



THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

PUBLIC MEETING

AGENDA

JANUARY 25, 2024

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

- Opening Presentation
Board of Education - Other

Roll Call - Lynn Rauch, General Counsel

Approval of Minutes - December 7, 2023

Committee Reports

Registered Student Speakers

- Student Speakers List
Board of Education - Other

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

- Board of Education - Other
Superintendent Remarks Presentation

Written Testimony

- Written Testimony - Updated 01.26.2024
Board of Education - Other

Registered Speakers on General Topics

- General Speakers List

Action Item Questions and Answers

- Action Item Questions and Answers
Board of Education - Other

Action Item

1. Acceptance of Grants from Various Public Sources for the Operation of Preschool Programs (\$127,600,000) - Updated 01.12.2024
Academic Support - Grants/Donations
2. Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreements for Various Schools (\$104,375)
Operations - Facilities - Other
3. Ratification of Contract Amendment with Philadelphia Higher Education Network for Neighborhood Development - VISTA Project (No Cost)

- Extension)
 - Superintendent - Other
- 4. Adoption of Board Policies
 - Board of Education - Other
- 5. Approval of Personnel Hires (Updated 01.18.2024)
 - Talent - Other
- 6. Approval of Personnel Terminations - Updated 1.25.2024)
 - Talent - Other
- 7. Administration's Recommendation for Termination of Professional Employees - WITHDRAWN BY STAFF
 - Talent - Other
- 8. Approval of Resignations and Retirements - Updated 1.25.2024
 - Talent - Other
- 9. Contract with Benefits Consultant: Marsh and McClennan Agency (\$750,000)
 - Board of Education - Other
- 10. Contract with Drexel University for Computer Science Teacher Professional Development (\$84,061)
 - Information Technology - Contracts
- 11. Contracts with Various Vendors for IT Contracted Staffing Services (\$11,800,000) - Updated 01.08.2024
 - Information Technology - Contracts
- 12. Contracts with Various Vendors for Network and Telecommunications Equipment, Maintenance, and Support (\$7,750,000)
 - Information Technology - Contracts
- 13. Contract with Funds for Learning LLC for Universal Service (E-rate) Consulting and Support Services (\$2,387,500)
 - Information Technology - Contracts
- 14. A.M. v. School District of Philadelphia
 - General Counsel - Other
- 15. Capital Award for Major Renovation at William Dick Elementary School (\$12,358,100)
 - Operations - Capital Programs - Capital Awards
- 16. Change Orders at Various Locations (\$210,939)
 - Operations - Capital Programs - Other
- 17. Ratification and Authorization of Purchase Order Contracting Authority - Calendar Year 2024
 - Operations - Procurement - Other
- 18. Contract with O Z Collaborative for Services Creating Floor Plans and Site Plans for Twelve Schools in the CCTV Transformation Program (\$88,920)
 - Operations - School Safety - Contracts
- 19. Ratification of Contracts with Various Vendors for Two-Way Radios for

Student Climate Staff (\$265,850)

Operations - School Safety - Other

20. Amendment of Contract with Atriade LLC for Program Support, Technical Services, and Design Services of CCTV Security Camera Systems for CCTV Transformation Program (120,000)

Operations - School Safety - Amended Contracts

21. Amendment of Contract with Flourish Agenda, Inc. (\$1,466,183)

Student Support Services - Amended Contracts

22. Extension of Time to Accept Donation from the Fund for Teacher Stipends and Hands-on Materials for Students

Academic Support - Other

23. Amendment of Contract with Multiple Vendors - Interpretation and Translation Services (\$2,400,000) - Added 01.10.2024

Student Support Services - Amended Contracts

24. Contract with Square Button for IT Needs Assessment for the Office of Environmental Management and Services (\$330,000) - Added 01.10.2024

Operations - Facilities - Contracts

25. Approval of Release and Settlement Agreement and Renewal Charter with Southwest Leadership Academy Charter School ("SLACS") - Added 01.22.2024/Updated 01.25.2024

Board of Education - Other

Adjourn

Email: schoolboard@philasd.org

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

Call to Order - Reginald L. Streater, Esq., President - •

Title: Opening Presentation

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Presentation

Type

Supporting Document

The Official Portrait of Joyce S. Wilkerson



**Joyce S. Wilkerson and
Artist Sydney True**



**Board Members (past & present) and
Superintendent Watlington View the
Official Portrait**

Celebrating Success!



Nikki Maurer
November Teacher of the Month

Celebrating Success



Carrie Bannon
December Teacher of the Month

Celebrating Success!



Liaralis Santiago
December Senior of the Month

Celebrating Success!



Robert King
December Senior of the Month

Celebrating Success!



Tyrek Johnson
Auto Trades Helper
for the City of Philadelphia

School Visits



West Oak Lane Charter School



Bethune School

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Student Speakers List

Type

Supporting Document

**Registered Student Speakers**

1. Renee Fernandes, William Penn Charter
Topic: Southwest Leadership Academy Charter School
2. Julia Elbaum, Meredith Elementary School
Topic: Curriculum
3. Morris Donzo, Southwest Leadership Academy Charter School
Topic: Southwest Leadership Academy Charter School
4. Djibrill Koita, Southwest Leadership Academy Charter School
Topic: Southwest Leadership Academy Charter School
5. Tamyra Morris, Lankenau Environmental Science Magnet High School
Topic: Comprehensive Sex Education
6. Paris Waters, George Washington High School
Topic: HCE Funding
7. Laura Dragomir, Julia R. Masterman High School
Topic: Language Curriculum at Masterman and the impact of the A B/ 7 Period Schedule
8. Aaliya Gamble, Anna Blakiston Day School

Topic: High School Selection Process

9. Gabrielly Deoliveira Silva, Mayfair School
Topic: School Selection
10. Daniela Samba-Losocha, Mayfair School
Topic: High School Lottery System
11. Nicolas Dorazio, Julia R. Masterman
Topic: Masterman Schedule Changes
12. Zihan Lin, Mayfair Middle School
Topic: High School Lottery
13. Kaddy Ren, Julia R. Masterman
Topic: Schedule for 2024-2025
14. Dana Medley, YESPhilly
Topic: HCE Funding
15. Luc Bastien, Julia R. Masterman
Topic: Masterman Schedule Concerns

Primary Waitlist Student Speakers

1. Whitman Dougherty, Philly Aquatics
Topic: Indoor Pools

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

Title: Superintendent Remarks Presentation

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Superintendent Remarks Presentation	Supporting Document



THE SCHOOL DISTRICT OF
PHILADELPHIA

Superintendent Opening Remarks

January 25, 2024

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

Overview

- **District Recognition**
- **Inclement Weather Decision Making Process**
- **Ongoing Priorities**
- **Act 158 Update**
- **Division of Academic Services Reorganization**
- **School Selection Update**



District Recognition



School Board Appreciation Month

On behalf of the entire District, thank you for your commitment, dedication, and tireless service to our children, their families, and District employees.



