workforce. This is essential for student success, as the 21st century economy demands a skilled workforce. Second, providing opportunities for students to earn industry-recognized credentials helps to close the achievement gap between different student groups. This is because industry-recognized credentials are often more accessible to students from low-income families and students of color. Finally, providing opportunities for students to earn industry-recognized credentials helps to ensure that all students have access to a high-quality education. This is because industry-recognized credentials are often offered in partnership with businesses and community organizations, which can provide students with valuable resources and support. Overall, providing opportunities for students to earn industry-recognized credentials is a key component of the Goals and Guardrails. It is an important way to ensure that all students have the opportunity to succeed in school and in life.

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

The success of this contract will be measured by the number of students who successfully complete the program by earning one or more industry certification and complete either the state approved pre-apprenticeship program or aligned training. Consistent with past practice, the Office of Research and Evaluation will conduct program evaluations of programs organized by the District. The final report will provide a summary of the school year program, including information about enrollment, attendance, and findings from surveys and observations. The successes and challenges of program implementation will provide insights and guide implementation each year.

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

There is substantial evidence depicting why it is helpful for students to earn industry recognized credentials. The National Association of Colleges and Employers found that 72% of employers said that they would be more likely to hire a candidate who has industry recognized credentials. A study by the Georgetown Center on Education and the Workforce found that workers with industry recognized credentials earn an average of \$15,000 more per year than workers without these credentials. A study by the American Institutes for Research found that workers with industry recognized credentials are more likely to be promoted than workers without these credentials. Finally, a study by the Kauffman Foundation found that

entrepreneurs with industry recognized credentials are more likely to succeed than entrepreneurs without these credentials.

**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 contractors' RFQ responses.

**Funding Source(s):**

FY23-24 Operating and Categorical

**Office Originating Request:** Academic Support



## **Action Item - 23.**

### **Title: Ratification of Memorandum of Understanding with The City of Philadelphia for Out of School Time (\$17,250,000)**

**Board of Education Meeting Date:** 9/21/2023

#### **Action under consideration**

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

**With:** The City of Philadelphia

**Purpose:** To continue operation of Out of School Time (OST) programs in District schools managed by qualified providers in collaboration with the City of Philadelphia's Office of Children and Families under the Department of Human Services

**Start Date:** 7/1/2023

**End Date:** 6/30/2024

**Value of Services Not to Exceed:** \$17,250,000

**Location(s):** Solis-Cohen, Solomon School; Taggart, John H. School; Cayuga School; Mayfair School; Cramp, William; Allen, Dr. Ethel School; Anderson, Add B. School; Harrington, Avery D. School; Barry, John Elementary School; Blaine, James G. School; Blankenburg, Rudolph School; Washington, Martha School; Sheridan, Philip H. School; Childs, George W. School; Cooke, Jay School; Fell, D. Newlin School; Dick, William School; Disston, Hamilton School; Dobbins, Murrell Career and Technical Education High School; Duckrey, Tanner G. School; Dunbar, Paul L. School; Edmonds, Franklin S. School; Elkin, Lewis School; Ellwood School; Feltonville Intermediate School; Feltonville School of Arts and Sciences; Frankford High School; Gideon, Edward School; Gompers, Samuel School; Hamilton, Andrew School; Harding, Warren G. Middle School; Hartranft, John F. School; Hopkinson, Francis School; Howe, Julia Ward School; Hunter, William H. School; Juniata Park Academy; Kelley, William D. School; Kelly, John B. School; Kensington High School for Creative and Performing Arts (CAPA); Kensington High School; Kensington Health Sciences Academy; King, Martin Luther High School; Logan, James School; Farrell, Louis H. School; Lowell, James R. School; Marshall, Thurgood School; McClure, Alexander K. School; McKinley, William School; Meade, General George G. School; Morris, Robert School; Morton, Thomas G. School; Middle Years Alternative (MYA) School; Olney School; Olney High School; Overbrook Educational Center; Overbrook High School; Parkway West High School; Peirce, Thomas M. School; Penn Treaty High School; Pennell, Joseph School; Pollock, Robert B. School; Potter-Thomas School; Prince Hall School; Rhodes, E. Washington Elementary School; Richmond School; Roosevelt Elementary School; Sayre, William L. High School; Sheppard, Isaac A. School; Sharswood, George W. School; South Philadelphia High School; Southwark School; Spruance, Gilbert School; Stearne, Allen M. School; Steel, Edward T. School; Strawberry Mansion High School; Roxborough High

School; The U School; Vare-Washington School; Wagner, General Louis Middle School; Webster, John H. School; Welsh, John School; West Philadelphia High School; Willard, Frances E. School; Edison, Thomas A. High School; Finletter, Thomas K. School; Heston, Edward School; Wright, Richard R. School; Moffet, John School; Patterson, John M. School; Washington, George High School; Locke, Alain School;

**Number of Options:** 3

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

**Description:**

**Why is the contract needed?**

This Memorandum of Understanding allows the District to continue a partnership with the City of Philadelphia in which students have access to safe, engaging enrichment programs after school in their own communities at their home school sites. The City of Philadelphia, through its Department of Human Services (DHS) Improving Outcomes for Youth agenda in the Office of Children and Families, will provide varied programming and activities, which are intended to result in an increase in the acquisition of life skills and improved academic success and readiness for college and/or career for Philadelphia youth. Throughout the school year, highly qualified Out of School Time (OST) providers will supply literacy, career exploration, social-emotional well-being, and other enrichment programming for three hours after the conclusion of instructional programming, Monday through Friday, in alignment with the District's academic calendar. The providers also have the opportunity to deliver six weeks of programming over the summer to their school community, providing safe and engaging enrichment spaces during the summer break. This action item will allow the District to continue supporting the City of Philadelphia in the operation of OST programming in District schools managed by qualified providers in collaboration with DHS.

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

OST programming is connected to the District's plan to achieve the Goals and Guardrails in several ways. First, it provides students with additional opportunities to learn and grow outside of the school day. This can help students develop academic, social-emotional, and career skills that they need to succeed in school and in life. Second, OST programming provides students with a safe and engaging environment after school. This can help to prevent students from engaging in risky behaviors, such as truancy, substance abuse, and violence. Third, OST programming is inclusive of all students, regardless of their background or abilities. This enables all students to have the opportunity to benefit from the program. Specifically, OST programming is aligned with Guardrail Two, which ensures that students have consistent, equitable access to enriching and well-rounded experiences. OST programming provides students with opportunities to participate in activities that are both enriching and fun. This can help to boost students' motivation and engagement in school.

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

The City's Office of Children and Families utilizes industry-based measures from the National Institute of *Out of School Time's A Program Assessment System (ASAS)*, including the *SAYO- Surveys of Academic and Youth Outcomes*, to consistently monitor and support the quality of programs in alignment with the expectations of the contract as outlined in the RFP. In addition, the District and the City partner on reviewing student program attendance data in conjunction with academic progress, especially for six-week

summer programs.

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

The City of Philadelphia introduced the Out of School Time initiative in 2017 and has collaborated with the District since its inception to ensure access to high-quality after-school enrichment programs across the city. The city has used the previously mentioned metrics, as well as coaching and feedback, to continuously improve program quality for increased student experiences and outcomes. Due to the success of this partnership, the City of Philadelphia was able to increase the number of schools with programming from 68 schools in the previous MOU to 91, increase total slot allotments by more than 500 students, and report that the SDP school year award is 70% of the overall \$24,629,225 investment for OST programs across the city.

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

There is an abundance of available research that delineates the impact that careful, strategic investments in after-school enrichment programs have on student progress and on their ability to sustain both social-emotional and academic progress. Studies from the Wallace Foundation and the National Institute for Out of School Time are frequently referenced sources that host a wide variety of research and evidence related to the efficacy of after-school and summer enrichment opportunities for student academic and social-emotional growth and achievement.

**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 intermediary Public Health Management Corporation (PHMC), under the direction of the Office of Children and Families, engaged in a rigorous Request for Proposals process to vet and select the high-quality providers awarded contracts to serve District schools. The application and scoring process invited the voice of school principals, and the scoring process engaged stakeholders from both the city and the District.

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

May 26th, 2022; No. 5

May 27, 2021; No. 18

August 19, 2021; No. 38

**Office Originating Request:** Academic Support

**Action Item - 24.**

**Title: Contract with Aramark Regarding Facilities Condition Assessments (\$375,593) - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Aramark

**Purpose:**

To provide technical expertise to expand the existing facilities building systems datasets

**Start date:** 9/22/2023

**End date:** 12/31/2023

**Compensation not to exceed:** \$376,593

**Location:**

All Schools;

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The District is seeking to conduct supplemental facilities assessments to more comprehensively assess environmental conditions, playgrounds/play-yards, physical security, safety and evaluate ongoing Capital Improvement Program investments and other key areas of consideration required for the comprehensive analysis to produce facilities recommendations to inform and align with the Facilities Master Plan. The contract is necessary to provide technical assistance in high-level end-goal development for future decision-making, including inventory and assessment of existing data and identifying the need for and collection of missing data. Utilizing a representative subset of the data from 20-30 District facilities, the contractor will formulate, test, and refine a flexible data management methodology and algorithm for supporting a prioritized and equitable capital

investment plan and process.

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

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

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

The vendor's ability to (1) identify additional datasets to support a more comprehensive assessment of SDP facilities and (2) develop a comprehensive methodology to assess SDP facilities requirements based on the challenges of the contemporary operating environment that is forward-looking, and builds upon the existing facilities planning work which has already been performed.

**Funding Source(s):**

9043: GOB Bond 2021 Series A A021

**Office Originating Request:** Operations - Facilities

**Action Item - 25.**

**Title: Contract with Various Vendors - Mathematics Curriculum Based Instructional Coaching and Professional Development (\$6,232,000) - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Better Lesson  
Leading Educators  
McGraw-Hill  
SchoolKit  
Achievement Network (ANet)

**Purpose:**

To provide instructional professional development and/or coaching to support K-12 curriculum implementation of Imagine Learning LLC/Illustrative Mathematics

**Start date:** 9/22/2023

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

**Compensation not to exceed:** 6,232,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$6,232,000

**Location:**

All Schools; Administrative Office(s); Of the not to exceed amount, \$2,732,000 will be paid from central office ARPA funds as directed by the Office of Teaching and Learning. The remaining not to exceed amount, \$3,500,000, may be incurred by schools using their own funds for supplemental support consistent with their School-wide Plans.

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** All entities will be paid out of the aggregate amount not to exceed \$6,232,000 per option period.

**Description:**

**Why is this contract needed?**

This contract is needed in order to identify qualified partners who share our core values and can support Imagine Learning LLC/Illustrative Mathematics curriculum implementation from kindergarten to grade 12. We need partners who can assist us in one or more of the following areas:

- In-person professional development for teachers, school leaders on pre-identified professional development days as well as both in-person and virtual supplemental professional development for school-based instructional leadership teams (principals, assistant principals, teacher leaders), assistant superintendents, central office instructional staff who provide direct support to teachers and school leaders.
- In-person instructional coaching for school-based instructional leadership teams (principals, assistant principals, teacher leaders), assistant superintendents, central office instructional staff who provide direct support to teachers and school leaders.

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

This work is connected to the District's plan to ensure that every student performs on or above grade level in math. Additionally, teachers and school leaders are the most important factor when it comes to student learning and academic growth. When educators feel supported, valued, and respected, they are more likely to stay in their roles and build strong relationships with students, which is paramount to student joy and academic achievement. Ensuring that all school staff members are well trained and prepared for their roles allows our schools to prioritize high-quality teaching and learning, and cultivate environments that are supportive and nurturing to both students and staff. Professional development and coaching for our staff will help move us towards the following:

- 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 score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
  - Leading Indicator 3.2: Closing the Gap - The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

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

The success of this contract will be measured by leveraging implementation indicators

during math instruction classroom observations and professional learning survey feedback. This will support the district in assessing the extent to which schools are implementing the Illustrative Mathematics curriculum with integrity. Implementation indicators include the following:

- B1.1 Lesson Planning: Using Teacher Materials
- C1.2 Use of IM's Design Structure
- C2.1 Cultivating a Positive and Inclusive Classroom Community
- B1.6 Use of Principles of Universal Design for Learning to Support SwDs and Math Language Routines for ELs

District and school leaders can use the implementation indicators to clearly communicate what high performance looks like, focus and enhance classroom observation, reflection, and feedback, and provide a source of inspiration for growing teaching and learning over time.

d feedback, and provide a source of inspiration for growing teaching and learning over time.

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

This is an evidence-based strategy. The Elements: Transforming Teaching through Curriculum-Based Professional Learning is a challenge paper from Carnegie Corporation of New York that explores how professional learning anchored in high-quality curriculum materials allows teachers to experience the instruction their students will receive and change their instructional practices, leading to better student outcomes.

Curriculum-based professional learning invites teachers to participate in the same sort of rich, inquiry-based learning that new academic standards require. Such learning places the focus squarely on curriculum. It is rooted in ongoing, active experiences that prompt teachers to change their instructional practices, expand their content knowledge, and challenge their beliefs. This stands in contrast to traditional teacher training, which typically relays a static mass of information that teachers selectively apply to existing practice.

This vision of professional learning uses curriculum as both a lever and a guide, helping link teachers' actions and ideas to new standards in a concrete, focused way. Done right, it can close the gap between the experiences we provide for teachers and those we want them to provide for students.

Curriculum-based professional learning calls for six major shifts:

1. Focused on instructional materials with specific teaching strategies
2. Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays



3. Teachers grouped by the curriculum they are using
4. Active learning experiences, such as practicing instruction or participating in lessons as students
5. Curriculum-focused coaching and feedback for all teachers
6. All teachers using new materials participate in curriculum-based professional learning

The vendors qualified through this action item add necessary capacity to address the six shifts listed above.

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

The selection process resulting in these vendor selections included a committee of district staff with relevant programmatic expertise who reviewed and evaluated each vendors' RFQ responses. District staff included an Assistant Superintendent, Deputy Chief of Professional Learning, Directors of Teacher Coaches, Director of Professional Development, Executive Director of Curriculum & Instruction, Directors of Curriculum & Instruction, Curriculum Specialists, Professional Learning Specialists, and Network Staff.

**Funding Source(s):**

FY23-24 ARPA (\$2,732,000 million); School funding (\$3,500,000)

**Office Originating Request:** Talent

**Action Item - 26.**

**Title: ERP Finance System Functional User Support Consultant (\$100,000) - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

**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:**

Levi Lewis, LLC

**Purpose:**

Oracle ERP Finance and Budget Cloud "expert" resource for optimal business process design based on the District's configuration, reporting hierarchies, set-up for the general ledger, and data management within the Oracle system. A dedicated ERP Oracle Cloud resource to train and knowledge transfer to internal resources and documentation of business processes and updates. Formulate the Finance Functional System Administration User support unit to become self-sufficient and in-house.

**Start date:** 10/2/2023

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

**Compensation not to exceed:** \$100,000

**Location:**

Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 1

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

**Maximum compensation authorized per option period:** \$100,000

**Description:**

Why is the contract needed?

The Oracle ERP Finance System by design has the system administration user support activities reside close to the business users. The objective of this consultant will be to initially

fill the senior of the two budgeted senior Finance ERP support positions to put in place a structure, document the business processes and train internal resources to become self-sufficient without the continued need for external Oracle ERP experts. This is the best solution because there are presently no internal finance resources with the Oracle Finance Cloud expertise at the level needed to put the Finance Functional System Administration Unit in place. In addition, there are no available FTE resources in Finance or Information Technology to do this body of work.

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

This is over arching every Goal & Guardrail in that it supports proper accounting of District's financial resources in the ERP Finance System and putting the internal controls in place so that expenditures relate to what is in the authorized Board budget initiatives through budgetary control. It is the system where all goods and services are purchased and the books and records of the District are maintained as required by regulatory authorities. It is a tool for safeguarding the District's assets so that the strategic initiatives across all areas can be implemented.

How will the success of the contract be measured?

- a. All Oracle Fusion service requests will be tracked and fixes tested and implemented.
- b. An internal District Finance Functional Support Administrator position will be hired and trained to be self-sufficient (knowledge transfer).
- c. A new Finance Functional System Administration unit will be structured and business processes documented.

When applicable was a larger community of District members or stakeholders involved?

Stakeholders in the District's Finance Office and IT Office were involved in the process and decision.