Congratulations City Leaders

Mayor Parker

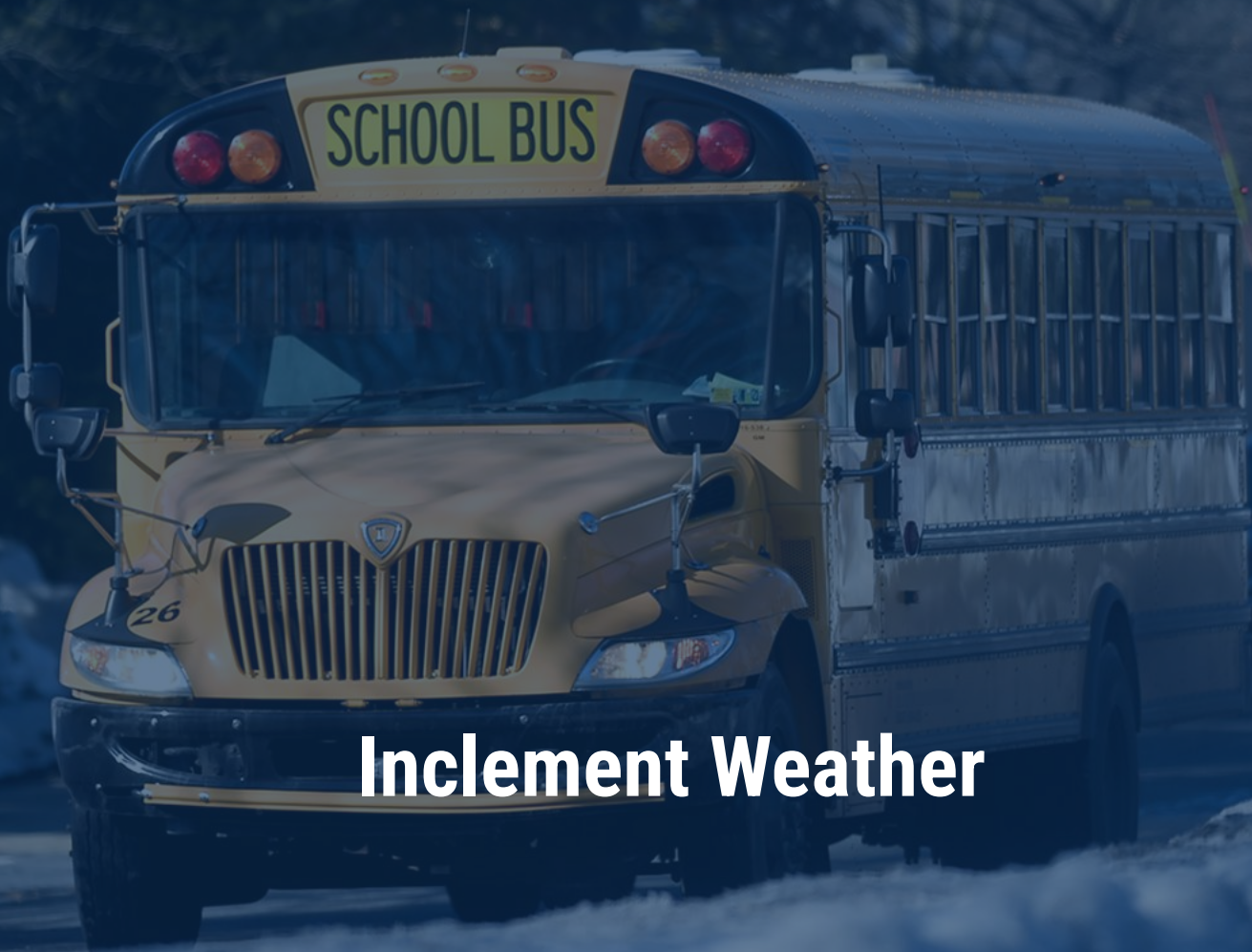
City Council President Johnson

Majority Leader Gilmore Richardson

Whip Thomas

All members of City Council





Inclement Weather



Guiding Vision

When inclement weather or an emergency occurs, the safety and well-being of our students, staff, and working families is our top priority. To the greatest extent possible, the School District of Philadelphia strives to keep schools open for in-person learning to accelerate student achievement.

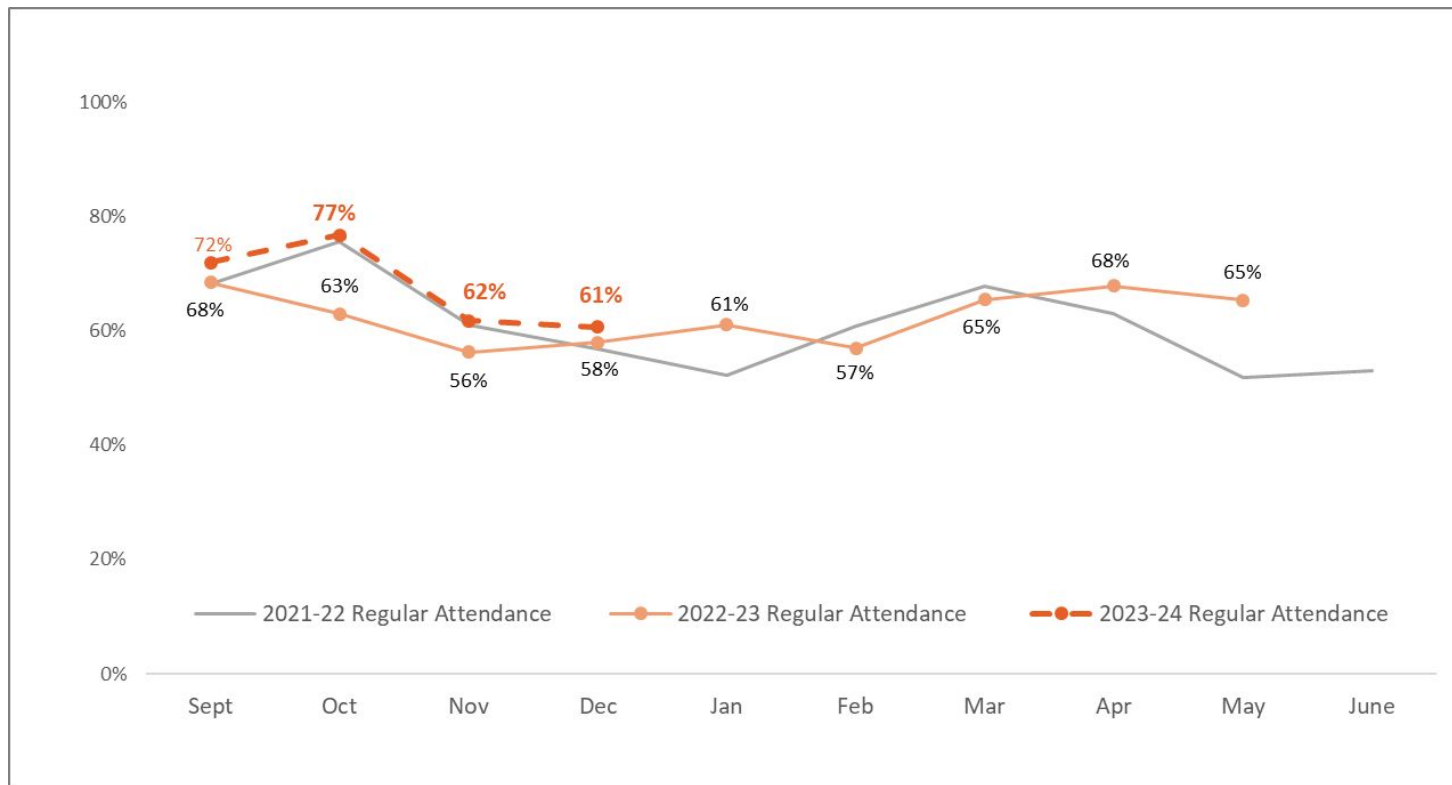
Ongoing Priorities

- Increase School Safety
- Increase Student Attendance
- Increase Teacher Attendance
- Decrease Dropouts



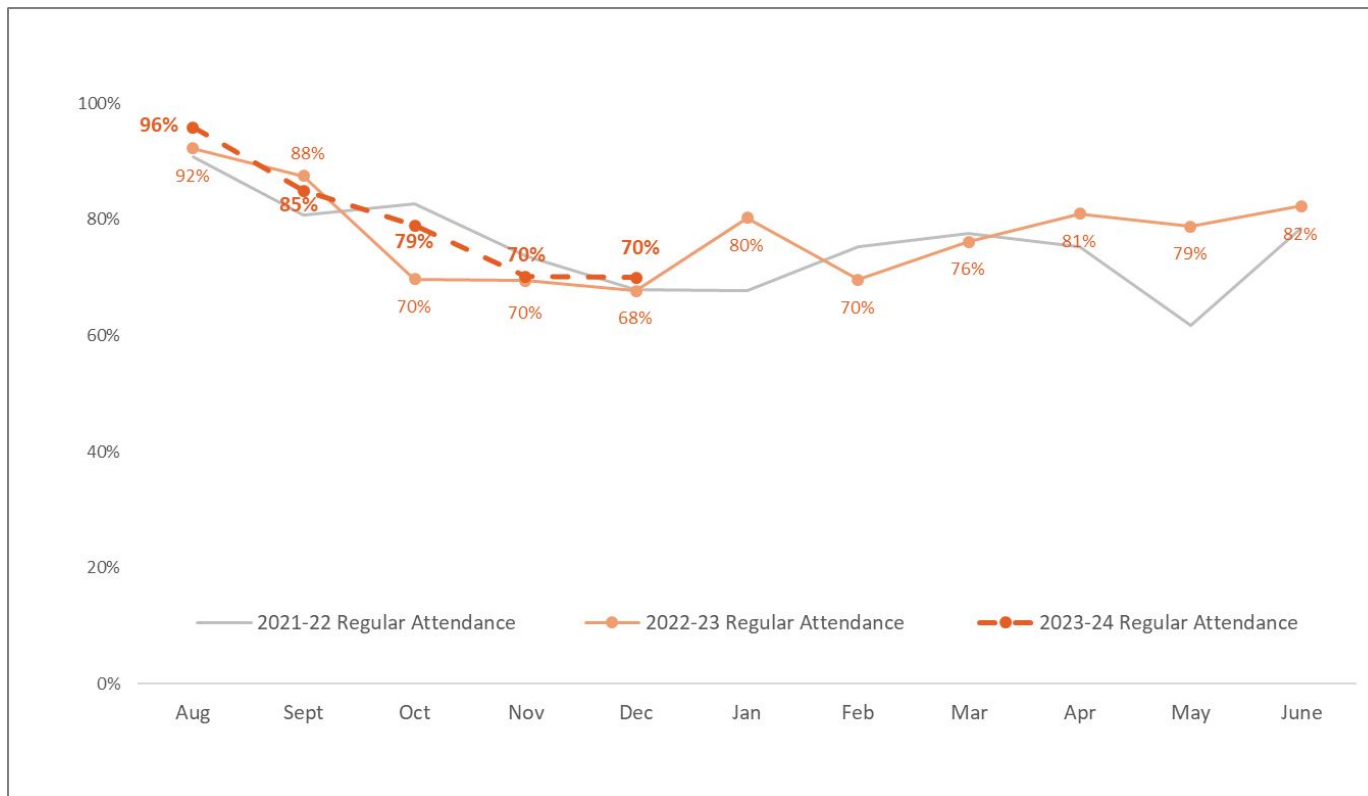
District-Wide

Student Attendance Within Month: 2021-22 through 2023-24



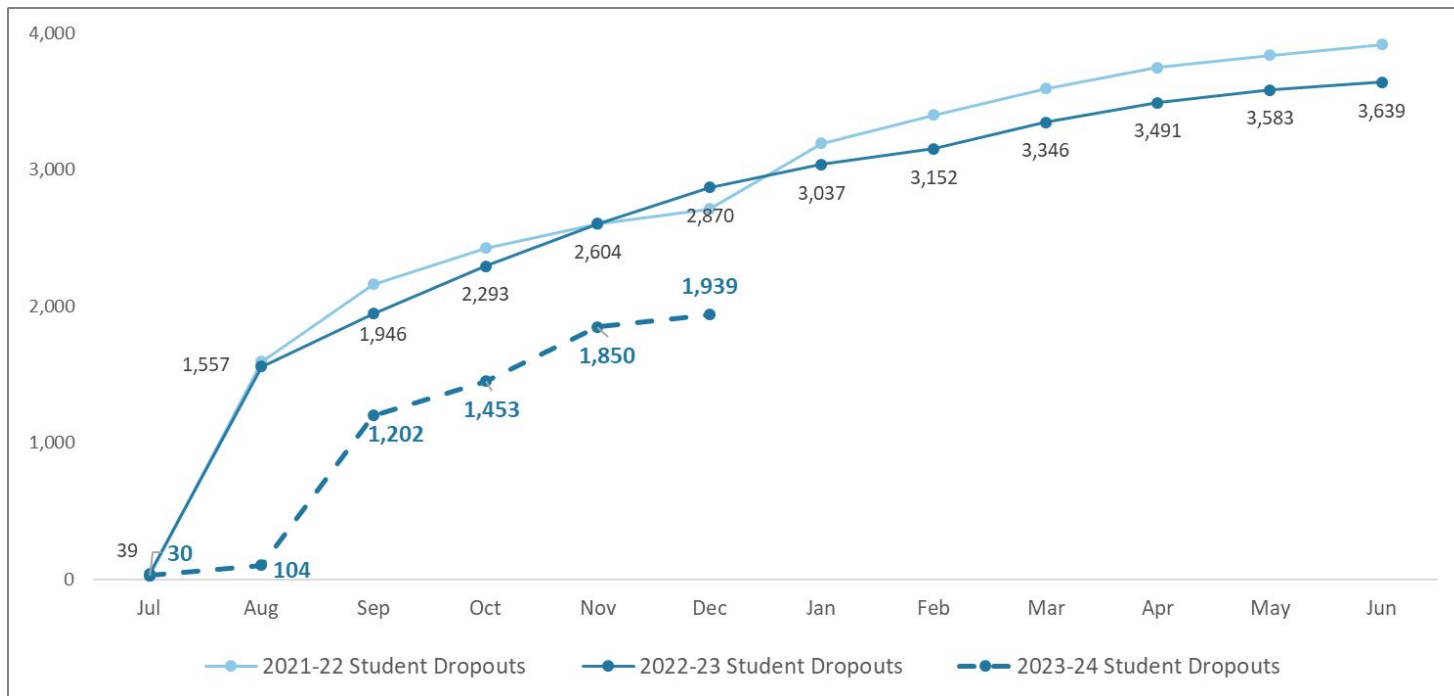
District-Wide

Teacher Attendance Within Month: 2021-22 through 2023-24



District-Wide

Dropouts Cumulative: Grades 7-12, Three Year Trend Data



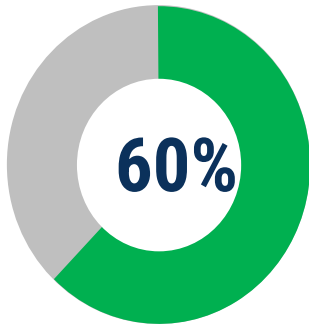
The cumulative by month dropout number includes students in grades 7-12, consistent with the Pennsylvania Department of Education (PDE) “event” dropout rates reported annually. Unlike the annual PDE rate, SDP uses actual enrollment within month, as opposed to the October 1 snapshot enrollment at the end of the year. Students are attributed to the last location they were enrolled. These calculations include students in District, alternative and non-public placements. Students counted as dropouts are tracked on a rolling bases, so monthly totals may change throughout the year.

A photograph of a group of graduates in white and black gowns and caps, standing in a line outdoors. The image is overlaid with a semi-transparent blue filter. The text "Act 158 Update" is centered in white.

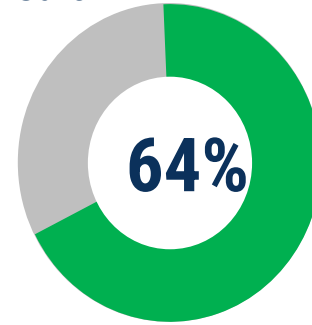
Act 158 Update

Percentage of Students On-Track to Graduate

Current 12th Graders Meeting or in Process of Meeting the Pathway & Credit Requirements *(as of 1.22.24)*



Percentage of students **that have already met the requirements** of at least 1 Pathway **and** are on track for meeting credit requirements
(5,032 of 8,354 students)



Percentage of students **that have met the Act 158 Pathway requirement**
(5,334 of 8,354 students)