**Funding Source(s):**

FY23-24 Operating

FY24-25 Operating

**Office Originating Request:** Finance

**Action Item - 27.**

**Title: Ratification Amendment of the IDIQ Contract for Structural Engineering - No Cost Time Extension - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

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

Board of Education Meeting Date: 9/21/23

With: Gannett Fleming, Inc., Hunt Engineering Co., and Pennoni Associates, Inc.

Purpose: To ratify and amend the IDIQ contracts for Structural Engineering

Original Start Date:  
11/17/2018

Current End Date:  
11/16/2022

New End Date:  
6/30/2024

Currently Authorized Compensation:  
\$4,800,000

Additional Compensation:  
None

Total Compensation:  
\$4,800,000

Location: Various schools and buildings

**Description:**

The Office of Capital Programs has identified a need to ratify and extend the time for completion of this contract to June 30, 2024. The reason for the ratification and amendment of the contract is that the original contract expired on November 16, 2022 and the new Request for Proposals (RFP) has yet to be finalized.

Upon finalization of the RFP, additional time will be required to advertise the bid, evaluate the bids submitted by respondents and an appropriate action item will have to be submitted to

the Board of Education for approval.

Further there are existing projects and projects currently in the planning and design phases of development that do and/or will require structural design creation and/or review.

**Goals and Guardrails** – Extending the contract will better enable every school to be a safe, welcoming, and healthy place where our students, staff and community want to teach and/or learn each day.

Project Success will be measured by the consultants providing the review and/or creation of code compliant structural designs.

Related resolution(s)/approval(s):

November 15, 2018; No. 11

June 24, 2021; No. 31

Funding Source: FY 24 - Capital Budget

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

**Action Item - 28.**

**Title: Ratification of Amendment of the General Construction, Mechanical, Plumbing and Electrical Contracts for the Anna B. Pratt Elementary School – No Cost Time Extension - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

**Action under consideration**

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

**Board of Education Meeting Date:** 9/21/2023

**With:**

The Bedwell Company  
Allstates Mechanical, Ltd.  
Five Star, Inc.  
Hyde Electric Corporation

**Purpose:**

To ratify an amendment to the expired contracts to provide a time adjustment to the above mentioned contracts for the provision of general construction, mechanical, plumbing and electrical services

**Original Start Date:**

01/29/2021

**Current End Date:**

07/22/2023

**New End Date:**

06/30/24

**Current Authorized Compensation:**

The Bedwell Company - \$5,027,000  
Allstates Mechanical, Ltd. - \$759,000  
Five Star, Inc. - \$549,000  
Hyde Electric Corporation - \$1,638,000

**Additional Compensation:** None

**Total New Compensation:**

The Bedwell Company - \$5,027,000  
Allstates Mechanical, Ltd. - \$759,000  
Five Star, Inc. - \$549,000  
Hyde Electric Corporation - \$1,638,000

**Location:**

Anna B. Pratt Elementary School

**Description:**

The Office of Capital Programs (OCP) has identified a need to amend the aforementioned contracts that expired on July 22, 2023, so that the period of time to complete the project is extended.

Why is this contract needed?

Delays associated with the availability of mechanical and electrical equipment and general construction material postponed some construction activities. Key close-out activities were not completed before the scheduled end date. In turn, requiring an extension of the proposed project end date to June 30, 2024. Activities still outstanding include the review and acceptance of as-built drawings, operations, maintenance and warranty manuals and punch list items, and commissioning and training of facilities and maintenance personnel. Upon completion of the outstanding activities, the OCP will release the retainage and make the final payment.

How will the success of this contract be measured?

The Office of Capital Programs will monitor timelines for quality, effectiveness and completeness. Success will be measured by the ability to close the project out by June 30, 2024.

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.

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

Guardrail 1: Welcoming and Supportive Schools -Completion of these works will better ensure that the school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

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 not yet been measured due to the project is still on-going.

Related resolution(s)/approval(s):

January 28, 2021

Funding Source(s):

FY 23-24 Capital Budget

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



## **Action Item - 29.**

**Title: Ratification of Contract with Racial Empowerment Collaborative Presenters (\$20,000) - Added 9.7.2023**

**Board of Education Meeting Date:** 9/21/2023

### **Action under consideration**

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

#### **With the following Racial Empowerment Collaborative Presenters:**

Dr. Howard Stevenson

Jason Javier (JJW Coaching LLC)

Kelsey Jones

**Purpose:** Training/Professional Development for Office of Teaching and Learning staff to understand how to practice in-the-moment racial stress reduction and coping strategies

**Start Date:** October 1, 2022

**End Date:** June 1, 2023

**Compensation not to exceed:** All vendors will be paid out of an aggregate amount not to exceed \$20,000

**Location(s):** Administrative Offices

#### **Description:**

**Why is this contract needed? Why is this a ratification?**

The identified contractors are each facilitators who provide training on Racial Empowerment Collaborative content. Racial Empowerment Collaborative is focused on the research-based strategies of Dr. Howard Stevenson from the University of Pennsylvania. This is an opportunity for District staff to be trained in the racial literacy practices outlined in this model. Although the LCA was under the \$20,000 threshold for board approval, the payment was not processed prior to July 1, 2023; therefore, board approval is required.

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

The Office of Teaching and Learning's work with Racial Empowerment Collaborative presenters directly aligns with the Board of Education's Guardrail #4. Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student

achievement. Educational equity for our students is at the core of our work as coaches, professional learning specialists, and leaders.

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

At the completion of this module, participants will understand how practicing in-the-moment racial stress reduction and coping strategies can increase competence in identifying and reducing racial threat reactions. The focus of racial threat identification and reduction is in face-to-face (FTF) encounters where this competence must be accomplished within anywhere less than five minutes to 30 seconds. This racial literacy development requires a change in the way in which people of different- and same-ethnic and cultural groups view, interact with and treat each other in the context of daily life in the larger societal community and in smaller local communities (dormitories, roommates, colleagues, classrooms, partner relationships, sports teams, etc).

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

The link provided lists research publications:  
<https://www.recastingrace.com/research/publications>

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

When selecting this vendor, we consulted with Dr. Sabriya Jubilee in the Office of Diversity, Equity by reviewing the content of the professional learning and needs of the team based on prior development.

**Office Originating Request:** Talent

**Action Item - 30.**

**Title: Administrative Only Amendment to Authorizations for Keystone Opportunity Zones to Correct the Referenced Bill Number - Added 9.13.2023**

**Board of Education Meeting Date: 9/21/2023**

**Action under consideration**

The Board of Education, upon review of Action Items 9, 10, and 11 affirmatively authorized by unanimous vote of the Board of Education on August 17, 2023, hereby resolves to administratively amend the text of those previously authorized Action Items to conform the incorrectly stated City of Philadelphia bill number to the correct bill, specifically to strike out "109848" and replace it with "230408" within the text of those Action Items.

See Attachments

**Office Originating Request: Finance**

**ATTACHMENTS:**

Description

Amendment - Keystone Opportunity Zone

Type

Supporting Document

## **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~~ 230408, 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~~ 230408, 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

**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. ~~490848-230408~~, 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~~ **230408** 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.
	13000 McNulty Road	88-5-924002

Funding Source(s):  
Fiscal Year 2022

Office Originating Request: Finance

**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~~ 230408, 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~~ **230408**, 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 - 31.**

**Title: Approval of Settlement Agreement with Altria (\$968,959) - Added 9.13.2023**

**Board of Education Meeting Date:** 9/21/2023

### **Action under consideration**

The Administration recommends that the Board of Education authorize the execution and performance of a settlement agreement, by the General Counsel or her designee, as follows:

**Settlement agreement with:** Altria Group, Inc., Philip Morris USA, Inc., Altria Client Services LLC, Altria Enterprises LLC, and Altria Group Distribution Company (collectively "Altria"), in The School District of Philadelphia v. JUUL Labs, Inc, et al.; N.D. Cal. Civ. Act. No. 22-cv-08928, MDL No. 19-md-02913-WHO

**Purpose:** To settle claims of The School District of Philadelphia against Altria in Multi-District Litigation (MDL)

**Amount of settlement from Altria:** \$968,959

**Settlement agreement date:** On or after 9/21/2023

**Location:** Administrative Offices(s)

**Description:** The School District filed a Complaint against Altria in a larger multi-district litigation (MDL) action for violations of Pennsylvania's Public Nuisance Law, and violations of the Racketeer Influenced and Corrupt Organizations Act. This action item seeks approval of a gross settlement amount from Altria of \$968,959 in exchange for the District's full and complete general release of all claims against Altria. Attorneys fees and costs will be paid out of this amount. This settlement is in addition to the settlement with JUUL Labs presented to the Board at the February 23, 2023 action meeting. The Office of General Counsel recommends this settlement with Altria as a fair and appropriate resolution of contested litigation.

**Related action item:**  
February 23, 2023; No. 23

**Office Originating Request:** General Counsel

**Action Item - 32.**

**Title: KIPP DuBois Charter School – Application for Charter Renewal - Added 9.18.2023/Updated 1.24.24**

**Board of Education Meeting Date: 9/21/2023**

Title: KIPP DuBois Charter School – Application for Charter Renewal

Term: July 1, 2023 through June 30, 2028

Amendment: None

Description: KIPP DuBois Charter School applied for renewal of its charter in the 2022-2023 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-2023, 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 submission of final audited financial statements by December 31 of the year following the conclusion of the applicable fiscal year (i.e. the final FY24 audit must be submitted by December 31, 2024). The Board of Education will consider this application for charter renewal.

**See attached for the completed action item**

**Office Originating Request: Board of Education**

**ATTACHMENTS:**

Description

Final Action Item - Added 1.24.2024

Type

Supporting Document

Re: KIPP DuBois 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 KIPP DUBOIS CHARTER SCHOOL (“Charter School”) to operate a charter school for a three-year term commencing in 2015; and

WHEREAS, the Board of Education renewed the Charter for a five-year term in 2019 for an effective date of July 1, 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 submit final audited financial statements by December 31 of the year following the conclusion of the applicable fiscal year (i.e. the final FY24 audit must be submitted by December 31, 2024). The Charter School shall achieve a "Meets Standard" for the Timely Financial Audit 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 Grade 9 to Grade 12 with a maximum of 520 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 - 33.**

**Title: KIPP North Philadelphia Charter School – Application for Charter Renewal - Added 9.18.2023/Updated 2.20.2024**

**Board of Education Meeting Date:** 9/21/2023

Term: July 1, 2023 through June 30, 2024

Amendment: None

Description: KIPP North Philadelphia Charter School applied for renewal of its charter in the 2022-2023 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2022-2023, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2023 (ACE-R - Renewal Recommendation). The CSO has negotiated a one-year renewal with school-specific conditions, effective July 1, 2023. The renewal includes school-specific conditions related to: (i) the submission of final audited financial statements by December 31 of the year following the conclusion of the applicable fiscal year (i.e. the final FY24 audit must be submitted by December 31, 2024); (ii) the submission of a student attendance and truancy plan; (iii) the demonstration of an increase of students attending 95% or more instructional days annually for the 2023-2024 school year compared to the 2021-2022 school year; and (iv) demonstration of a decrease of students attending fewer than 90% of instructional days for the 2023-2024 school year compared to the 2021-2022 school year. The Board of Education will consider this application for charter renewal.

**See Attached for the Final Action Item**

**Office Originating Request:** Board of Education

### **ATTACHMENTS:**

Description	Type
KIPP North Philadelphia - ACE Report	Supporting Document
Final Action Item - 2.20.2024	Supporting Document

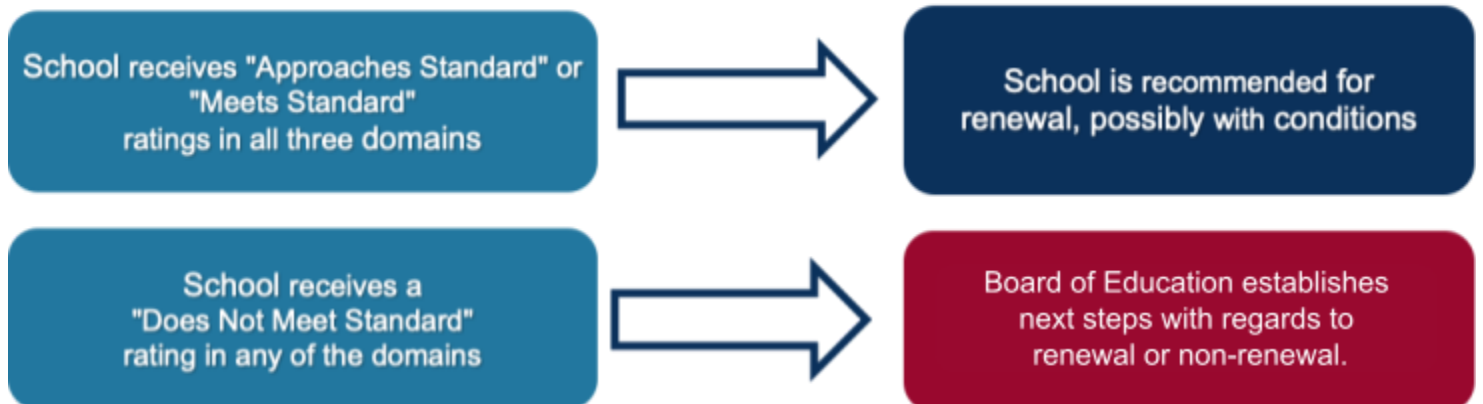
## REPORT PURPOSE

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

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

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the Board of Education will establish next steps with regards to renewal or non-renewal.

### How Performance Impacts Renewal



CONTENTS

REPORT PURPOSE..... 1

CONTENTS..... 2

DOMAINS/CATEGORIES/STANDARDS INFORMATION..... 3

SCHOOL OVERVIEW..... 4

    DEMOGRAPHICS..... 5

EXECUTIVE SUMMARY..... 6

ACADEMIC SUCCESS: Does Not Meet Standard..... 8

    PROFICIENCY..... 8

    GROWTH..... 8

    ATTENDANCE..... 9

ORGANIZATIONAL COMPLIANCE AND VIABILITY: Approaches Standard..... 10

    MISSION AND EDUCATIONAL PLAN..... 10

    DOCUMENT REVIEW..... 11

FINANCIAL HEALTH AND SUSTAINABILITY: Approaches Standard..... 17

    FINANCIAL HEALTH..... 18

    FISCAL MANAGEMENT..... 20

EQUITY AND CLIMATE OVERVIEW..... 21

    PROFICIENCY (WITHIN YEAR)..... 21

    AVERAGE GROWTH INDEXES (AGI)..... 22

    REGULAR ATTENDANCE..... 23

    CHRONIC ABSENTEEISM..... 24

    SUSPENSION..... 25

    TEACHER RETENTION & TENURE..... 26

METRIC INFORMATION..... 27

SUPPLEMENT: CHARTER AGREEMENT CONDITIONS..... 28

## DOMAINS/CATEGORIES/STANDARDS INFORMATION

The Charter Schools Performance Framework consists of three domains: 1) Academic Success, 2) Organizational Compliance and Viability, and 3) Financial Health and Sustainability. Each domain contains categories and a number of standards within each category.

The **Academic Success Domain** includes four categories: 1) Proficiency, 2) Growth, 3) Attendance, and 4) Postsecondary Readiness (for charter schools serving high school grades). Proficiency includes one standard, Growth includes two standards, Attendance includes two standards, and Postsecondary Readiness includes three standards.

The **Organizational Compliance and Viability Domain** includes nine categories and 50 standards that can be one of three types: Annual Policy, Annual Practice, or Renewal.

- 1) Mission and Educational Plan (3 standards);

2) Special Education (10 standards);

3) English Learners (6 standards);

4) Enrollment (6 standards);

5) Student Discipline (4 standards);
- 6) Personnel (4 standards);

7) Food, Health and Safety (7 standards);

8) Board Governance (8 standards); and

9) Timely Reporting (2 standards).

The following table defines each of the three types of standards by (1) providing a brief description of what that standard type is, (2) listing the relevant year(s) the CSO evaluates each standard type, and (3) identifying the color used throughout the report to identify each standard type. While reading the report, it is recommended to refer back to this page to contextualize the ratings and comments made for each standard. Ratings for each of the categories within the Organizational Compliance and Viability Domain have been established using the [2022-23 Renewal Category Business Rules](#).