School Selection Update

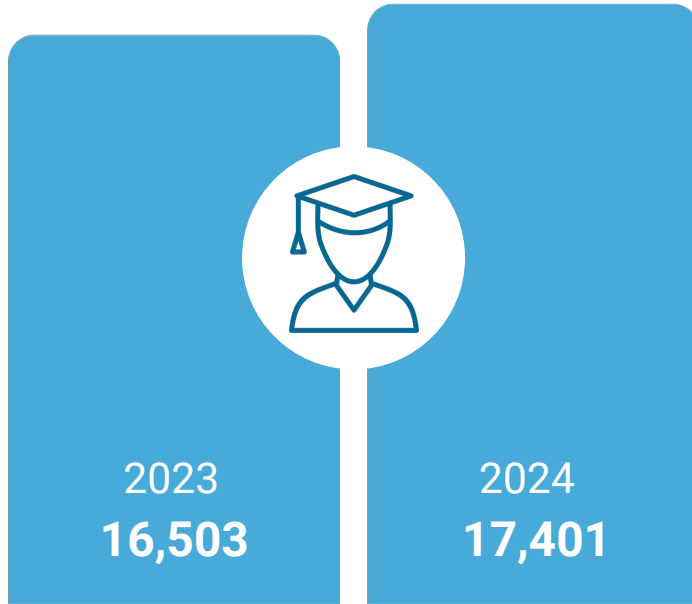


School Selection Process for SY 23 -24

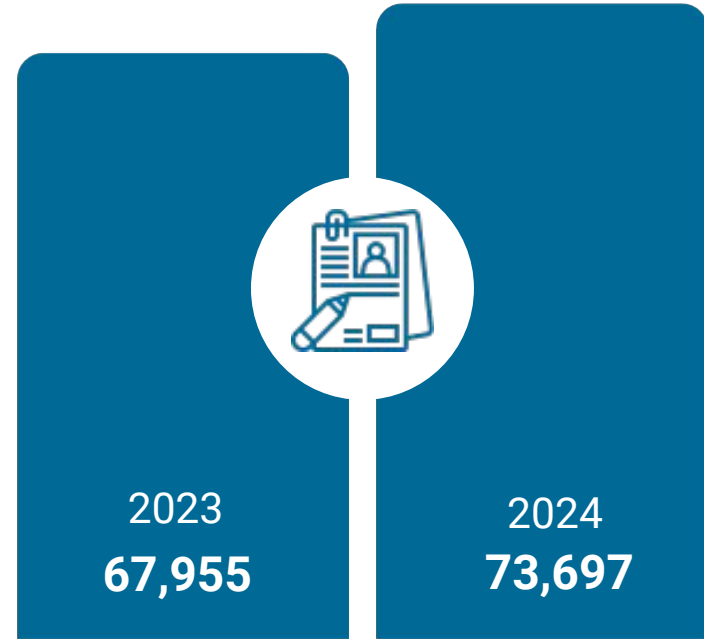
- Opened the 2024-25 School Selection Process on September September 15th - **Complete**
- Offered 10 School Selection Training and Assistance Labs across the City - **Complete**
- Hosted at least 1 open house for students and families at all of the criteria-based high schools - **Complete**
- Participated in the 2023 K-12 Philly School Fair at the Pennsylvania Convention Center on Friday, October 13th and Saturday, October 14th. - **Complete**
- Shared lottery-generated results with families; applicant's response to offers begins. - **Complete**

For more information on school selection, please visit:
schoolselect.philasd.org

School Selection Data Summary



Total Number of Students



Total Number of Applications

Important Dates Ahead

JANUARY

26

Deadline for students to accept offers

29

Waitlist offers begin to be made, and rolling waitlist begins



THE SCHOOL DISTRICT OF PHILADELPHIA

Thank you and Questions

Written Testimony - •

Title: Written Testimony - Updated 01.26.2024

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Written Testimony - UPDATED 1.26.2024

Type

Supporting Document

Written Remarks to Board and Superintendent Dr. Tony Watlington
Thursday, January 24, 2024
Barbara McDowell Dowdall
Alliance for Philadelphia Public Schools (APPS)
NCTE African American Read-In
Let us engage all of our schools in this longstanding tradition:
National African American Read-In

The National African American Read-In (AARI) is a groundbreaking effort to encourage communities to read together, centering African American books and authors. It was established in 1990 by the Black Caucus of the National Council of Teachers of English to make literacy a significant part of Black History Month. This initiative has reached more than 6 million participants around the world.

<https://ncte.org/get-involved/african-american-read-in/>

This Program Encourages Students to Read Black Authors

<https://wordinblack.com/2023/02/this-program-encourages-students-to-read-black-authors/>

<https://ncte.org/get-involved/african-american-read-in-toolkit/>

My congregation, the Unitarian Society of Germantown has participated for going on five years. It would be wonderful to see School District of Philadelphia in the list of participants this year. We can add restoration of school librarians to our five year plan, enlist PA representatives like Tarik Khan in supporting legislation to require them Commonwealth-wide, and build on the efforts already happening in schools as found in the Philadelphia Alliance for Restoration of School Librarians (PARSL) survey, so that each year more schools would possess that most essential of resources.

<https://ncte.org/calendar/african-american-read-in-library-thursdays/>

PENNSYLVANIA Abington Abington Middle School Abington Highland Elementary School, Abington School District Abington Overlook Elementary School Doylestown Delaware Valley University East Stroudsburg East Stroudsburg University East Stroudsburg Elementary School Farrell Farrell High School Library Farrell Farrell Library Glenside Copper Beech Elementary School Harleysville General Nash Elementary Kennett Square Kennett High School Library CITY EVENT LOCATION North Wales Montgomery Elementary North Wales North Wales Elementary School Philadelphia Continental Societies, Inc. Philadelphia, PA Chapter Philadelphia Unitarian Society of Germantown Pittsburgh Duquesne University Wayne Wayne Elementary School

https://ncte.org/wp-content/uploads/2023/05/AA_RI-REPORT-CARD_FINAL.pdf

Dear School Board of Philadelphia

I've gone to SLA for about 5 years and I've learned many things. Like honesty, loyalty, and leadership. Everyone at sla works hard to make us feel comfortable and get our education.

Ms.Dunn has protected and cared for us for our whole lives. Ms.Purnell is the woman who makes sure everything is straight and where it is in order. Ms.Green goes above and beyond for our success. This school is a staple for a lot of people's lives and we don't want to lose that.

Regards,

Heaven Sedziafa

January 1/11/2024

Dear School District of Philadelphia.

This is my sixth year here and the teachers are amazing and staff to. And they teach all of us good things like Leadership we learn respect in SLA.

The after schools Programs are Educational and Fun we have sports to play and it is basketball we have game for basketball.

They also have healthy and tasty lunches and they take care for our mental health. And we have highest PSSAs scores last year in the State. And we have SPED teachers its good help

I hope you do not shout down
😊

From Elodia Alemu
Elodia Alemu

Justin hunter

Dear school board of Philadelphia,

In regards to SLACS potentially closing , our reason on why you shouldn't close down our charter school is most student slacs wouldn't be able to find a better academic charter in the southwest region of philadelphia.

And my other reasoning on why our charter school doesn't need to be closed down since our fellow students could't find a new school or neither pay for a private school and most african americans wouldn't want to go to a public school in philadelphia. AND that slacs plays an important role in the southwest region of philadelphia since most schools in the southwest ain't really that good in academics.

and it also provides great opportunities/programs for the students of sla such as tutoring,cheerleading,basketball,and drumming. Most schools don't provide programs like our school does,So in conclusion i should say our school should get a second chance to become a better charter of southwest

Regards, JUSTIN HUNTER

Dear School Board of Philadelphia,

In regards to Southwest Leadership Academy potentially closing; I believe SLA should remain open for these reasons. The first reason I have is that our standardized test scores were the highest rate of improvement. Another reason I have is that charter schools provide better opportunities for black/inner-city students, since charter schools are predominantly black people. Also since that SLA educates all parts of life because we have multiple different subjects to learn from. A solution for this problem would be to leave SLA open, and leaving SLA open would lead to further education for all. Those are my reasons why I believe SLA should stay open.

Regards, Heanok Dawit

Dear school District of Philadelphia,

Please keep the school open!

because our parents can't find better schools,
and this is the coolest school! Please do not close
this school, ya'll always feed us, let us play, help
us, what is this school if there is none of that?

Your student Amara

come on

Dear school board

Keep it open because
it is a good school and all
the teachers are the best
and I will miss everything
IF YOU don

Dear School, You
need to keep the school
because we
learn better and better
we learn more and
more and we need
this school. This school
have the best learning.

by Tianna

Dear School

we should keep this school because
we need to learn have fun with our
teacher and friends



Please let
this school
open!

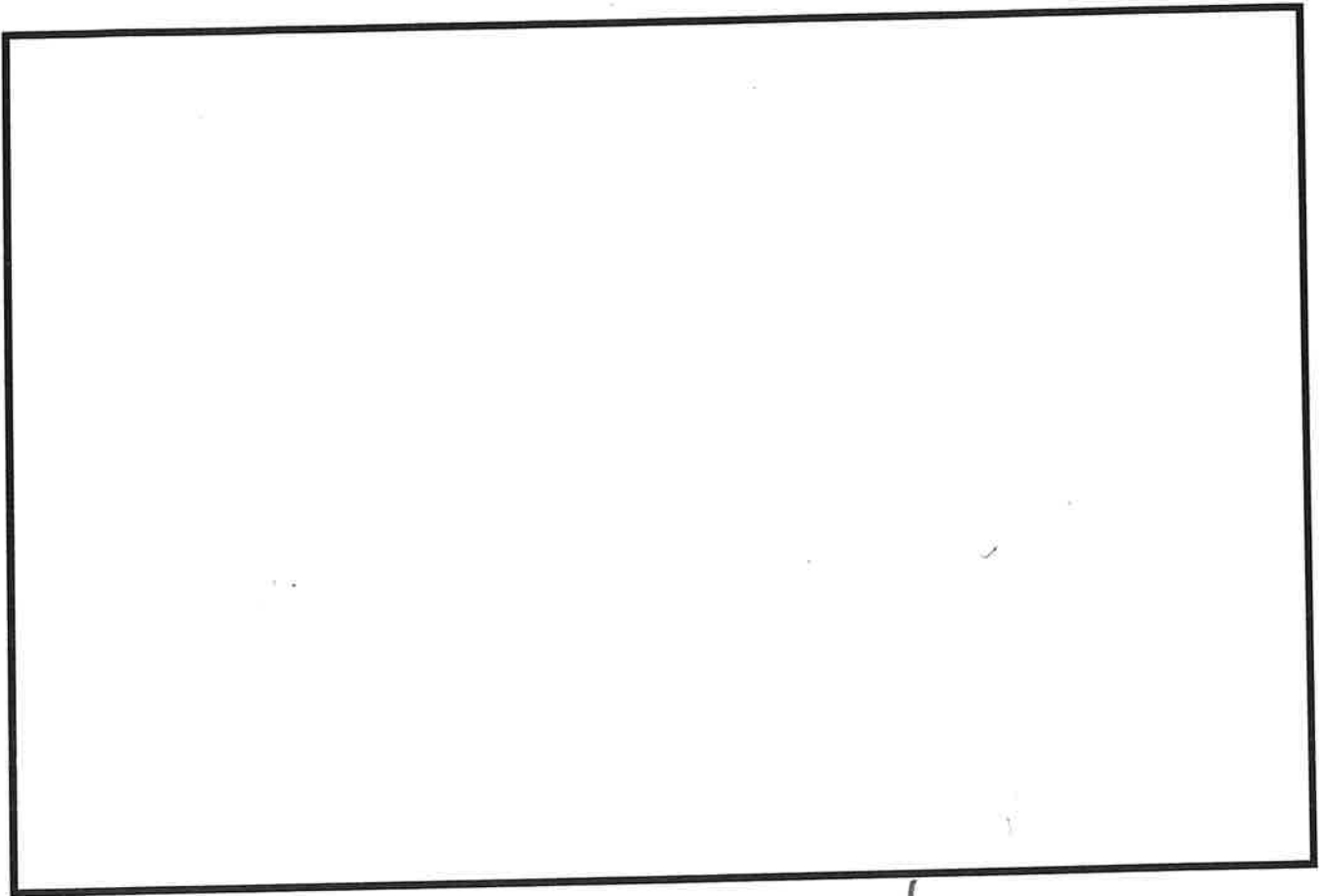
Shirley

Dear school board I do not
want you shut down the school
because this school is the
best school in Washington

Name:

Jordan

Date:

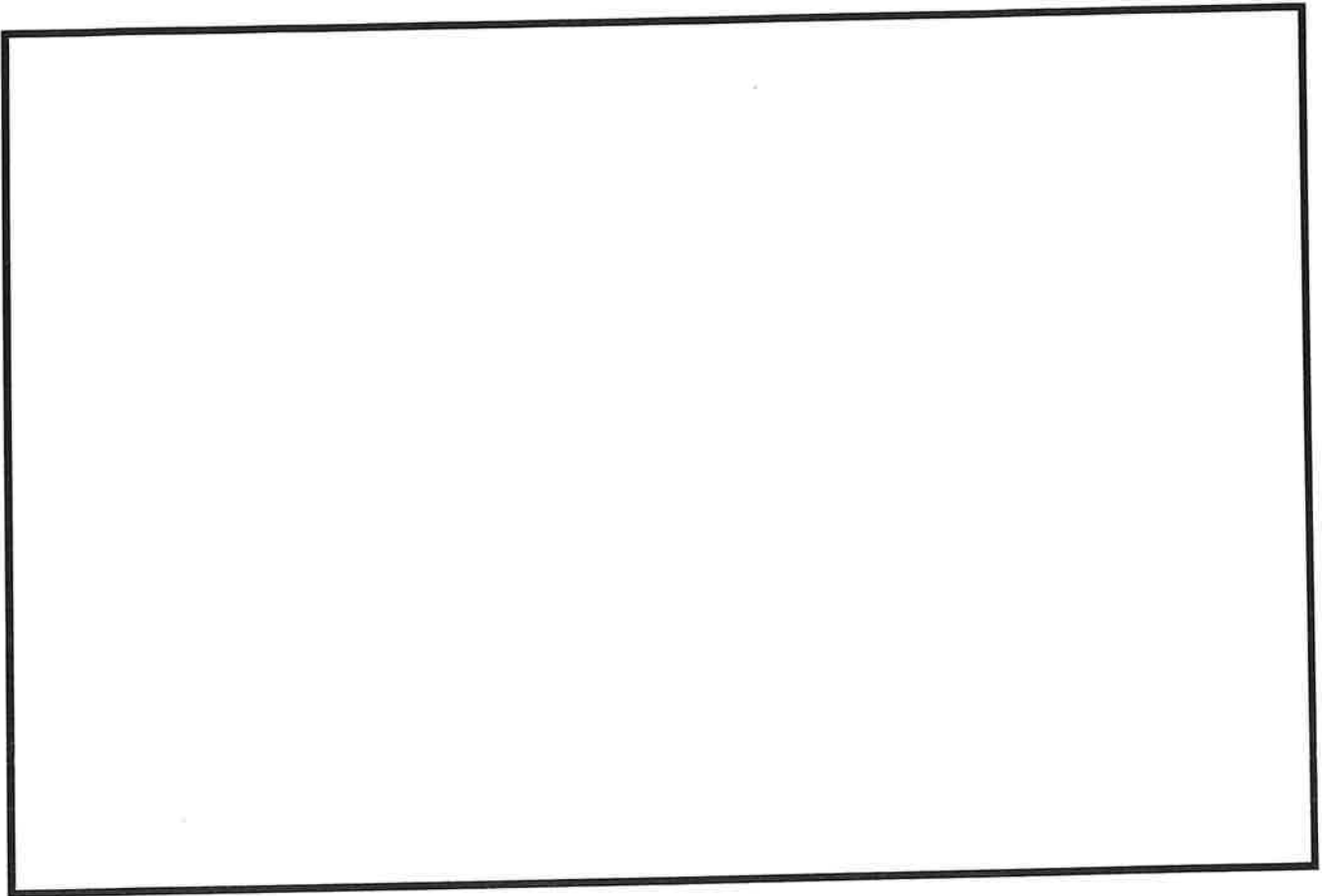


Dear school Board please
keep southwest Leadership
charter school open, one reason
why you should keep it open
is I will miss my, and

Name:

Jordan

Date:



another reason you should
stay open is I love this
school. Thank for your time

Signed Jordan

Name:

Vincent

Date:

Please keep so 4 friends of Leander's

Academy Master School opening new 512 WHP

512 keep SLA opens this is a good send 01

Name:

cameron

Date:

Dear School board

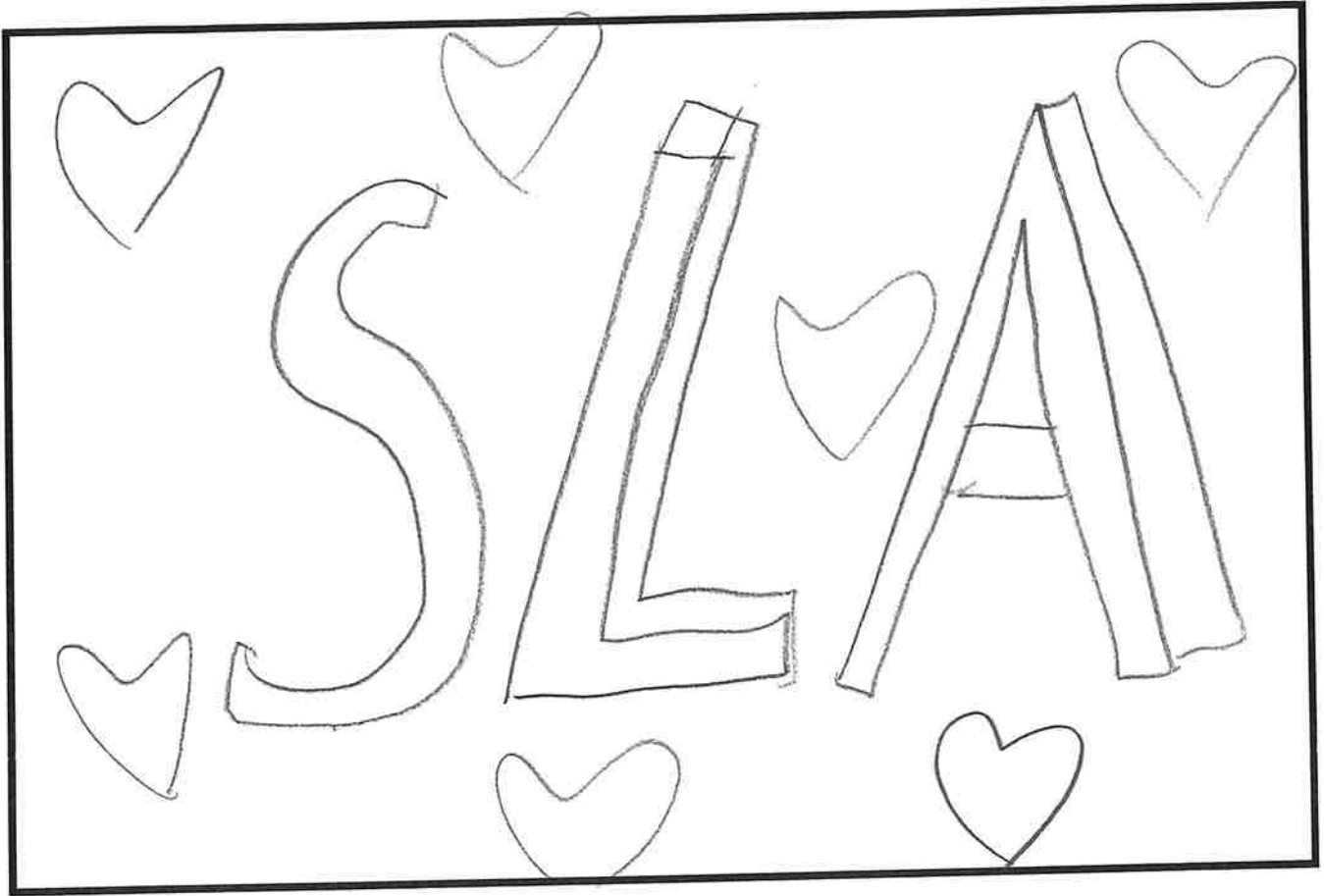
Please keep southwest leadership
Academy Charter School open One
reason Why you should keep
it open is I've learned so much
here and its a Great School

Thank you
For your time

Signed
cameron
JESS ANN TEACHES

Name: _____

Date: _____



Dear School Board,

Please Keep SLACS open

One reason we should keep SLA

open is that we do work

and learning. Thank you

Signed

Egypt

Name:

Rohs

Date:

Please keep Southwest

Leadership Academy

Charter School open one

reason why you should

keep it open open is

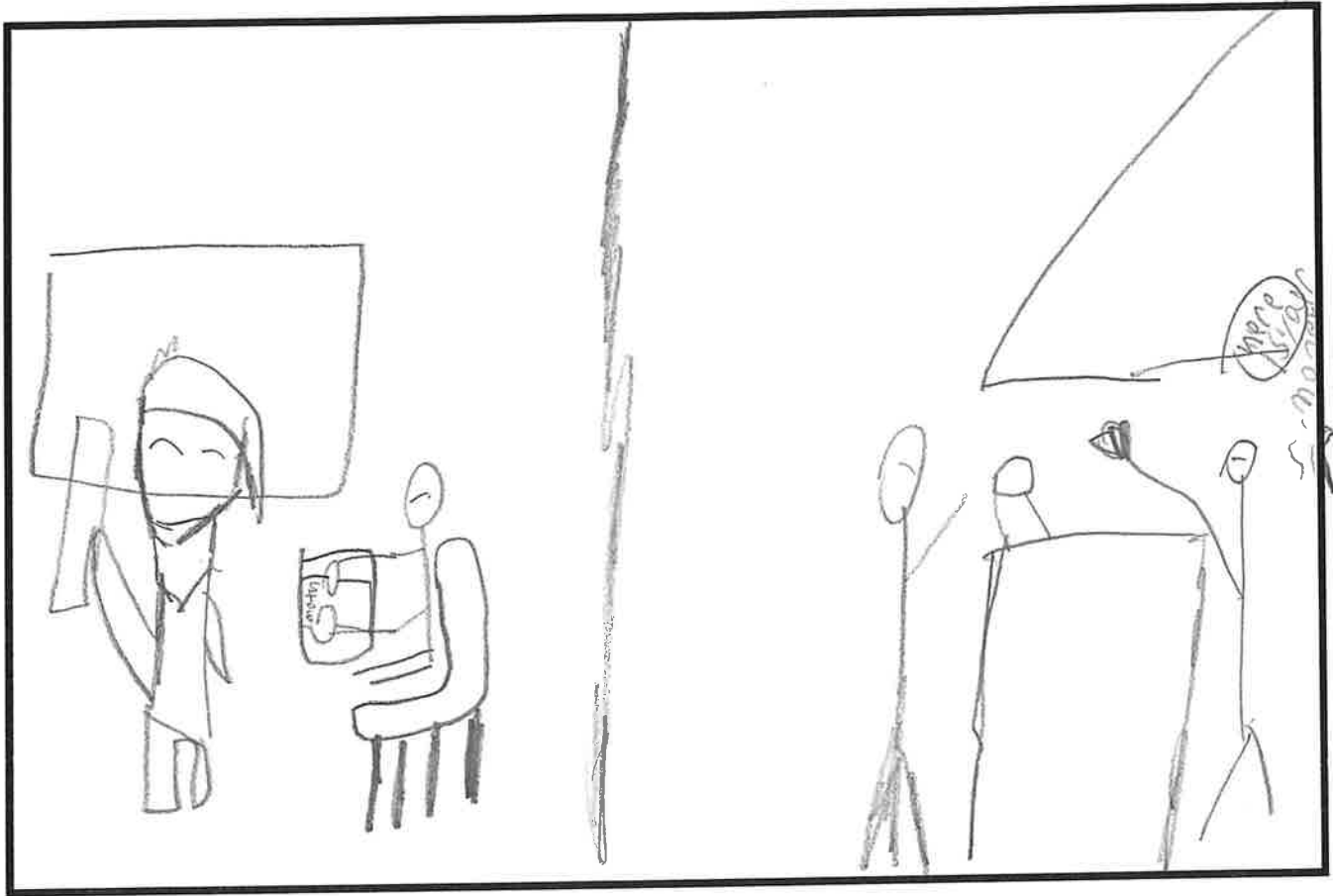
another reason you should

keep it open thank you
for your time

Name:

ANARA

Date:



Dear School board, Please keep Southwest Leadership Academy Charter School open. One reason why you should keep sia open is because our future is at stake, Another reason you should keep sia open is because we don't have to pay.