Standard Type	Standard Description	Color Indicator
Annual Policy	The Policy standard type corresponds to standards within each category that are mandatory policies that act as rules or guidelines for certain practices in schools.	Light Blue
Annual Practice	The Practice standard type corresponds to standards within each category that are the application of policies into practices.	Yellow
Renewal	The Renewal standard type corresponds to standards within each category that are only evaluated during a charter school's renewal review year.	White

The **Financial Health and Sustainability Domain** includes two categories: 1) Financial Health and 2) Fiscal Management. Financial Health includes seven standards. Fiscal Management includes six standards.

## SCHOOL OVERVIEW

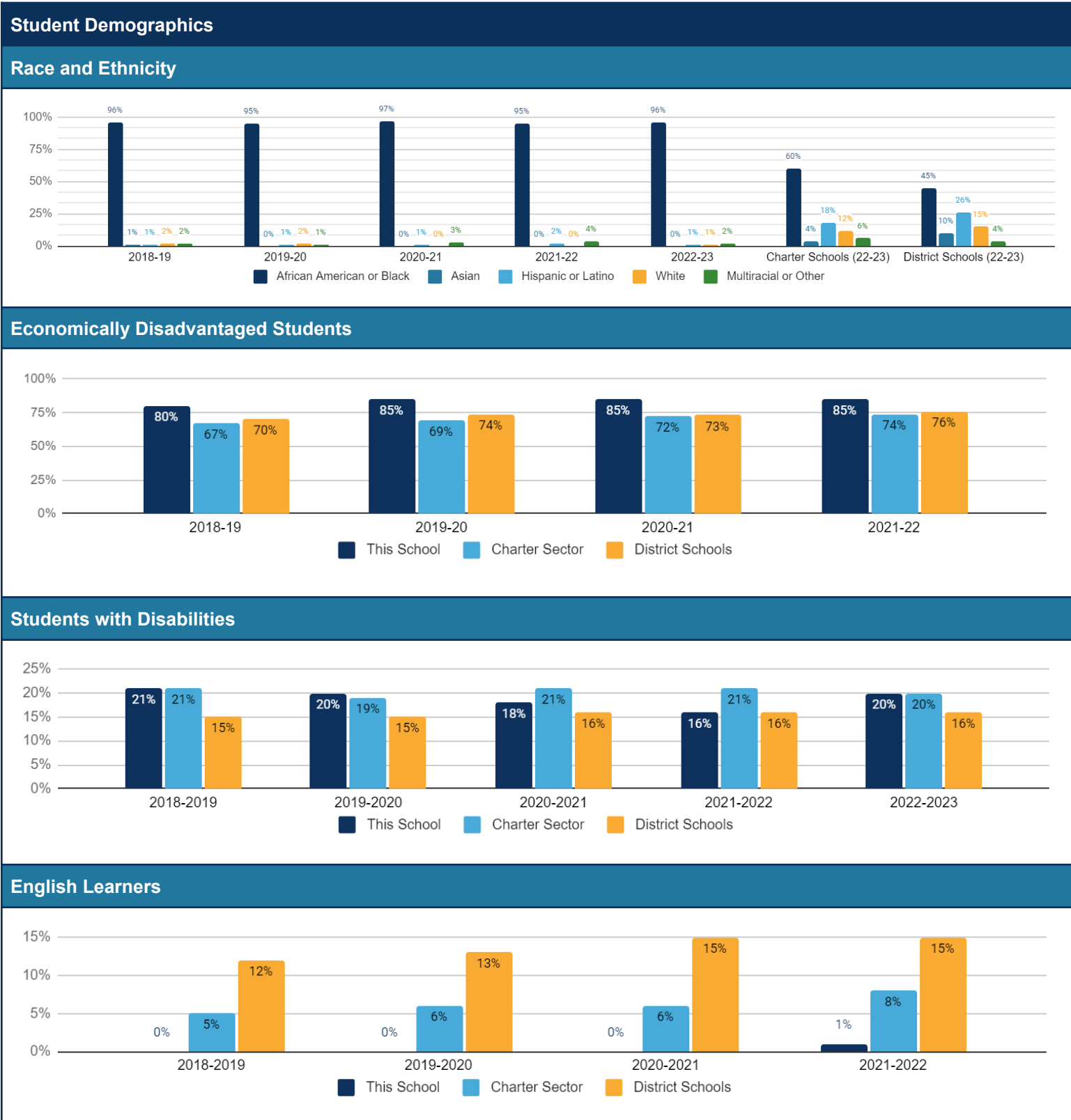
General Information	
Address	2539 N. 16th St., 19132
Phone	267-758-2358
Website	<a href="http://kippphiladelphia.org/kippp-north-philadelphia-academy/">http://kippphiladelphia.org/kippp-north-philadelphia-academy/</a>
Network	KIPP
History	Opened in 2018
Current Term	2018-19 to 2022-23
Admission	Citywide
Mission	<i>"The mission of KIPP North Philadelphia Academy is to cultivate the intellect, foster the character, and ignite the imagination of our students so they can become leaders who choose their own futures in college and beyond."</i>

Leadership, Grades Served, and Enrollment History				
School Year	School Leader	Grades Served	Total Enrollment (as of October 1)	Authorized Enrollment
2018-19	Ben Speicher	K-1	200	200
2019-20	Ben Speicher	K-2	295	300
2020-21	Ben Speicher	K-3	397	580
2021-22	Ben Speicher	K-4	475	580
2022-23	Ben Speicher	K-5	599	860

Pennsylvania School Performance Profile Scores			
School Year	This School	Charter School Average	District School Average
2018-19 (SPP)	N/A	58.57	54.07
2019-20 (SPP)	N/A	N/A	N/A
2020-21 (SPP)	N/A	N/A	N/A
2021-22 (ACT 13)	54.2	63.9	60.4

Similar School Groups
<p><i>Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%). Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.</i></p> <p>Deep Roots Charter School, Eleanor C. Emlen School, James Logan School, John H. Webster School, Julia W. Howe School, Mastery Charter School at Clymer, Mastery Charter School at Mann, Mastery Charter School at Smedley, Mastery Charter School at Wister, Mastery Prep Elementary Charter School, Philadelphia Hebrew Charter, Prince Hall School</p>

DEMOGRAPHICS



## EXECUTIVE SUMMARY

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

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

Academic Success														Domain Rating: Does Not Meet Standard			
Category	Standard	SY 2018-19				SY 2019-20				SY 2020-21				SY 2021-22			
Proficiency		ELA	Math	Science		ELA	Math	Science		ELA	Math	Science		ELA	Math	Science	
	PSSA	N/A	N/A	N/A		N/A	N/A	N/A		N/A	N/A	N/A		■	■	▼	
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8
	PSSA All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	▲	▼	▼	N/A
	PSSA Lowest	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	▲	▲	▲	N/A
Attendance	95%+	■				N/A				▼				▼			
	Chronic Absenteeism	▼				N/A				▼				▼			

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

Points Earned by Category and School Year					
	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	4-Year Total
Proficiency	N/A	N/A	N/A	4 / 10	4 / 10
Growth	N/A	N/A	N/A	4.75 / 8.5	4.75 / 8.5
Attendance	1.25 / 5	N/A	0 / 5	0 / 5	1.25 / 15
Postsecondary Readiness	N/A	N/A	N/A	N/A	N/A
TOTAL	1.25 / 5	N/A	0 / 5	8.75 / 23.5	10 / 33.5
Academic Success Domain % Earned					30%

Academic Success Domain Rating Key					
> 75%	Meets Standard	45% to 75%	Approaches Standard	< 45%	Does Not Meet Standard

The Charter School opened in 2018 is still growing annually to its expected K-8 grade span. As a result, since PSSA assessments begin with 3rd grade, proficiency and growth data is displayed for one year and only represents testing data for two grades, 3rd grade and 4th grade. This should be taken into consideration when viewing the report.

Organizational Compliance and Viability			Domain Rating: Approaches Standard
Category	Points Earned	Points Possible	Rating
Mission and Educational Program	15	15	Meets Standard
Special Education	10	10	Meets Standard
English Learners	5	10	Approaches Standard
Enrollment	15	15	Meets Standard
Student Discipline	10	10	Meets Standard
Personnel	0	10	Does Not Meet Standard
Food, Health, and Safety	10	10	Meets Standard
Board Governance	7.5	15	Approaches Standard
Timely Reporting	0	5	Does Not Meet Standard
<b>TOTAL</b>	<b>72.5</b>	<b>100</b>	<b>Approaches Standard</b>

Organizational Compliance and Viability Domain Rating Key					
> 80%	Meets Standard	50% to 80%	Approaches Standard	< 50%	Does Not Meet Standard

Financial Health and Sustainability			Domain Rating: Approaches Standard	
Financial Health Category	FY19	FY20	FY21	FY22
Total Margin (% of Revenue)	▼	▲	▲	▲
Current Ratio	▼	▼	▲	▲
Average Days Cash on Hand	▼	▲	▲	▲
Net Position (% of Revenue)	▼	■	■	▲
Non-Restricted Fund Balance	▼	▼	■	■
Debt Ratio	▼	▼	▲	▲
Debt Service Coverage Ratio	▼	▲	▲	▲
Fiscal Management Category	FY19	FY20	FY21	FY22
Audit Findings	▲	▲	▲	▼
Delinquency and Default	▲	▲	▲	▲
PSERS	N/A	N/A	N/A	N/A
Financial Transactions	▲			
Related Parties	▲			
Payroll	▲			

Symbol Key							
▲	Meets Standard	■	Approaches Standard	▼	Does Not Meet Standard	N/A	Not Applicable



## ACADEMIC SUCCESS: Does Not Meet Standard

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

## PROFICIENCY

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

### PSSA Proficiency: 40% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			Math Grades 3 - 8			Science Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar School	District Schools	This School	Similar School	District Schools	This School	Similar School	District Schools
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	22%	17%	28%	13%	8%	20%	25%	36%	44%

## GROWTH

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

### PSSA Growth: 56% of points possible

PSSA Growth Rates								
	ELA Grades 3 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	1.11	-0.84	-2.02	1.14	-3.89	-0.79	N/A	N/A

PSSA Growth Rates are suppressed if there were a limited number of test takers (10 or less) at a school for any particular subject. If this is the case, the school value will read SUP.

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

## ATTENDANCE

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

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

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

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

### Grades K-8: 8% of points possible

95% + Attendance Rates				Chronic Absenteeism		
Points Possible:	2.5 per year			2.5 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2018-19	39%	39%	43%	37%	30%	29%
2019-20	42%	56%	51%	28%	19%	24%
2020-21	23%	40%	53%	56%	43%	32%
2021-22	14%	32%	36%	63%	44%	41%

ORGANIZATIONAL COMPLIANCE AND VIABILITY: Approaches Standard

MISSION AND EDUCATIONAL PLAN

For all schools in the 2022-23 Renewal Cohort, the Mission and Educational Plan Category was evaluated through three school-specific standards (also known as Mission Elements) as defined by the Charter School. At Renewal Site Visits, the CSO sought to gather evidence regarding the three Mission Elements identified by schools through artifact reviews, school and classroom observations, and discussions with stakeholders. The CSO then utilized data collected regarding the three Mission Elements to render a rating for the Mission and Educational Plan category under the Organizational Compliance and Viability domain of the Framework. The specific elements that the CSO sought to observe were derived from the renewal application and affirmed during the CSO’s Mission Element Confirmation Meeting with the Charter School.

Mission and Educational Plan: Meets Standard (15/15)

	Evidence Source	Rating
Mission Element #1	Artifacts	Meets Standard
	Observations	
	Stakeholder Conversations	
Mission Element #2	Artifacts	Meets Standard
	Observations	
	Stakeholder Conversations	
Mission Element #3	Artifacts	Meets Standard
	Observations	
	Stakeholder Conversations	
Overall Rating		Meets Standard

## DOCUMENT REVIEW

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

Special Education			Meets Standard (10/10)
<b>Child Find Notice.</b> Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Manifestation Determination.</b> Student Code of Conduct is differentiated for students with disabilities referencing specific, complaint procedures for manifestation determination.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Manifestation Determination Practice.</b> School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	2019	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.
	N/A	2020	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.
	N/A	2021	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.
	N/A	2022	The School did not recommend any students with disabilities for change of placement due to behavior during the school year.
<b>Screening.</b> Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	
<b>Monitoring.</b> Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	
<b>Tiered Instruction.</b> Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	
<b>IEP Progress Monitoring.</b> Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	
<b>Secondary Transition.</b> IEPs include transitional services for all students ages 14–21, if applicable.	N/A	Evaluated at Renewal	School does not serve students between ages 14-21.

Special Education			Meets Standard (10/10)
<b>IEP Timeliness.</b> Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	In an audit conducted by the Office of Auditing Services in a review of 23 Special Education files, an error rate of 0% (0 files) was found.
<b>BSE Findings.</b> The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	▲	Evaluated at Renewal	The School's most recent Bureau of Special Education review took place on January 25, 2021. The School corrected all areas of noncompliance as of October 26, 2021.
English Learners			Approaches Standard (5/10)
<b>ESL Policy.</b> English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>EL Timely Evaluation.</b> English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	N/A	2019 ACE	The School did not serve English Learners during the school year.
	N/A	2020 ACE	The School did not serve English Learners during the school year.
	N/A	2021 ACE	The School did not serve English Learners during the school year.
	▲	2022 ACE	
<b>ESL ACCESS.</b> English Learners are administered the ACCESS assessment annually.	N/A	2019 ACE	The School did not serve English Learners during the school year.
	N/A	2020 ACE	The School did not serve English Learners during the school year.
	N/A	2021 ACE	The School did not serve English Learners during the school year.
	▲	2022 ACE	
<b>EL Identification.</b> School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
<b>EL Notification.</b> School notifies parents or guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
<b>EL Exiting.</b> School exits students from the ESL program when they meet the appropriate exit criteria.	▼	Evaluated at Renewal	0 of 2 student files contained ACCESS 2022 results.

Enrollment			Meets Standard (15/15)
<b>Enrollment Policy.</b> Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant lottery preferences.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Student Application.</b> Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Enrollment Materials.</b> Enrollment materials only require proof of age and address, home language survey, immunization record and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Lottery and Waitlist Process.</b> School selects students at random, except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	▲	Evaluated at Renewal	
<b>Enrollment Process.</b> Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
<b>Geographic Preference Alignment.</b> When applicable, the School adheres to geographic enrollment preferences outlined in its charter agreement.	N/A	Evaluated at Renewal	This criteria does not apply to this School.

Student Discipline			Meets Standard (10/10)
<b>Code Due Process.</b> The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▲	2019 ACE	
	▼	2020 ACE	Code of Conduct did not fully identify informal hearing due process rights. Code did not indicate the student's right to speak and produce witnesses.
	▲	2021 ACE	
	▲	2022 ACE	

Student Discipline			Meets Standard (10/10)
<b>Tuancy Policy.</b> School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Renaissance-District Alignment.</b> Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	N/A	2019 ACE	Applies to Renaissance Charter Schools only.
	N/A	2020 ACE	Applies to Renaissance Charter Schools only.
	N/A	2021 ACE	Applies to Renaissance Charter Schools only.
	N/A	2022 ACE	Applies to Renaissance Charter Schools only.
<b>Expulsion Process.</b> Implemented compliant due process procedures for students recommended for expulsion.	N/A	2019	The School did not recommend any student for expulsion during the school year.
	N/A	2020	The School did not recommend any student for expulsion during the school year.
	N/A	2021	The School did not recommend any student for expulsion during the school year.
	N/A	2022	The School did not recommend any student for expulsion during the school year.

Personnel			Does Not Meet Standard (0/10)
<b>Certified ESL Teachers.</b> ESL teachers are directly employed and appropriately certified.	N/A	2019 ACE	The School did not serve English Learners during the school year.
	▲	2020 ACE	100% of ESL teachers were appropriately certified during the 2019-20 school year.
	N/A	2021 ACE	The School did not serve English Learners during the school year.
	▲	2022 ACE	100% of ESL teachers were appropriately certified during the 2021-22 school year.
<b>Certified SPED Teachers.</b> Special education teachers are appropriately certified.	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
	▲	2020 ACE	100% of Special Education teachers were appropriately certified.
	▲	2021 ACE	100% of Special Education teachers were appropriately certified.
	▲	2022 ACE	100% of Special Education teachers were appropriately certified.
<b>Certified Instructional Leader.</b> Instructional Leader is appropriately certified.	▲	2019 ACE	At least one instructional leader was appropriately certified.
	▲	2020 ACE	At least one instructional leader was appropriately certified.
	▲	2021 ACE	At least one instructional leader was appropriately certified.
	▲	2022 ACE	At least one instructional leader was appropriately certified.