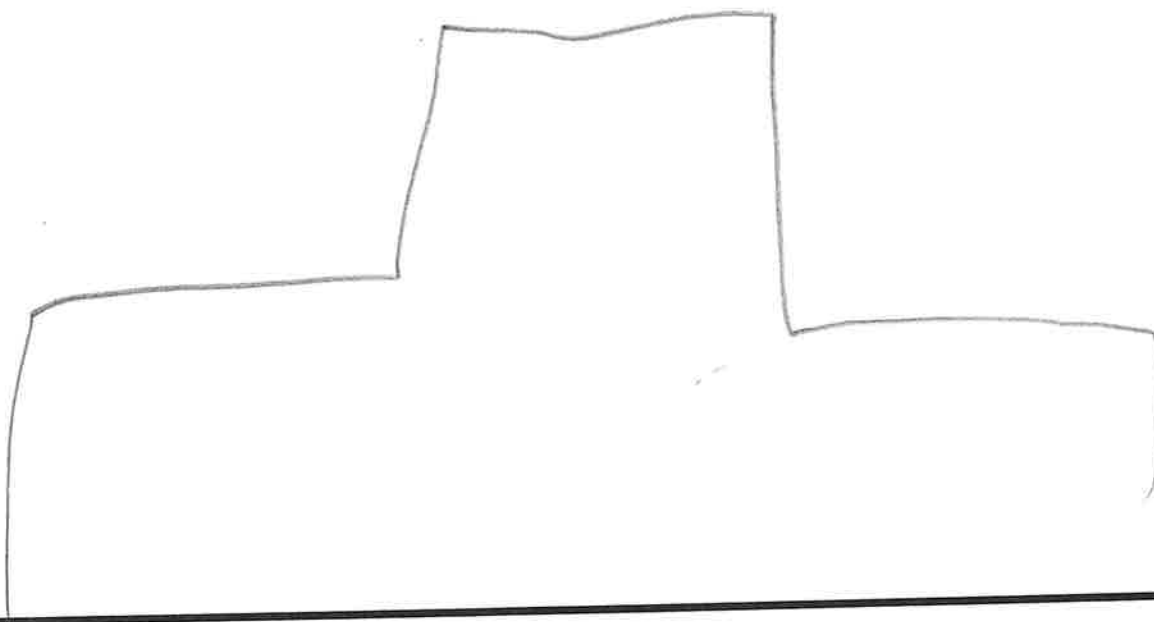
Name:

Ryan Alexander-Lenke

Date:

2024

open



Dear School Board please keep
Southwest Leadership Academy open
I also why you should keep SLA open
is because I love my teachers and teacher
I am learning a lot of things I didn't know.

Name:

Skylar

Date:

By Skylar Tony

Dear School Board, Please
keep SLA open is
because this is my first
year and if you keep
it open then it will
be my second year.

Name:

JAGLY RUCKER

Date:

2024



Deaf School Board one reason
why you should keep SIA open
is one. the make you read
a lot. two math science and
social studies help you learn.
thank you for you time.

Name:

Francis

Date:



Dear School board, please keep
southwest leadership academy
charter school open because you
have the best teachers, also good
lunch and

January 11, 2024

Dear School District of Philadelphia,

I have been here at SLA for 6 years. I really do like it here at SLA. I like it here because I have made a lot of friends here at school and I learned a lot too. I learned about parts of speech and how my body works. I think it kind fun here. This school has healthy lunches, fun after school programs, and has great teachers. So that's why I think you should not close down the school.

Sincerely

Nala Blair

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here in SLA.

I think SLA should stay because SLA has a great curriculum and students learn quicker. We learn quicker by understanding are work faster. We also have amazing after school programs that helps us with our homework like tutoring clubs. And we also have SPED teachers for kids who need extra help. So please don't shut down SLA.

Sincerely,

Patumata Diaktra

January 11, 2024

Dear school District of Philadelphia,

This is my first year here at SLA. This year has been a great experience. I think this school should stay open because SLA respects and protects different religions. For example, if you're Muslim you could pray with others whenever it's time. Another reason why the school district shouldn't shut down SLA is because they provide healthy and tasty lunch. For example, Monday through Friday they provide Apples, corn, and Bananas.

Please don't shut down SLA.

Sincerely

Haja Fobina

January 11, 2024

Dear School District of Philadelphia,

This is my first year here at SLA, this year has been a wonderful experience. I have learned many things such as parts of speech, decimals, nervous system, slavery, fractions, and many more! SLA gives students many opportunities

to become the best version of themselves. by offerings leadership classes. These classes teaches respect, responsibility, Civic Engagement, STEAM awareness and more. As students advance they will learn about many communication skills!

SLA also has a very healthy community, where every one is accepted with open arms. We make sure nobody feels outcasted and our foods are made to fit every allergies, religion and culture. We care about mental health and help anyone. We also have SPED classes for people who need help. Please don't close our school down, we all love it here and everyone!

Sincerely, Ayana

Jones-Johnson

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here at SLA. I think Southwest Leadership Academy charter school should stay open because our school respects and protects religions. The school also healthy and tasty lunches. There uniforms prepare us for the real world. Please do not shut the school down.

Sincerely Tania

January 11, 2024

Dear School District of Philadelphia,

indent → This is my fifth year here at SLA.

I think SLA should stay open because we have great staff that teach us very well. On top of that we had the highest PSSA's scores in the state last year 2023. We also have very unique learning techniques. We also have SPED teachers for the kiddos who need extra help. We care for our students.

Sincerely,

Shaylah Stradford

January 11/2024

Dear School District of Philadelphia

This is 6th year going here at SIA

January 11th, 2024

Dear School District of Philadelphia,

This is my sixth year here at SLA, so far it's been very good. I am in the fifth grade girls class, and so far we been learning about Main Ideas, Food web, parts of a paragraph. And in the fifth grade girls Math and Science class we been learning about equivalent fractions, Division number lines. And in Science we learn about cells, bones, ball-and-socket joints. And in Leadership, and Social studies we been learning about respect, Self control, and pride. We also learn about West Africans in the 1500s. Please don't close SLA because it's a very educational trips. And we have after school programs and I am in craft club and we make candies and learn how to make and do new stuff. And we had the highest PSSA's last year in the State.

Sincerely,
Signature: Milan Davis.

January 11, 2024

Dear School District of Philadelphia,

This is my 6th Year at SLA. I've had a Great and memorable time at SLA. SLA has taught me a lot such as Cells, Jokes, West Africans, Native Americans, respect, responsibility, Civic engagement, Colonial Regions, Fractions, Division, and so much more I can name.

SLA is a good school because Great Staff, Healthy and tasty lunch for everyone, Care for mental health, SPED Teachers, Culture, Leadership Classes, After School Programs, and many more.

I think SLA should not shut down because they are respectful to religious beliefs and different cultures. I hope I get to go to SLA next school year because SLA was like my other home.

Sincerely,

Zuelynn Castillo Casme

January 1/11/2024

Dear School District of Philadelphia.

This is my sixth year here and the teachers are amazing and staff to. And they teach all of us good things like Leadership we learn respect in SLA.

The after schools Programs are Educational and Fun we have sports to play and it is basketball we have game for basketball.

They also have healthy and tasty lunches and they take care for our mental health. And we have highest PSSAs scores last year in the State. And we have SPED teachers its good help

I hope you do not shout down
😊

From Elediana Aleman
Elediana Aleman

January 11, 2024

Dear School District of Philadelphia

I been at Southwest Leadership For six years. SLA should stay open because SLA have healthy and tasty lunches for kids don't get sick. Another reason is that we had the highest PSSA'S Scores last year in the state. We also have Leadership classes because some school have Leadership in their name and don't teach Leadership. Lastly we have SPED teachers for people who need help in school.

Sincerely

Sincere Peace

January 11, 2024

Dear School District

Dear School District of Philadelphia,

This is my 6th year at SLA.

I think this school should stay open because we have the highest PSSA's scores in the last year. They have good books that helps us read so they give us the 100 book challenge. They also should stay open because they respect religions and writers.

Sincerely: Nyla

Nyla Graham

January 11, 2024

Dear School District of Philadelphia,

My name is Martha and I am a 5th grade student at SLA. I think this school should stay open because we had the highest PSSA's scores, last year in the state. Another reason why I think this school should not shut down is because they respect and protect different religions. Also, SLA provides us with programs such as tutoring club, Loving my crown, G.P. voices, and more.