Personnel		Does Not Meet Standard (0/10)	
<b>Checks and Clearances.</b> Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▼	Evaluated at Renewal	During the CSO's review, 20 personnel files were reviewed. 6 of 20 personnel files did not contain evidence of valid, continuous PA Criminal Background Checks. 7 of 20 personnel files did not contain evidence of valid, continuous PA Child Abuse History Clearances. 10 of 20 personnel files did not contain evidence of valid, continuous FBI Federal Background Checks. 8 of 20 personnel files did not contain Act 168 Documentation.

Food, Health, and Safety			Meets Standard (10/10)
<b>Health Services Policy.</b> School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Food Safety.</b> School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	N/A	2019 ACE	The School did not receive an inspection.
	▲	2020 ACE	1 of 1 inspection was compliant.
	N/A	2021 ACE	The School did not receive an inspection during the school year.
	N/A	2022 ACE	The School did not receive an inspection during the school year.
<b>Emergency Preparedness.</b> School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	N/A	2019 ACE	The School did not receive an inspection.
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Water Quality.</b> School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Mandated Health Services.</b> School ensures all required student health exams and screenings occur annually in the appropriate grades.	Not Rated	Evaluated at Renewal	Due to the impact of COVID-19, this standard will not be rated for the 2022-23 renewal cohort.
<b>Certified School Nurse.</b> A certified school nurse is available for an appropriate number of students at the school.	▲	Evaluated at Renewal	
<b>Food Service Program.</b> School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	Not Rated	Evaluated at Renewal	Due to the impact of COVID-19, this standard will not be rated for the 2022-23 renewal cohort.



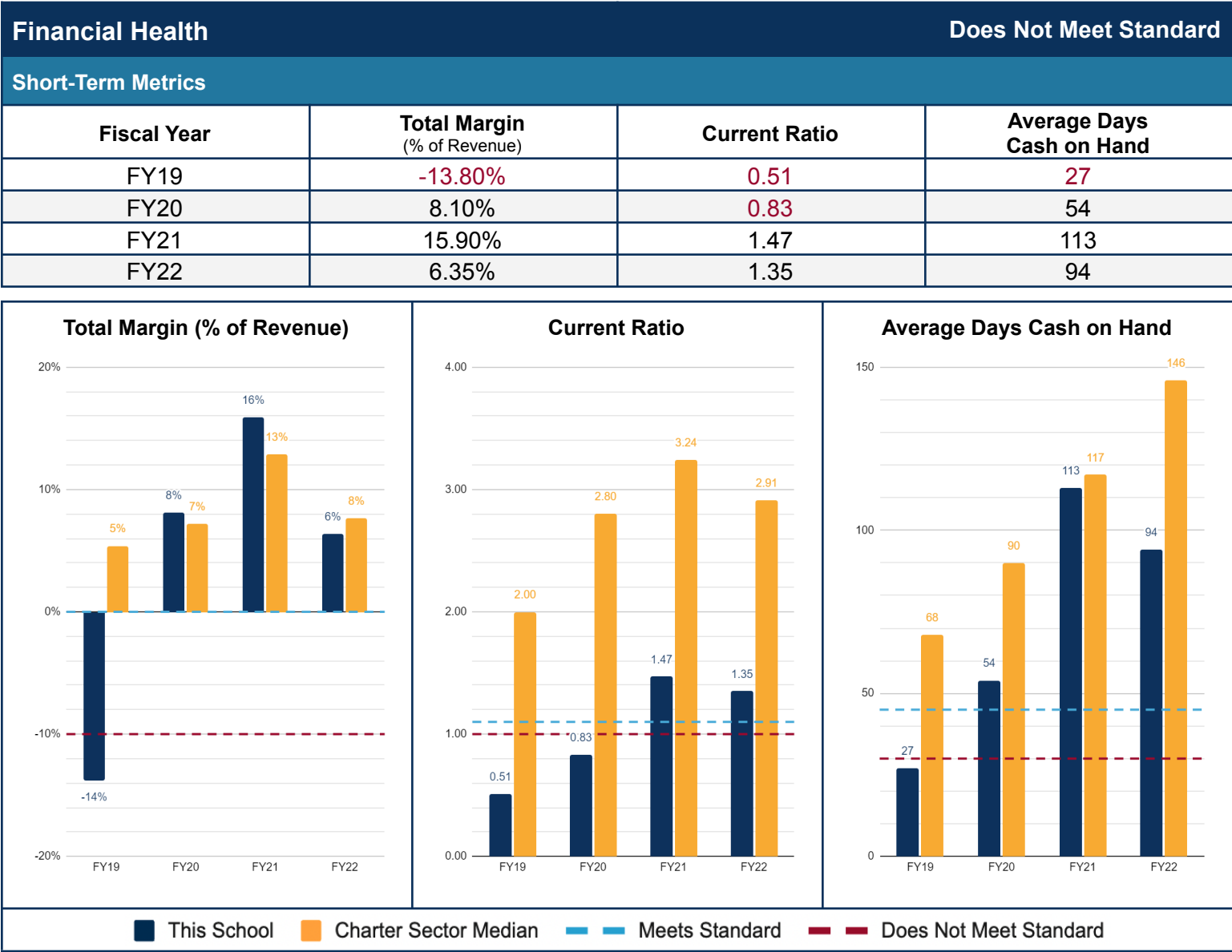
Board Governance		Approaches Standard (7.5/15)	
<b>Board Accessibility.</b> The school provides a reasonable opportunity for members of the public to comment.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Board Contact Information.</b> School website lists email addresses for every individual serving on the Board of Trustees.	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
	▲	2022 ACE	
<b>Sunshine Act.</b> Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▼	2019 ACE	Minutes indicated noncompliant use of executive sessions.
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Board Oversight.</b> Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Statements of Financial Interest.</b> Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Board Member Training.</b> Board Members receive required training on the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools.	N/A	2019 ACE	Standard was introduced in the 2020-21 school year.
	N/A	2020 ACE	Standard was introduced in the 2020-21 school year.
	▲	2021 ACE	
	▲	2022 ACE	
<b>Ethics Act.</b> Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
<b>Board Structure.</b> Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Timely Reporting		Does Not Meet Standard (0/5)	
<b>Timely Annual Report.</b> Submits complete annual report information by August 1, annually.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>Timely Financial Audit.</b> Submits final, audited financial statements by December 31, annually.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▼	2022 ACE	The School did not submit its financial audit before the December 31, 2022 deadline (submitted 3/31/2023).

## FINANCIAL HEALTH AND SUSTAINABILITY: Approaches Standard

### FINANCIAL HEALTH

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



### Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance (% of Revenue)	Debt Ratio	Debt Service Coverage Ratio*
FY19	-13.80%	-16.93%	1.65	0.00
FY20	0.00%	-4.10%	1.00	2.97
FY21	15.90%	7.70%	0.55	6.27
FY22	18.59%	12.14%	0.72	2.43

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



## FISCAL MANAGEMENT

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

Fiscal Management			Meets Standard
Compliance Requirements Reviewed by CSO			
<b>Audit Findings.</b> No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▼	2022 ACE	Significant Deficiency: A significant number of check transactions and voided check transactions were processed through the School's disbursement platform but not recorded in the School's general ledger.
<b>Debt Delinquency and Default.</b> The school is meeting its debt obligations and covenants.	▲	2019 ACE	
	▲	2020 ACE	
	▲	2021 ACE	
	▲	2022 ACE	
<b>PSERS.</b> No missed payments to PSERS that exceed the lower of 1% of revenues or \$100,000.	N/A	2019 ACE	The School does not participate in PSERS
	N/A	2020 ACE	The School does not participate in PSERS
	N/A	2021 ACE	The School does not participate in PSERS
	N/A	2022 ACE	The School does not participate in PSERS
Compliance Requirements Reviewed by Office of Auditing Services			
<b>Financial Transactions.</b> No major findings related to accounting practices.	▲	Evaluated at Renewal	
<b>Related Parties.</b> Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	▲	Evaluated at Renewal	
<b>Payroll.</b> No significant findings related to payroll transactions.	▲	Evaluated at Renewal	

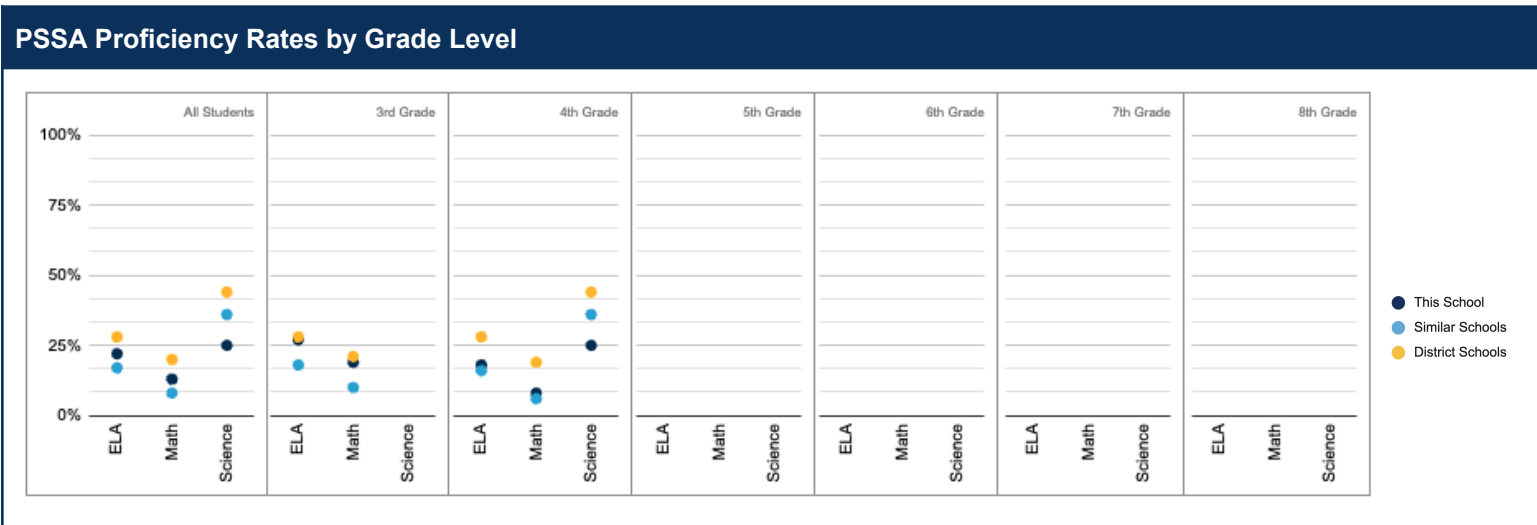
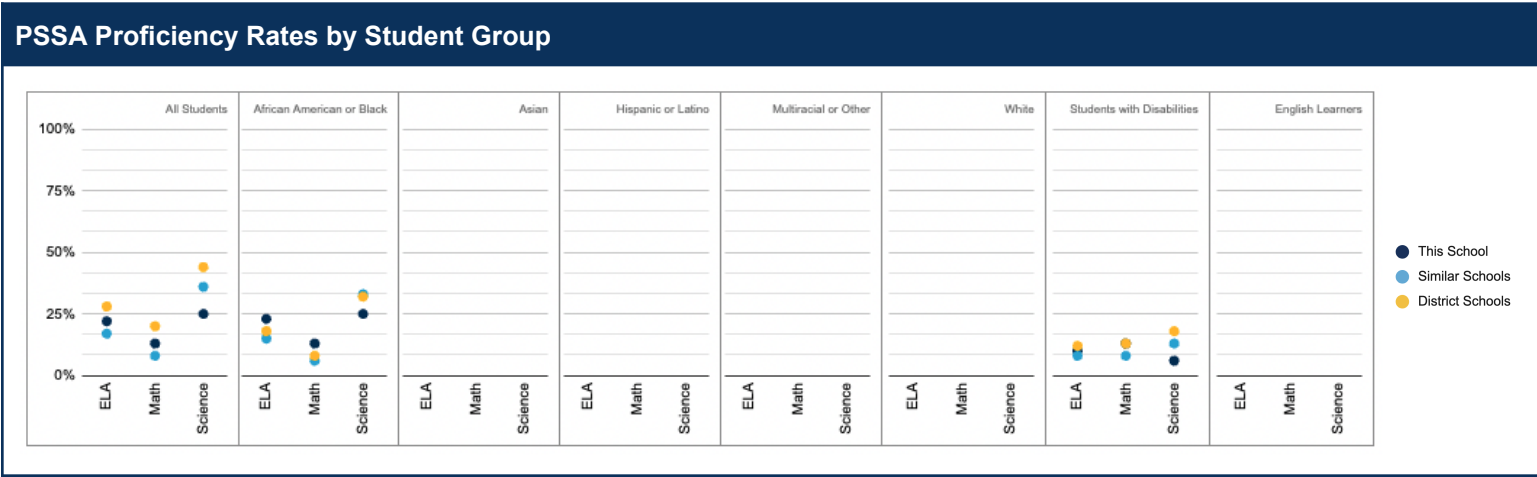
## EQUITY AND CLIMATE OVERVIEW

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

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

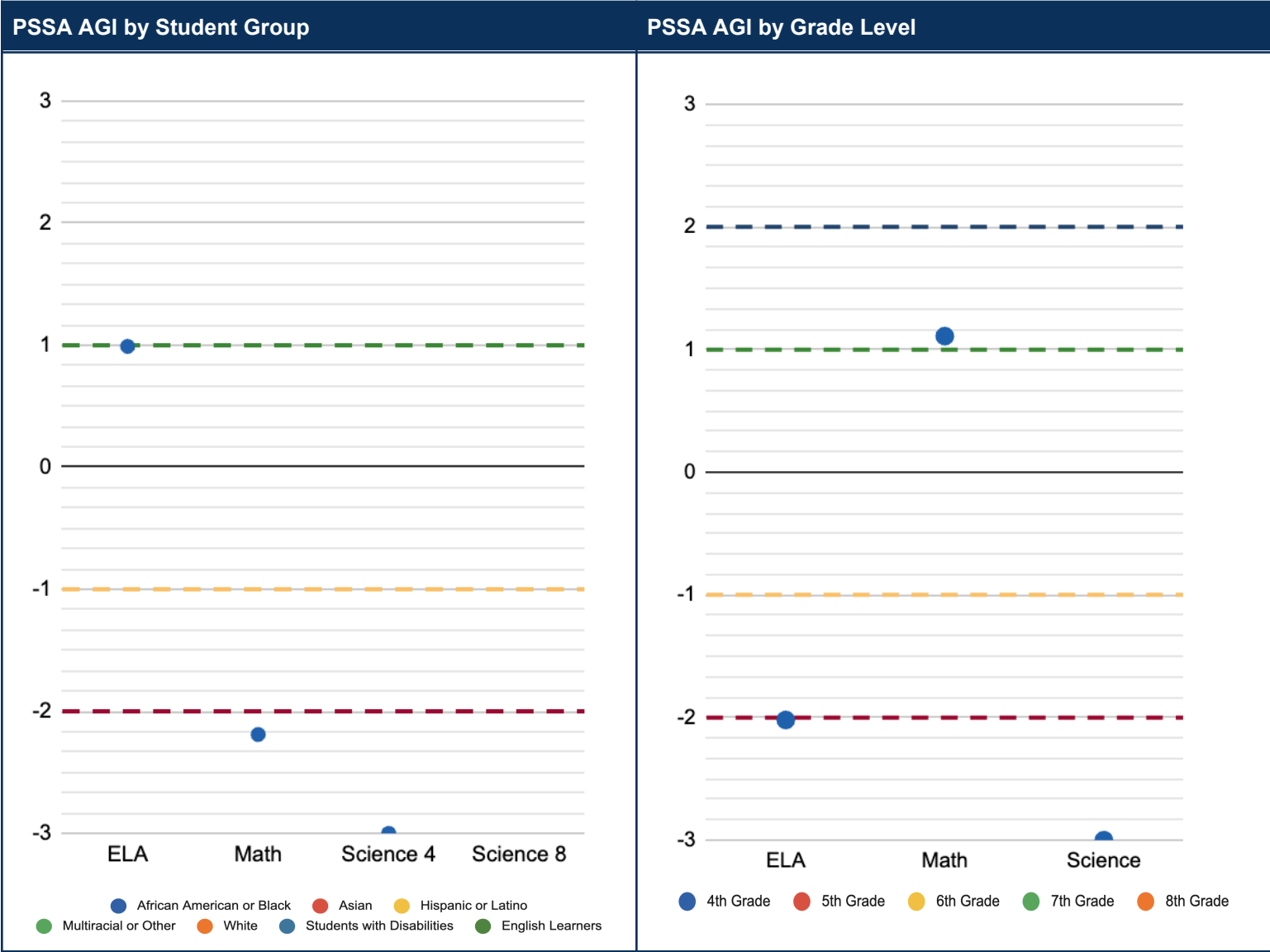
## PROFICIENCY (WITHIN YEAR)

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



## AVERAGE GROWTH INDEXES (AGI)

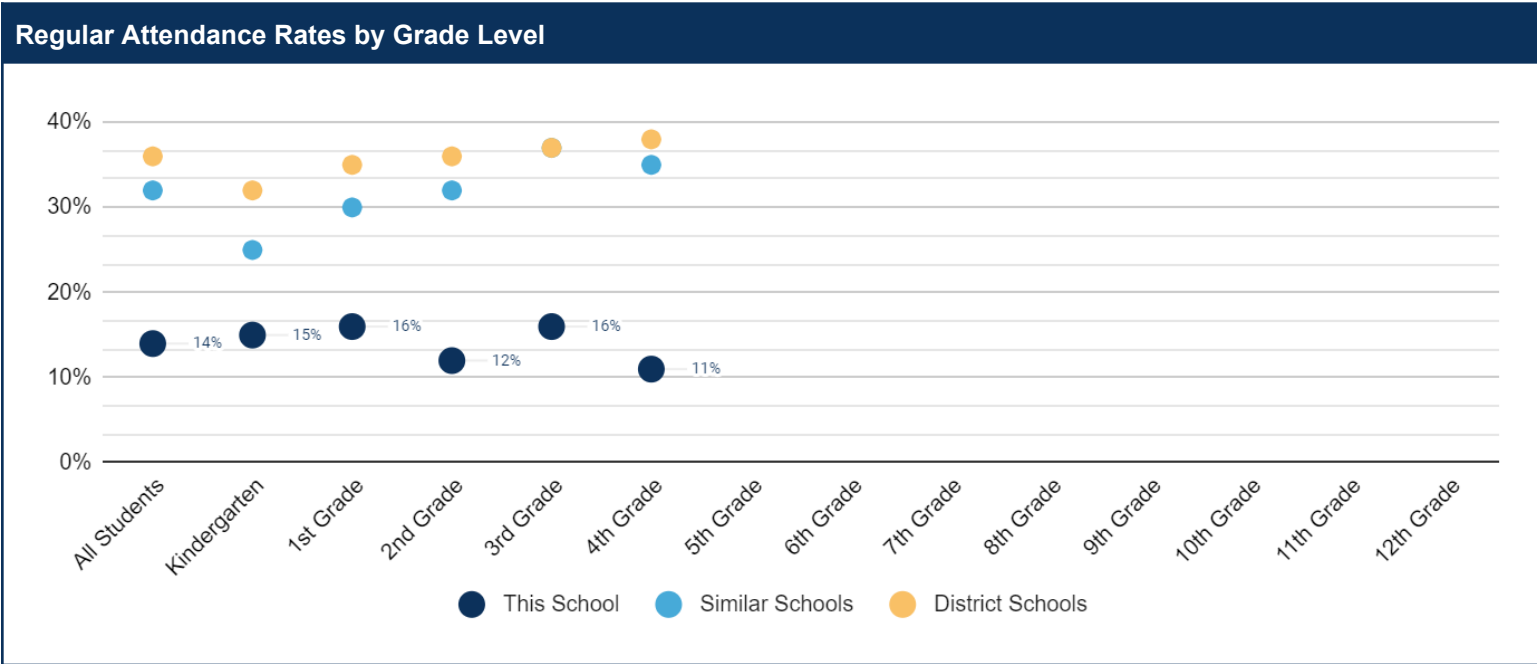
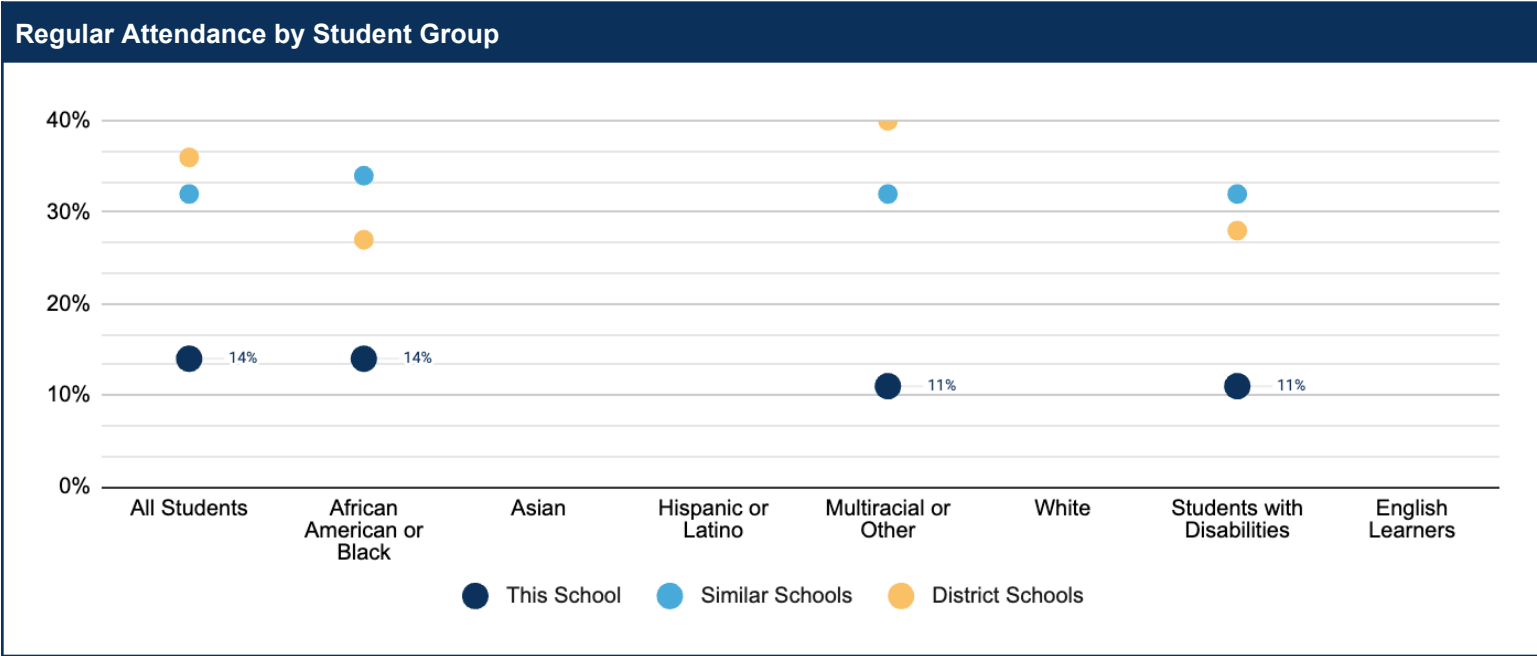
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3.



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

## REGULAR ATTENDANCE

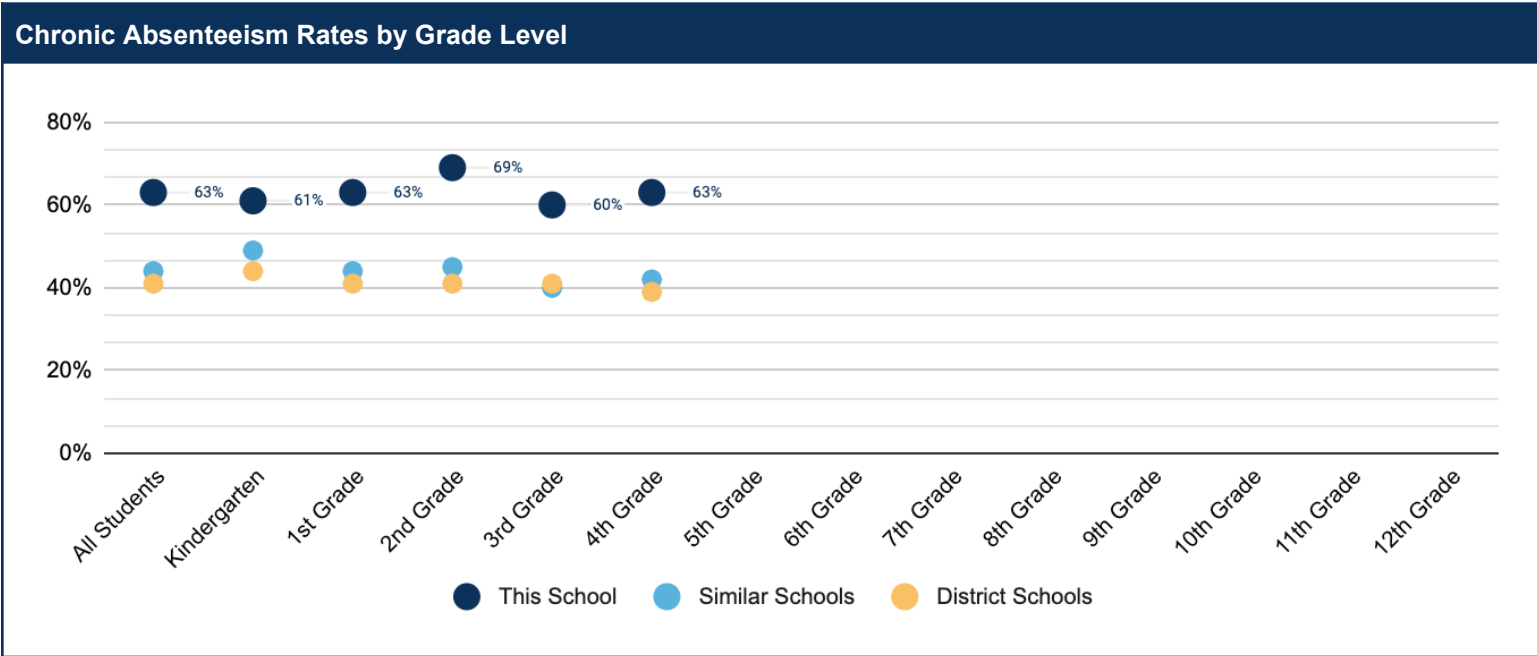
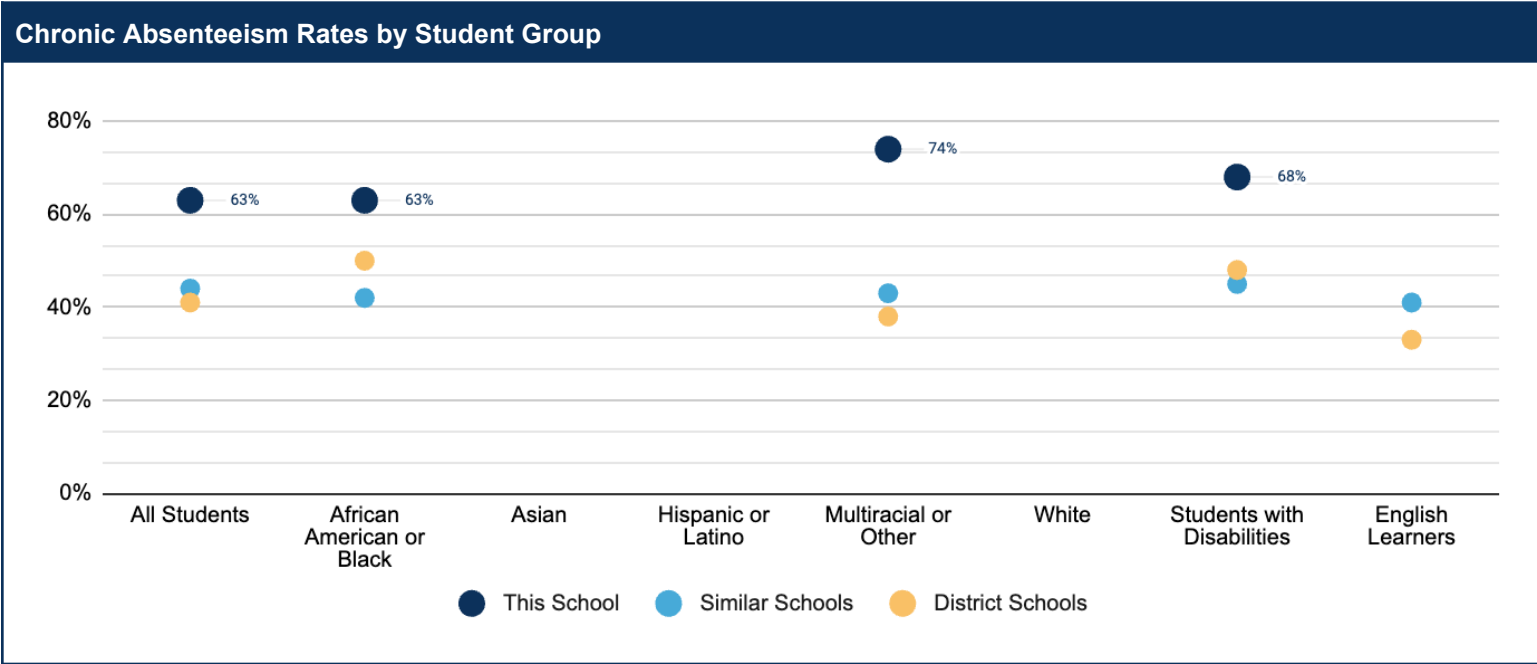
Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.





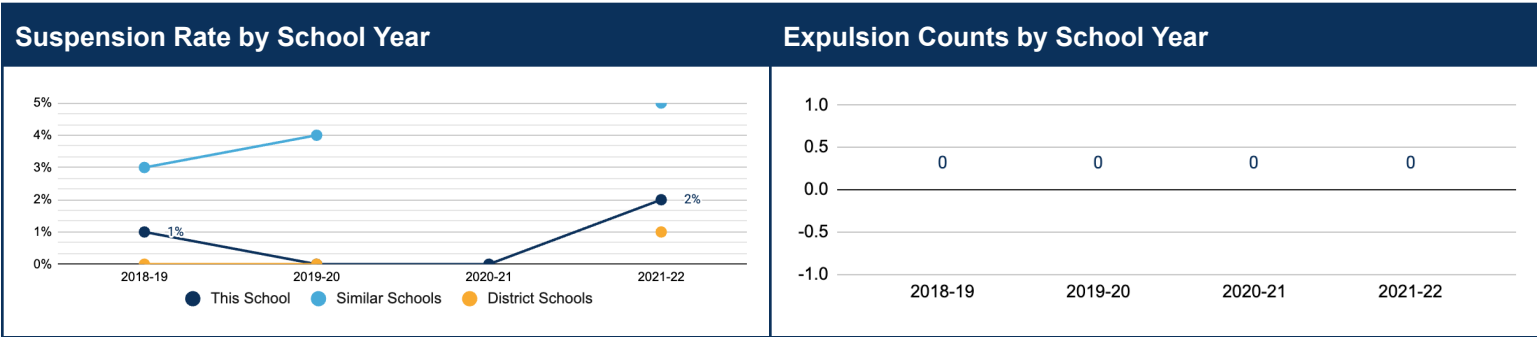
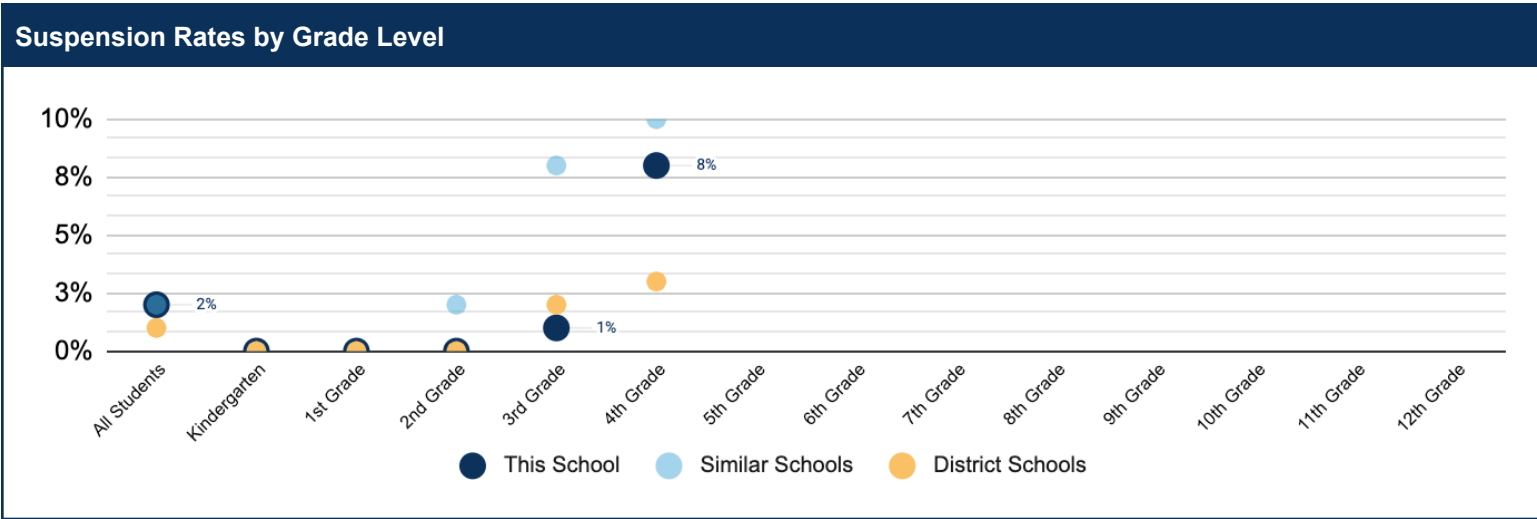
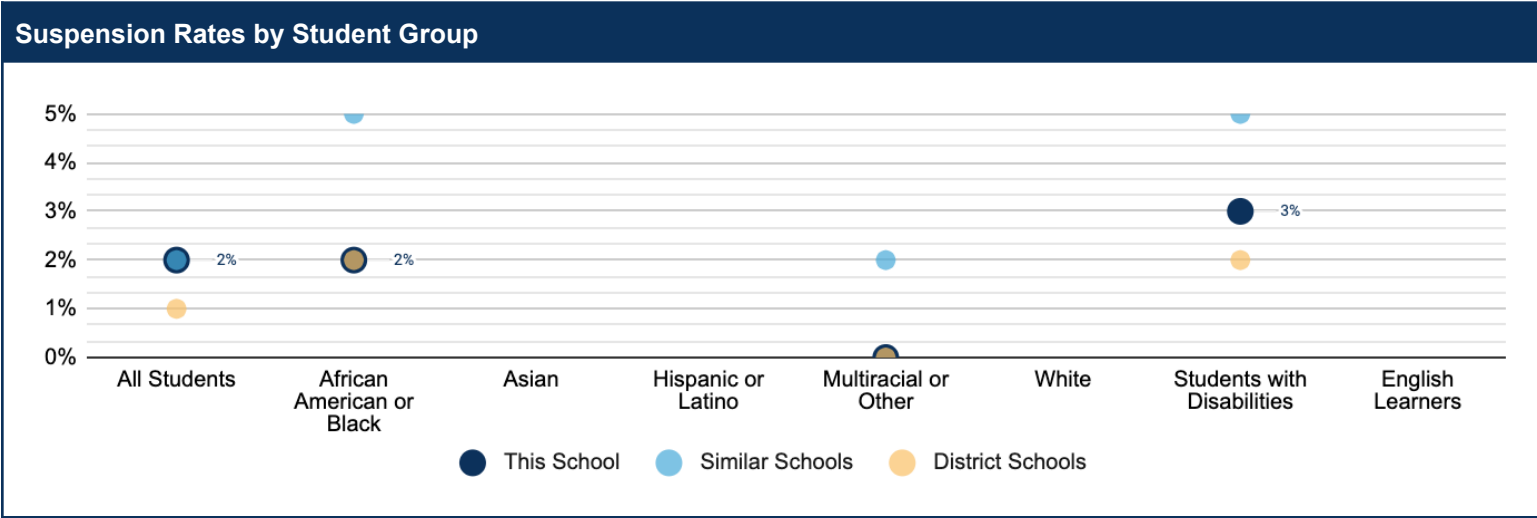
## CHRONIC ABSENTEEISM

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



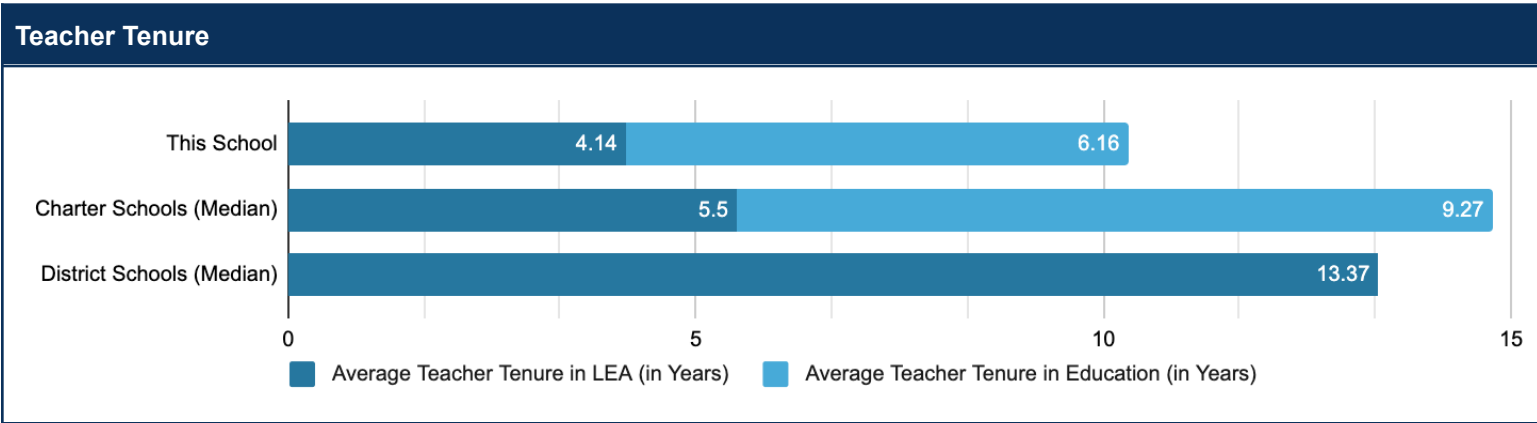
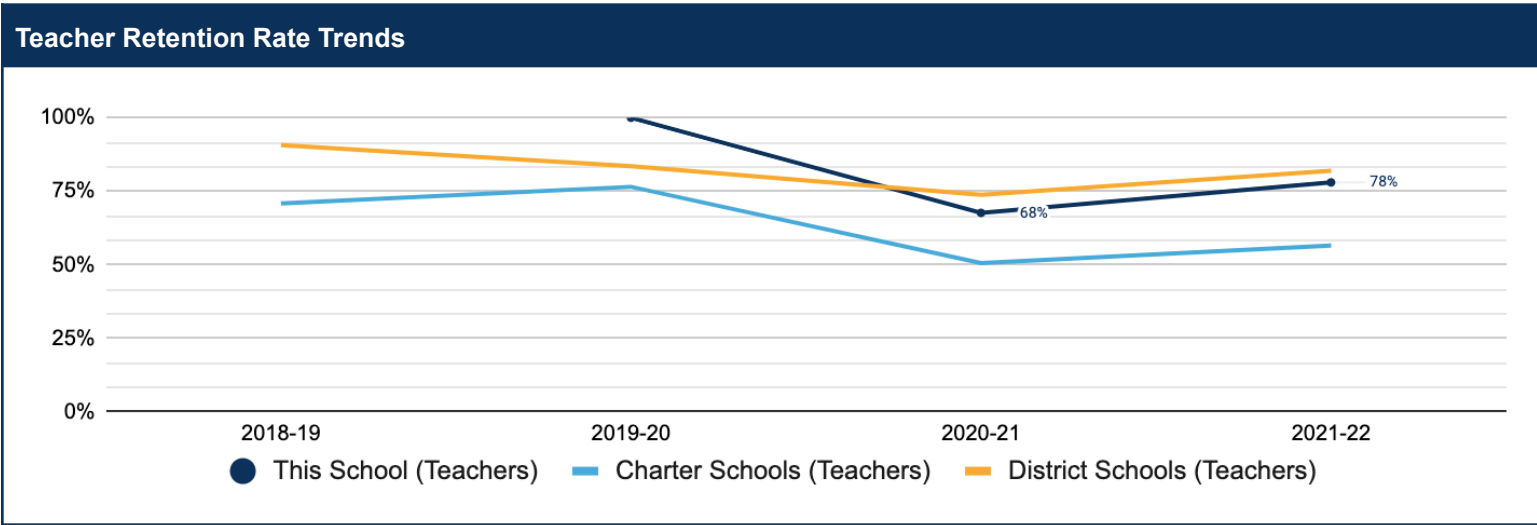
## SUSPENSION

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



## TEACHER RETENTION & TENURE

Teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year. The teacher tenure rates reflect Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



## METRIC INFORMATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SUPPLEMENT: CHARTER AGREEMENT CONDITIONS

The subsequent page(s) outline the extent to which the School met conditions outlined in the charter agreement that currently is in effect between the Charter School and the School District of Philadelphia. The descriptions numbered below are summaries of the language in the charter agreement and are intended to assist in understanding the expectation. Wherever possible, the findings direct a reader back to a page of the ACE-R where the item was evaluated in detail as part of the charter school performance framework.

- 1. The Charter School shall grant an admissions preference to applicants residing in the 19121 and 19132 zip codes so that fifty percent (50%) of the new students enrolling in any year during the Term of the Charter that do not have a lottery preference shall reside in the Attendance Zone. The Charter School first may fill open enrollment slots with returning students and then students having sibling or founder preferences at the Charter School, as applicable. If enrollment slots are still available after admitting (i) returning students or students having sibling or founder preferences at the Charter School; and (ii) applicants residing in the Attendance Zone for 50% of new students enrolling in any year during the Term of the Charter, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A of the Charter School Law.**

The Charter School met the condition.

- 2. The Charter School shall not give an enrollment preference to alumni of KIPP schools. The Charter School shall limit the enrollment preference given to children of KIPP Philadelphia network staff and to children of current and past members of KIPP charter school boards of trustees to the lesser of thirteen (13) seats at the Charter School or two percent (2%) of the student enrollment at the Charter School.**

The Charter School met the condition.

Re: KIPP North Philadelphia 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 KIPP NORTH PHILADELPHIA CHARTER SCHOOL (“Charter School”) to operate a charter school for a five-year term commencing 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 one-year term commencing on July 1, 2023 and ending on June 30, 2024, 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"). The Charter School shall be evaluated for compliance with these Conditions for Renewal and for renewal during the 2024-2025 school year. 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 submit final audited financial statements by December 31 of the year following the conclusion of the applicable fiscal year (i.e. the final FY24 audit must be submitted by December 31, 2024). The Charter School shall achieve a "Meets Standard" for the Timely Financial Audit 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.
2. Prior to the execution of the Charter by the School District, the Charter School shall submit to the Charter Schools Office, for review and approval, a student attendance and truancy plan that minimally includes: (i) a system to track and monitor students' daily attendance, (ii) an outline of monthly initiatives to highlight students who attended school 95% or more instructional days during that month; and (iii) a detailed list of school supports that will be implemented for students attending fewer than 90% of instructional days.
3. The Charter School shall demonstrate an increase of students attending 95% or more instructional days annually ("Regular Attendance") for the 2023-2024 school year, as compared to the Charter School's Regular Attendance rate of 14% in the 2021-2022 school year.
4. The Charter School shall demonstrate an decrease of students attending fewer than 90% of instructional days ("Chronic Absenteeism") for the 2023-2024 school years, as compared to the Charter School's Chronic Absenteeism rate of 63% in the 2021-2022 school year;

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 1380 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 - 34.**

**Title: Approval of Release and Settlement Agreement with Eugenio Maria De Hostos Charter School ("Hostos"), Antonio Pantoja Charter School ("Pantoja"), and Aspira Inc. of Pennsylvania ("Aspira"), including Renewal Charters for Hostos and Pantoja, Withdrawal of Revised New Charter Applications by Aspira, Payment of Funds by Hostos and by Pantoja to settle withholding requests to PDE, and withdrawal by Hostos and Pantoja from Commonwealth Court litigation and other PDE appeals - Added 9.19.2023/Updated 1.29.2024**

**Board of Education Meeting Date: 9/21/2023**

### **Action under consideration**

Description The Board of Education will consider a proposed Release and Settlement Agreement by and among the School District of Philadelphia ("School District"), Eugenio Maria De Hostos Charter School ("Hostos"), Antonio Pantoja Charter School ("Pantoja"), and Aspira Inc. of Pennsylvania ("Aspira").

The Board of Education granted a charter to the Board of Trustees of Hostos to operate a charter school for a five-year term commencing in 1998, and the School Reform Commission ("SRC") renewed the Hostos Charter for five-year terms in 2003, 2008, and 2013. Hostos has sought renewal of its Charter and an enrollment expansion; and The SRC granted a charter to the Board of Trustees of Pantoja to operate a charter school for a five-year term commencing in 2008, and the SRC renewed the Pantoja Charter for a five-year term in 2013. Pantoja has sought renewal of the Pantoja Charter and an enrollment expansion; and

The Charter Schools Office of the School District has recommended both Hostos and Pantoja for renewal; and

Aspira has submitted to the School District a revised new charter application for ASPIRA Bilingual College and Career Preparatory Academy ("Revised ASPIRA Prep Application") and a revised new charter application for ASPIRA Dr. Ricardo E. Alegria Preparatory Charter School ("Revised Alegria Prep Application"); and

Various disputes have arisen between the School District and Hostos and the School District and Pantoja during the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years regarding the number of students permitted to be enrolled under the Hostos Charter and the Pantoja Charter, respectively; and

Hostos sought and received from the Secretary of Education ("Secretary") and the Pennsylvania Department of Education ("PDE") amounts withheld from the School District's State payments for additional funds related to Hostos's enrollment in the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years, to which the School District filed multiple objections and hearing demands ("Hostos PDE Administrative Appeals"); and Pantoja sought and received from the Secretary and PDE amounts withheld from the School District's State payments for additional funds related to Pantoja's enrollment in the 2018-2019, 2019-2020, and 2020-2021 school years, to which the School District filed multiple objections and hearing demands ("Pantoja PDE Administrative Appeals"); and

There are pending disputes between the School District and Hostos and the School District and Pantoja relating to the deductions of amounts constituting expenditures of federal funds, prekindergarten expenses, and certain portions of the Ready to Learn grant funds from total expenditures when calculating charter school per-pupil rates. Certain administrative matters had originated in actions brought by certain charter schools, including Hostos and Pantoja, against the School District (collectively "PDE Appeals") and those actions pending in the Pennsylvania Commonwealth Court (collectively "Commonwealth Court Appeals").

On September 21, 2023, the Board of Education will be considering an action item to approve and authorize execution of the Release and Settlement Agreement with Hostos,

Pantoja, and Aspira which shall include, without limitation, the following terms:

1. The School District shall issue a Charter to Hostos ("Hostos Renewal Charter"). The term of the Charter is from July 1, 2023 through June 30, 2028. The grades and enrollment permitted under the Charter shall reflect the enrollment of a maximum of 750 students in Grades K-8 by the 2026-2027 school year during the Hostos Renewal Charter Term.
2. The School District shall issue a Charter to Pantoja ("Pantoja Renewal Charter"). The term of the Charter is from July 1, 2023 through June 30, 2028. The grades and enrollment permitted under the Charter shall reflect the enrollment of a maximum of 750 students in Grades K-8 by the 2023-2024 school year during the Pantoja Renewal Charter Term.
3. Aspira agrees that it will withdraw the Revised ASPIRA Prep Application and the Revised ASPIRA Alegria Prep Application (collectively the "Revised Applications") from consideration by the School District for new charter schools. Aspira further agrees that: (i) it irrevocably waives the Charter School Law requirement in 24 P.S. § 17-1717-A(f) that the local board of school directors to consider or to vote to grant or deny the Revised Applications; (ii) it irrevocably waives its right to seek relief in any form from the State Charter School Appeal Board ("CAB") with respect to the Revised Applications; and (iii) it agrees that it will not assert in any appeal to the CAB, in any other legal proceeding or for any reason that the Board of Education failed to consider or vote on the Revised Applications.
4. Aspira agrees that it will not seek a separate or additional charter for any students in Kindergarten through Grade 8 prior to November 15, 2028.
5. Hostos shall pay to the School District the total amount of Three Million One Hundred Sixty-Three Thousand Nine Hundred Eighty-Six Dollars (\$3,163,986) ("Hostos Settlement Sum") to settle the Hostos PDE Administrative Appeals. Hostos shall pay the Hostos Settlement Sum in installments of \$632,797.20 per school year for five (5) school years, beginning with the 2023-2024 school year and ending with the 2027-2028 school year.
6. Pantoja shall pay to the School District the total amount of Three Hundred Seventy-One Thousand Five Hundred Thirty-Seven Dollars (\$371,537) ("Pantoja Settlement Sum") to settle the Pantoja PDE Administrative Appeals. Pantoja shall pay the Pantoja Settlement Sum in installments of \$74,307.40 per school year for five (5) school years, beginning with the 2023-2024 school year and ending with the 2027-2028 school year.
7. Hostos and Pantoja shall promptly withdraw any requests for subsidy withholdings submitted to PDE for which withholdings have not yet been made from the School District's subsidy, including the PDE Appeals.
8. The School District shall withdraw or discontinue any objections, requests for hearing, or administrative appeals the School District has filed with PDE in the Hostos PDE Administrative Appeals and the Pantoja PDE Administrative Appeals.
9. Hostos and Pantoja shall withdraw or dismiss their claims in the pending

Commonwealth Court Appeals and take whatever action is requested or required by the Commonwealth Court to withdraw and terminate their claims in the Commonwealth Court Appeals with prejudice.

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description	Type
Final Action Item - 1.29.2024	Supporting Document

Re: Approval of Release and Settlement Agreement with Eugenio Maria De Hostos Charter School (“Hostos”), Antonio Pantoja Charter School (“Pantoja”), and Aspira Inc. of Pennsylvania (“Aspira”), including Renewal Charters for Hostos and Pantoja, Withdrawal of Revised New Charter Applications by Aspira, Payment of Funds by Hostos and by Pantoja to settle withholding requests to PDE, and withdrawal by Hostos and Pantoja from Commonwealth Court litigation and other PDE appeals

WHEREAS, the Board of Education granted a charter to the Board of Trustees of Eugenio Maria De Hostos Charter School (“HOSTOS”) to operate a charter school for a five-year term commencing in 1998; and

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

WHEREAS, HOSTOS has sought renewal of the HOSTOS Charter and an enrollment expansion; and

WHEREAS, the SRC granted a charter to the Board of Trustees of Antonio Pantoja Charter School (“PANTOJA”) to operate a charter school for a five-year term commencing in 2008; and

WHEREAS, the SRC renewed the PANTOJA Charter for a five-year term in 2013; and

WHEREAS, PANTOJA has sought renewal of the PANTOJA Charter and an enrollment expansion; and

WHEREAS, the Charter Schools Office (“CSO”) of the School District has recommended both HOSTOS and PANTOJA for renewal; and

WHEREAS, Aspira Inc. of Pennsylvania (“ASPIRA”) has submitted to the SCHOOL DISTRICT a revised new charter application for ASPIRA Bilingual College and Career Preparatory Academy (“Revised ASPIRA Prep Application”) and a revised new charter application for ASPIRA Dr. Ricardo E. Alegria Preparatory Charter School (“Revised Alegria Prep Application”); and

WHEREAS, the SCHOOL DISTRICT pays HOSTOS and PANTOJA per-pupil payments for the Philadelphia resident students enrolled in HOSTOS and PANTOJA, respectively, pursuant to the terms, conditions, and caps in their respective Charters; and

WHEREAS, various disputes have arisen between the SCHOOL DISTRICT and HOSTOS and the SCHOOL DISTRICT and PANTOJA during the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years regarding the number of students permitted to be enrolled under the HOSTOS Charter and the PANTOJA Charter, respectively; and

WHEREAS, HOSTOS sought and received from the Secretary of Education (“Secretary”) and the Pennsylvania Department of Education (“PDE”) amounts withheld from the SCHOOL DISTRICT’s State payments for additional funds related to HOSTOS’s enrollment in the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years, to which the SCHOOL DISTRICT filed multiple objections and hearing demands, INCLUDING those pending at the following docket numbers: BBFM-12-2018-03, BBFM-08-2019-02, BBFM-06-2020-24, and BBFM-10-2021-02 and other withholdings and/or objections related to enrollment that have not yet been docketed by PDE<sup>1</sup> (“HOSTOS PDE Administrative Appeals”); and

WHEREAS, PANTOJA sought and received from the Secretary and PDE amounts withheld from the SCHOOL DISTRICT’s State payments for additional funds related to PANTOJA’s enrollment in the 2018-2019, 2019-2020, and 2020-2021 school years, to which the SCHOOL DISTRICT filed multiple objections and hearing demands, INCLUDING those pending at the following docket numbers: BBFM-12-2018-02, BBFM-09-2019-01, BBFM-06-2020-23, and BBFM-10-2021-03 and other withholdings and/or objections related to enrollment that have not yet been docketed by PDE<sup>2</sup> (“PANTOJA PDE Administrative Appeals”); and

WHEREAS, there are pending disputes between the SCHOOL DISTRICT and HOSTOS and the SCHOOL DISTRICT and PANTOJA relating to the deductions of amounts constituting expenditures of federal funds, prekindergarten expenses, and certain portions of the Ready to Learn grant funds from total expenditures when calculating charter school per-pupil rates. Certain administrative matters had originated in actions brought by certain charter schools, INCLUDING HOSTOS and PANTOJA, against the SCHOOL DISTRICT, INCLUDING those matters docketed with PDE at BBFM-00-2016-29, BBFM-00-2016-91, BBFM-08-2017-02, BBFM-00-2018-07, BBFM-06-2018-38, BBFM-10-2018-03, BBFM-00-2020-07, BBFM-06-2020-23, BBFM-10-2021-02, BBFM-00-2016-25, BBFM-00-2016-89, BBFM-06-2017-20, BBFM-08-2017-01, BBFM-06-2018-36, BBFM-10-2018-04, BBFM-00-2020-05, BBFM-06-2020-23, and BBFM-10-2021-03 (collectively “PDE Appeals”) and those actions pending in the Pennsylvania Commonwealth Court at Docket Nos. 1436, 1437, 1438, 1439 & 1440 C.D. 2022; and 167 M.D. 2019 (collectively “Commonwealth Court Appeals”); and

WHEREAS, in order to avoid the time, expense and uncertainty of further litigation, the SCHOOL DISTRICT, HOSTOS, PANTOJA, and ASPIRA desire to enter into a global Release and Settlement Agreement in order to provide a full and final settlement and resolution of any

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<sup>1</sup> The SCHOOL DISTRICT and HOSTOS agree that any HOSTOS withholding request or any SCHOOL DISTRICT objection without a docket number as of the date of this Agreement shall be included in the definition of HOSTOS PDE Administrative Appeals.

<sup>2</sup> The SCHOOL DISTRICT and PANTOJA agree that any PANTOJA withholding request or any SCHOOL DISTRICT objection without a docket number as of the date of this Agreement shall be included in the definition of PANTOJA PDE Administrative Appeals

and all issues, disputes, and differences between them related to the issuance of the Charters for HOSTOS and PANTOJA, without trial, hearing or adjudication of any issue of fact or law, and without admission with respect to any such issue, and to terminate and conclude the HOSTOS PDE Administrative Appeals, PANTOJA PDE Administrative Appeals, PDE Appeals, and the Commonwealth Court Appeals and the claims set forth therein; and

WHEREAS, as part of the Release and Settlement Agreement, HOSTOS has agreed to certain terms and conditions in connection to renewal of the HOSTOS Charter, and PANTOJA has agreed to certain terms and conditions in connection to renewal of the PANTOJA Charter. HOSTOS and PANTOJA have each submitted to the CSO renewal charter agreements signed by each respective charter school setting forth the agreed terms and conditions of renewal; now be it

RESOLVED, that the Board of Education hereby: (i) approves the Release and Settlement Agreement with HOSTOS, PANTOJA, and ASPIRA and authorizes the President of the Board of Education to execute such Release and Settlement Agreement; (ii) in conjunction with the Release and Settlement Agreement, authorizes the renewal of the HOSTOS Charter, subject to the terms and conditions agreed to by HOSTOS as set forth below and in the Release and Settlement Agreement, for a five-year period commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the President of the Board of Education and by the Chair of the Board of Trustees of HOSTOS; and (iii) in conjunction with the Release and Settlement Agreement, authorizes the renewal of the PANTOJA Charter, subject to the terms and conditions agreed to by PANTOJA as set forth below and in the Release and Settlement Agreement, for a five-year period commencing on July 1, 2023 and ending on June 30, 2028, effective upon the full execution of the Charter Agreement by the President of the Board of Education and by the Chair of the Board of Trustees of PANTOJA; and be it

FURTHER RESOLVED, that in accordance with the Release and Settlement Agreement, (i) ASPIRA agrees that it will withdraw the Revised ASPIRA Prep Application and the Revised ASPIRA Alegria Prep Application from consideration by the SCHOOL DISTRICT for new charter schools and will not seek a separate or additional charter for any students in Kindergarten through Grade 8 from the SCHOOL DISTRICT prior to November 15, 2028; (ii) HOSTOS agrees to pay to the SCHOOL DISTRICT the total amount of Three Million Dollars and No Cents (\$3,163,986.00) in installments of \$632,797.20 per school year for five (5) school years, beginning with the 2023-2024 school year and ending with the 2027-2028 school year in conjunction with the settlement of the HOSTOS PDE Administrative Appeals; (iii) PANTOJA agrees to pay to the SCHOOL DISTRICT the total amount of Three Hundred Seventy-One Five Hundred Thirty-Seven Dollars and No Cents (\$371,537.00) in installments of \$74,307.40 per school year for five (5) school years, beginning with the 2023-2024 school year and ending with the 2027-2028 school year in conjunction with the settlement of PANTOJA PDE Administrative Appeals; (iv) upon execution of the Release and Settlement Agreement, HOSTOS and PANTOJA shall promptly withdraw any requests for subsidy withholdings submitted to PDE for which withholdings have not yet been made from the SCHOOL DISTRICT's subsidy, INCLUDING each and every request related to the 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023 school years and INCLUDING those docketed and undocketed matters involved in the PDE Appeals, the HOSTOS PDE



Administrative Appeals and the PANTOJA PDE Administrative Appeals; (v) upon execution of the Release and Settlement Agreement, the SCHOOL DISTRICT shall promptly withdraw or discontinue any objections, requests for hearing, or administrative appeals the SCHOOL DISTRICT has filed with PDE in the HOSTOS PDE Administrative Appeals and the PANTOJA PDE Administrative Appeals; and (vi) HOSTOS and PANTOJA agree that upon execution of the Release and Settlement Agreement, they shall promptly withdraw or dismiss their claims in the pending Commonwealth Court Appeals and take whatever action is requested or required by the Commonwealth Court to withdraw and terminate their claims in the Commonwealth Court Appeals with prejudice; and be it

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

Years	Grades Served	Total Student Enrollment
School Year 2023 - 2024	K-8	550
School Year 2024 - 2025	K-8	625
School Year 2025 - 2026	K-8	700
School Year 2026 - 2027	K-8	750
School Year 2027 - 2028	K-8	750

Under no circumstances will HOSTOS request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without Board of Education approval by action item; and be it

**FURTHER RESOLVED**, the School District and PANTOJA acknowledge and agree that, pursuant to its renewal Charter, PANTOJA will enroll students only in Kindergarten to Grade 8 with a maximum of 750 students during the 2023-2024 through and including the 2027-2028 school years, unless the parties agree in writing to other terms. Under no circumstances will PANTOJA request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without Board of Education approval by action item.

**Action Item - 35.**

**Title: Acceptance of Bequest from the Robert Cameron Trust for the Benefit of Girls High (\$1,675,000) - Added 9.19.2023**

**Board of Education Meeting Date:** 9/21/2023

**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 partial distribution and execute and perform a receipt and release agreement and any other required documents, as follows:

**With:** Ronald A. Cameron Revocable Living Trust

**Purpose:** To establish the Mary S. Cammoroti Scholarship Endowment Fund at the Philadelphia High School for Girls

**Start date:** 9/22/23

**Amount:** \$1,675,000

**Description:** Under the terms of the Ronald A. Cameron Revocable Living Trust ("Cameron Trust"), upon the death of Ronald A. Cameron, 0.31 of the residue of the trust is to be distributed to The Mary S. Cammarotti Scholarship Endowment Fund at Philadelphia High School for Girls ("Girls High"). In order to accept the partial distribution from the Cameron Trust, the Superintendent or his designee must execute a receipt and release agreement and any other required documents with the Cameron Trust. The funds accepted by the District will be held in a fund in the name of The Mary S. Cammarotti Scholarship Endowment Fund ("Cammoroti Scholarship Fund"). Annually, scholarships will be awarded to seniors enrolled at Girls High. The District will work with the Alumnae Association for the Philadelphia High School for Girls ("Alumnae Association") to establish a process for selection of students and awarding of scholarships from the Cammoroti Scholarship Fund.

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

The acceptance of this partial distribution from the Cameron Trust will enable the District to award scholarships to students graduating from Girls High to continue their post-secondary education. This will help the District achieve Guardrail 2: Enriching and well-rounded school experiences by enabling Girls High students to continue their education after graduation from the District.

**How will the success be measured?**

The District will report annually on the scholarships awarded in partnership with the Alumnae Association from the Cammoroti Scholarship fund.

**Office Originating Request:** Schools

**ATTACHMENTS:**

Description

Type

**Action Items - Intermediate Unit - 1.**

**Title: Amendment of Contract with STAR Autism Support, Inc. for for the Provision of Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$120,000) - Updated 9.20.2023**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

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

With: STAR Autism Support, Inc.

Purpose:

To provide teachers of students with autism and paraprofessionals access to the STAR Autism Support, Inc. (SAS) online digital programs and curriculums, which include: 1. STAR Media Center and SOLS (STAR Online System) Primary Package, 2. District wide Links Curriculum and SOLS Secondary Package, and 3. District Star General Education Courses.

Original Start Date: 7/1/2023

Current End Date: 6/30/2024

Amended End Date: 6/30/2024

Currently Authorized Compensation: \$265,000

Additional Compensation: \$120,000

Total New Compensation: \$385,000

Location: District elementary, middle, and high schools with Autistic Support Programs

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Description:

Why is this contract needed?

STAR Autism Support, Inc. (SAS) was authorized by the Board of Education through Action Item No. IU-8 on May 25, 2023 to provide comprehensive professional development for teachers and staff who teach and support students with Autism Spectrum Disorder (ASD) in grades 6-12 on effective evidence-based "STAR" instructional practices. To implement the STAR curriculum program and interventions, teachers and staff receiving professional development from SAS must access the SAS online digital curriculum. This action item is to

request authorization to amend the contract with SAS to include the annual cost of accessing the (SAS) online digital programs and curriculums, which include: 1. STAR Media Center and SOLS (STAR Online System) Primary Package, 2. District wide Links Curriculum and SOLS Secondary Package, and 3. District Star General Education Courses.

Approximately 2,000 6-12 grade students with Autism Spectrum Disorder (ASD) attend School District of Philadelphia's (District) schools. Approximately 1,300 of these students receive instruction in 170 specialized autism support classrooms. The remainder of students are supported within inclusive general education classroom settings. SAS shall provide District teachers and paraprofessionals with access to its online digital curriculums and with a comprehensive program of professional development, training, consultation, and support to grow their capacity to rigorously implement highly effective evidence-based practices (EBP) to instruct students with ASD in the classroom. This professional development is intended to enable approximately 1,300 students on the autism spectrum to succeed and to make significant academic and behavioral advancements as they enter and progress through the middle and secondary grades. The Contractor will also provide professional development to District administrators and general education teachers and staff, for the purpose of preparing them to include students with autism in the least restrictive environments (LRE) including the general education classroom setting.

The IDEA (Individuals with Disabilities Education Act), mandates that instruction for students with disabilities must be based on evidence-based practices (EBP) delivered in the LRE. SAS is the creator of the highly effective, evidence-based and research-validated STAR (Strategies for Teaching Based on Autism Research) Program, Links (Linking Assessment and Instruction for Independence) Curriculum, and STAR Online Learning System (SOLS). SAS designed these programs to teach elementary, middle, and secondary students with autism and other developmental disabilities critical skills identified by the National Research Council. SAS will provide District staff with access to their online curriculum programs and professional development on implementation of STAR in the classroom. The Contractor's services will enable the District to comply with IDEA EBP instructional mandates.

Through the STAR program, SAS shall provide District AS teachers and professional staff with comprehensive professional development on a variety of EBP and strategies. STAR professional development and support services shall enable AS teachers and support staff to deliver the instruction, interventions, and supports their students with ASD need to make meaningful academic, behavioral and transition progress, and to reach the goals and objectives of their Individualized Education Programs (IEP). A core goal of this program is to improve teacher instructional practice and fidelity of implementation of EBP through professional development workshops and coaching, and to create state-of-art classrooms and teaching environments that serve students in their LRE, including instruction in general education settings. Nationally, AS teachers have an increased risk of leaving their positions due to the unique needs of the population they teach. This national trend is also experienced by District AS teachers. In addition to having a positive impact on student achievement, SAS professional development has a positive impact on teacher retention. Since COVID-19 the

District hired 70 new AS teachers. SAS professional development will support new teacher retention and strengthen their ability to deliver highly effective and rigorous evidence-based instruction to students with ASD.

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

To optimize the educational and behavioral performance of students with autism, the STAR program emphasizes teacher implementation of EBP in the LRE. EBP in LRE enables students to reach academic, communication, transition, and social interaction goals. The program directly impacts the Board's Goals 1 through 3 by empowering students with autism to reach IEP goals, appropriate grade levels in reading and math, levels of proficiency in annual state assessments, and by providing them with the foundational skills to prepare them for post-secondary education or employment. The SAS STAR program includes a focus on school-wide inclusive educational practices (Guardrail 1), incorporates topics that expand student opportunities for increased participation in school, including extra-curricular activities (Guardrail 2), provides resources to support partnering with families (Guardrail 3), and supports the implementation of inclusive educational practices working towards equal access and opportunities for students (Guardrail 4).

How will the success of this contract be measured?

SAS reports baseline and end-of-year student data to the District. SAS data and IEP progress show significant student growth and improved outcomes. Over the last two years, record numbers of teachers and staff participated in the Contractor's professional development and received consultation support. Evaluations indicated that 95% of participants felt that contractor's professional development opportunities increased their knowledge and skills in implementing EBPs in AS classrooms. A comprehensive parent survey demonstrated a high level of support for the professional development SAS provides to teachers and staff.

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

STAR is an evidence based curriculum and intervention strategy which meets common core standards and is validated as highly effective by The National Institute of Health, Institute of Education Sciences and by independent federal and state funded research studies.

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

Consistent with the District's competitive procurement process, the selection of this Contractor included a committee of District staff with relevant special education, autism, instructional, programmatic, and fiscal expertise who reviewed and evaluated contractor's RFQ response.

Related resolution:

May 25, 2023; IU-8

Funding Source(s):

FY23-24 IDEA Grant

Office Originating Request: Academic Support

Additional Information:

Why the vendor was selected: Reasonable price, experience, continuity of services, proven track record in delivering effective professional development and online support services to District staff, capacity to provide needed services, and ability to fully meet the needs and interest of the District.

Number of proposers: 3

Request of Solicitation Number: RFP 615

M/WBE Participation Level: 10-15%

Charge Account(s):

FY24 150-2703-2023-9CLO-2271105-532201-270323-00000 \$385,000

Office Originating Request: Academic Support

**Office Originating Request:** Academic Support

**Action Items - Intermediate Unit - 2.**

**Title: Amendment of Contracts with QBS, Inc. for Safety Care Training (\$182,000)**

**Board of Education Meeting Date:** 9/21/2023

**Action under consideration**

**Action under consideration**

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

**With:**

QBS, Inc.

**Purpose:**

Safety Care Training for staff working directly with students

**Original Start Date:** 7/1/2023

**Current End Date:** 6/30/2024

**Amended End Date:** 6/30/2024

**Currently Authorized Compensation:** \$300,000

**Additional Compensation:** \$182,000

**Total New Compensation:** \$482,000

**Location:**

All Schools; Administrative Office

**Renewal Options:** Yes

**Number of Options:** 3

**Maximum compensation authorized per option period:** Each option at fixed amount of \$482,000 or 110% of first or preceding year amount, whichever is greater.

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**Description:**

**Why is the contract amendment needed?**

To improve the quality of educational services delivered to students with disabilities, especially those diagnosed with emotional disturbance (ED), this action item requests authorization to train and certify at least 150 additional District staff, including climate



managers, School Safety personnel and others in basic and advanced Safety Care. This amendment will increase the overall number of District staff receiving Safety Care training, certification and re-certification from QBS Inc. (QBS) to approximately 400. Safety care is a highly effective protocol and skill set for deescalating challenging behaviors through identifying triggers and using positive reinforcement.

Students, including those with ED, sometimes act out in aggressive or inappropriate behaviors, which can endanger themselves or others. To avoid these incidents, reduce the number of student physical restraints involving these behaviors, and to reinforce appropriate student responses in reaction to stress, anger, or other triggers, the District seeks authorization to increase its contract with QBS, Inc. (QBS) to provide additional teachers and staff with professional development in Safety Care. Safety Care is a highly effective skill-set used to handle, protect, and support students with self-injurious, dangerous, and aggressive behaviors, and to replace these behaviors, through the application of positive reinforcement, de-escalation, and modeling with appropriate and healthy responses.

The Pennsylvania Department of Education (PDE) recommended that the District train all of its teachers and staff who directly work with students, in de-escalation, positive reinforcement and non-restraint techniques. PDE recommended contracting with QBS the proprietor of the Safety Care program as a means of providing this training. QBS is used by many other school districts throughout Pennsylvania to train staff in highly effective de-escalation, positive reinforcement and non-restraint techniques.

To accomplish the task of having student-facing staff trained in Safety Care, QBS will train and certify designated District staff as Safety Care Trainers. Trainers are authorized by QBS to train other District staff in Safety-Care methods and to certify staff who successfully complete training as Safety Care Specialists. Under QBS certification guidelines, Trainers and Specialists must be retrained and recertified annually. Since the inception of this program, District Trainers have certified over 2,500 teachers, principals, staff, and administrators as Specialists who are now skilled in de-escalation techniques.

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

Safety Care techniques, when used in classrooms and to support special education students, promote positive reinforcement, focused learning, respect for self and others, and the elimination of racist and discriminatory practices. Teachers and staff implementing Safety Care provide students with effective social, behavioral, emotional, and mental health supports, which enables student to learn, make academic progress, and function proficiently on annual state assessments. By increasing student's positive behaviors and instructional time on task, Safety Care supports the Board of Education's goals that every student shall perform on or above grade level in reading and math and graduate ready for college and career.

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

The Success of the program will be measured based on the number of District staff trained in Safety Care and the number of District staff who receive new certifications and annual re-certifications as Trainers and Specialists. In addition, the success of the program will be measured by student data indicating a reduction of physical restraints and serious behavioral incidents.

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

A growing body of research supports the effectiveness of Safety Care in reducing the use of physical restraint and seclusion and improving the safety of staff and individuals. A 2018 study published in the Journal of Applied Behavior Analysis found that Safety Care training was associated with a significant reduction in the use of physical restraint and seclusion in a group of residential treatment facilities for children with emotional and behavioral disorders. The study also found that Safety Care training was associated with improvements in staff-client interactions and in the overall climate of the facilities. Another study, published in the Journal of Behavioral Health Services & Research in 2019, found that Safety Care training was associated with a significant reduction in the use of physical restraint and seclusion in a group of schools for students with emotional and behavioral disorders. The study also found that Safety Care training was associated with improvements in student behavior and in the overall climate of the schools. These studies suggest that Safety Care training is an effective strategy for reducing the use of physical restraint and seclusion and for improving the safety of staff and individuals.

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

At the recommendation of PDE, teachers and professional educational staff employed in schools throughout Pennsylvania receive professional development in the QBS Safety Care Program. QBS was selected through a Cooperative Contract through an RFP issued by Chicago Public Schools.

**Funding Source(s):**

FY23-24 IDEA Grant

**Office Originating Request:** Academic Support

### **Action Items - Intermediate Unit - 3.**

**Title: Ratification of Contract with STAR Autism Support, Inc. for Online Curriculum and Materials to Support Professional Development and Instruction Provided by Teachers and Staff of Students with Autism (\$109,200)**

**Board of Education Meeting Date:** 9/21/2023

#### **Action under consideration**

The Administration recommends that the Board of Education, acting in its capacity as Board for Directors of Philadelphia Intermediate Unit No. 26 (IU 26), ratify and authorize the execution and performance of a contract, by IU 26, through the Executive Director or his designee, subject to funding, as follows:

**With:** STAR Autism Support, Inc.

#### **Purpose:**

To provide teachers of students with autism and paraprofessionals access to the STAR Autism Support, Inc. (SAS) online digital programs and curriculums, which include: 1. STAR Media Center and SOLS (STAR Online System) Primary Package, 2. District wide Links Curriculum and SOLS Secondary Package, and 3. District Star General Education Courses.

**Original Start Date:** July 1, 2022

**Current End Date:** June 30, 2023

**Currently Authorized Compensation:** \$247,000.00

**Additional Compensation:** \$109,200

**Total New Compensation:** \$356,200

**Location:** District elementary, middle, and high schools with Autistic Support Programs

#### **Description:**

##### **Why is this contract needed?**

Four hundred and eighty-four (484) District teachers and paraprofessionals of students with autism received professional development on the SAS "STAR" and "Links" curriculum during the 2022-2023 school year using the STAR online digital programs and curriculums. The professional development component was authorized by the Board of Education through Action Item No. 6 on May 26, 2022. However, the cost of access to SAS online digital materials and curriculum, which was part of this professional development, was not covered under this action item. Prior to the 2022-2023 school year, the online digital materials which were part of the SAS annual professional development program were

purchased through a direct purchase order, and were not covered under the annual professional development contract. Online subscriptions to curriculum programs must be purchased through Agreement for Services contracts. This is to request a ratification to contract with STAR to cover the cost for the use of SAS online digital curriculums by District staff, which teachers and paraprofessionals were given individual access to last school year, as part of the STAR professional development program, and to support daily student instruction.

Approximately 2,000 6-12 grade students with Autism Spectrum Disorder (ASD) attend School District of Philadelphia's (District) schools. Approximately 1,300 of these students receive instruction in 170 specialized autism support classrooms. The remainder of students are supported within inclusive general education classroom settings. SAS shall provide District teachers and paraprofessionals with access to its online digital curriculums and with a comprehensive program of professional development, training, consultation, and support to grow their capacity to rigorously implement highly effective evidence-based practices (EBP) to instruct students with ASD in the classroom. This professional development is intended to enable approximately 1,300 students on the autism spectrum to succeed and to make significant academic and behavioral advancements as they enter and progress through the middle and secondary grades. The contractor will also provide professional development to District administrators and general education teachers and staff, for the purpose of preparing them to include students with autism in the least restrictive environments (LRE) including the general education classroom setting.

The IDEA (Individuals with Disabilities Education Act), mandates that instruction for students with disabilities must be based on evidence-based practices (EBP) delivered in the LRE. SAS is the creator of the highly effective, evidence-based and research-validated STAR (Strategies for Teaching Based on Autism Research) Program, Links (Linking Assessment and Instruction for Independence) Curriculum, and STAR Online Learning System (SOLS). SAS designed these programs to teach elementary, middle, and secondary students with autism and other developmental disabilities critical skills identified by the National Research Council. SAS will provide District staff with access to their online curriculum programs and professional development on implementation of STAR in the classroom. The Contractor's services will enable the District to comply with IDEA EBP instructional mandates.

Through the STAR program, SAS shall provide District AS teachers and professional staff with comprehensive professional development on a variety of EBP and strategies. STAR professional development and support services shall enable AS teachers and support staff to deliver the instruction, interventions, and supports their students with ASD need to make meaningful academic, behavioral and transition progress, and to reach the goals and objectives of their Individualized Education Programs (IEP). A core goal of this program is to improve teacher instructional practice and fidelity of implementation of EBP through professional development workshops and coaching, and to create state-of-art classrooms and teaching environments that serve students in their LRE, including instruction in general education settings. Nationally, AS teachers have an increased risk of leaving their positions

due to the unique needs of the population they teach. This national trend is also experienced by District AS teachers. In addition to having a positive impact on student achievement, SAS professional development has a positive impact on teacher retention. Since COVID-19 the District hired 70 new AS teachers. SAS professional development will support new teacher retention and strengthen their ability to deliver highly effective and rigorous evidence-based instruction to students with ASD.

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

To optimize the educational and behavioral performance of students with autism, the STAR program emphasizes teacher implementation of EBP in the LRE. EBP in LRE enables students to reach academic, communication, transition, and social interaction goals. The program directly impacts the Board's Goals 1 through 3 by empowering students with autism to reach IEP goals, appropriate grade levels in reading and math, levels of proficiency in annual state assessments, and by providing them with the foundational skills to prepare them for post-secondary education or employment. The SAS STAR program includes a focus on school-wide inclusive educational practices (Guardrail 1), incorporates topics that expand student opportunities for increased participation in school, including extra-curricular activities (Guardrail 2), provides resources to support partnering with families (Guardrail 3), and supports the implementation of inclusive educational practices working towards equal access and opportunities for students (Guardrail 4).

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

SAS reports baseline and end-of-year student data to the District. SAS data and IEP progress show significant student growth and improved outcomes. Over the last two years, record numbers of teachers and staff participated in the Contractor's professional development and received consultation support. Evaluations indicated that 95% of participants felt that contractor's professional development opportunities increased their knowledge and skills in implementing EBPs in AS classrooms. A comprehensive parent survey demonstrated a high level of support for the professional development SAS provides to teachers and staff.

**How was success measured in the initial contract supporting this work?**

Demonstrated teacher implementation of evidence based instructional practices in less restrictive learning environments resulting in improved outcomes for students with autism evidences the high value, effectiveness and utility of the STAR program.

**Is this an evidence based strategy?**

STAR is an evidence based curriculum and intervention strategy which meets common core standards and is validated as highly effective by The National Institute of Health, Institute of Education Sciences and by independent federal and state funded research studies.

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

Consistent with the District's competitive procurement process, the selection of this

Contractor included a committee of District staff with relevant special education, autism, instructional, programmatic, and fiscal expertise who reviewed and evaluated Contractor's RFQ response.

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

Action Item No. 7, 5/26/2022

**Funding Source(s)**

FY22 IDEA

**Office Originating Request:** Academic Support

**Office Originating Request:** Academic Support

**ATTACHMENTS:**

Description

MWBE STAR

Type

Supporting Document

SCHOOL DISTRICT OF PHILADELPHIA  
OFFICE OF PROCUREMENT SERVICES

MINORITY/WOMAN-OWNED BUSINESS ENTERPRISE (MWBE) PARTICIPATION PLAN FORM

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name STAR Autism Support Contact Person: Jesse Arick  
Address: 6663 SW Beaverton Hillsdale HWY, Box 119 Phone: 503-297-2864  
City: Portland State: OR Zip: 97225  
Fax: 503-292-4173 E-mail: jesse.arick@starautismsupport.com  
Owner: ☐ African-American, ☐ Hispanic, ☐ Asian, ☐ Native American ☐ Woman, ☐ Non-Profit ☒ Caucasian,  
Federal Tax ID: 26-4433460 Certifying Agency: \_\_\_\_\_ Certification No.: \_\_\_\_\_  
Bid Number or Subject: RFP -615

II. Information in this section refers to MWBE firms to be used in the performance of this contract.

Company Name: Ruth Eyres Consulting Owner: Ruth Eyres  
Address: 105 Katve Lane Phone: 501-658-9994  
City: Sherwood State: AR Zip: 72120  
Fax: 503-292-4173 E-mail: eyres30@yahoo.com  
Owner: ☐ African-American, ☐ Hispanic, ☐ Asian, ☐ Native American ☒ Woman, ☐ Non-Profit ☐ Caucasian,  
Federal Tax ID 480848723 Certifying Agency: \_\_\_\_\_ Certification No.: \_\_\_\_\_  
Description of Work: Workshops and in-class consulting  
Dollar Value \$ \$36,800 Percentage of Total Contract 10%  
Vendor Signature Ruth M. Eyres

If no commitment, give reasons and supporting documentation (e.g., evidence of contacting MWBEs).

I certify that the information provided is true and correct

  
Authorized Representative

Date: 3/12/20