Pls do not shut SLA Down.

Sincerely,

Martha Kiros

January 11, 2024

Dear School District of Philadelphia

I have had a great experience learning at SLA. They taught me a lot. SLA should not close down for many reasons. And I'll state you a few reasons. First, they have Educational After School Programs for kids to tutor, learn how to do hair, and sing. They also have healthy and tasty lunches to provide for everyone. Even teachers! Lastly, we have unique learning techniques. We made cells out of candy! This is why I believe SLA should not shut down!

Sincerely, Alayisa Whit

Trina Heckstall

January 11, 2024

Dear School District of Philadelphia, This is my first year here and SLA is great! I made 3 friends. I have learned so much at SLA. I love this school so much the food is OK. I love my teachers. I am now doing so good at this school now my teacher's help me out a lot. At my old school my teacher did not help me as much as MS. A and this is my reason why this school should not shut down.

Sincerely Trina Heckstall

January 11, 2024

Dear School District of Philadelphia,

This is my 4th year here at S.A.
I don't want this school to close.
We have great after school programs.
I am in tutoring club. Without
tutoring club I would not be able
to do my homework properly.
They also have healthy
and tasty lunches. Lastly, they
help us read and understand
books by our 100 books challenge.
Please do not close down
the school.

Sincerely, Zenda

January 11, 2024

Dear School District of Philadelphia,

This is my 4th year here at SLA and it has been the best 4 years of my life. I have made many new friends here at SLA. We respect and protect different religions beliefs and culture. There are great staff and staff teachers and students. and last year we got the highest PSSA's scores, last year in the state. We also provided healthy and tasty lunches. On top of that SLA has a great curriculum and students learn quicker. We also have special teachers to help students who need help.

Sincerely
Ryonna H.

January 11, 2024

Dear School District of Philadelphia,

This is my 5 year here and I had a marvelous experience in SLA. We learned about math, social studies, science, ELA, and any other ect; in the school. We ate rice, apples, tacos, mac 'n chesse, and other more stuff that's so delicious! Kids as us have besties, class group, and what other kids do together. Some of us have Bt, Ct, Dt, or At, or any other issue, we promise we can do better for Real.

Sincerely,
MS. Tazanna.

Amber

January 11, 2024

Dear School District of Philadelphia,

This is my six year here at SLA
This year has been great for me
and SLA should not close down
because SLA has a great curriculum
Students learn a unique.

And highest PSSA's scores last year in
the state. Thank you

And SPED Teachers; unique learning
techniques. Thank you. Florence

January 11, 2024

Dear School District of Philadelphia,

This is my 5th year in SLA
in all of these years have been
different. We have the highest score
for the PSSA

In this school there is unique
learning technique. They prepare us
for the real world. They have
good staff.

They have good programs

January 11 2024
Dear School District of Philadelphia

My name is Bella. And this is then:
best 6th year of my life here
at SLA. All these years have been
a great experience. That's why I don't
want this school to stay. There's so
many great things about this school.

The lunch people have healthy and tasty
lunches. This is the only charter
school that has the highest PSSA scores
last year in this state. We go on
educational trips. SPED teachers are
always here for their kid.

△ Please Don't Shut SLA
Down △

Sincerely Bella

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here at South West Leadership Academy Charter School. I really love this school! I been through ups and downs here. We have after school tutoring which is held by my homeroom teacher. She helps all grades. MS. Bryant helps me a lot in class so does MS. A. The staff at SLA are so helpful and fun. MS. Dunn is helpful and kind. I couldn't wish for a different dean even when I did something wrong she forgave me and let it go. The students are helpful too. Please don't shut down SLA. I don't know what school I would go to I would be sad cause I wouldn't get to see all the staff cause I love them all and my best friends I wouldn't see them and I will be so sad so please don't shut down SLA.

Sincerely,

Fatoumata Camara

January 11, 2024

Dear School district of Philadelphia,

Hello my name is Gabrielle. This is my sixth year going to SLA. This school is a great school. I love this school because of our education. This school is a good school because it's one of the only charter schools in the Southwest.

Also this school has loving teachers. In all my six years of going to SLA I have never seen a fight break out so our school is safe. We are one of the only leadership schools in South West, SLA. taught me how to write correctly. I have been here for six years and I'm smart. To sum it up please don't shut down SLA.

Sincerely,

Gabrielle AKings

January 11, 2024

Dear School District OF Philadelphia,

Hi my name is Corbinayah I am a 5th grader at Sia. I've had a great experience at Sia I've learned about decimals, The Power of Ten, and Fractions, and in ela we learned about Similes & metaphors, and Sia has a tight community. Respects different religions, This school is clean, Blackowned, and it's a charter school in southwest. This school has after school some school don't have after school.

Sincerely Corbinayah.

January 11, 2024

Dear School District of Philadelphia,

I had been here for 6th years. There food is good every body loves it and teachers class room are so clean. We also learn Canva it's media and we love media. My favorites is special assemblies, Dance, and Pssa test we have the highest Pssa Scores. If you get honor roll you get a dress down day and that's why we want the school open.

Sincerely, Janayla

January, 11, 2024

Dear School District of Philadelphia,

This is my sixth year here. I think this school should stay open because we learn a lot here. I have learned about slavery, decimals, fractions, and East Indies.

The teachers are so smart that I got smarter. They feed us good lunch and breakfast. For lunch we eat chicken, rice and more. For breakfast we eat egg, cereal and more.

They provide things for us to do for active like loving my crown/hair, craft club, basketball, cheerleading and tutoring.

Ms. Done is a nice great person to all of us. Ms. green is so nice. Also Ms. Purnell. They run the school so good. Everybody really hope that this school don't shut down.

Don't shut this school down we love this school

January, 11, 2024

Dear School District of Philadelphia,
This is my 3th year here
at SLA for the last 3
year it has been great so far
i have learn so much
at SLA let me give you
a example. i have learn to
show Leadership and a lot
more. Reason why we shod
keep the school open because
it is clean, fun, we have
highest PSSA test scores.

Closing Sincerely,
Signature: Mil An Bello

January 11, 2024

Dear School District of Philadelphia,

This is my 4th year here at Sla.
This year has been a great year so far.
Sla is an awesome school & their lunch is good
& healthy for us children.

I don't think Sla should get shut down
because the teachers are very helpful & generous.
They also teach us students how to count
money & pay fake rent to be prepared for
our future's.

Sincerely

Amariah ♡

January 11, 2024

Dear School District of Philadelphia,

This is my Sixth year at SLA, this school feels like home to me. We have not just one of the highest but one of the best PSSA test scores in South West Philly.

Also, we are one of the only schools in South West who have: Special visitors, special assemblies, Media, Dance, and a Blacked own school. Some of the new students felt very welcoming to our school, because some of the new kids said "This school is very clean and it also respects our culture and makes me feel more welcoming w/ old school was not very welcoming".

"And our school also lets us do after school, plenty of dress down days, education, Leader of the month, and sped classes, such as, extra help, and tutoring club. we have good staff/teachers and an safe environment. Also one of the only schools in Philly who dose Leader of the month.

Sincerely

Zari Nelson.

January 11, 2024

Dear School District of Philadelphia,

My name is Jordan and I am a fifth grader at SLA. I have been at this school for six years and it's been very helpful here. Please do not shut this school down because without this school I would not be able to learn. This year I've learned about slavery, decimals, fractions, and many more. I think this is a great school because we have after school programs, special visitors, media, dance, special assembly, tight community, and many more. We also have the highest PSSA test scores. I also think SLA is a great school because we have extra help for kids that need help and we also have a bunch of dress down days. I also think that SLA is one of the greatest schools because it is a Black Owned School. I also think we should not shut this school down because we need a school in the Southwest. I also think this school should not shut down because this school respects different cultures and religion. I also think we should not shut this school down because we have media, leadership, staff/teachers, safe school, and this school is clean. I also think we should not shut this school down because this school has got me through lots of ups & downs. Also, this school should not get shut down because we have winter and spring shows and we also have a bulletin board. This school should not shut down because this school is very fun to me.

Sincerely,

Jordan Rucker

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here at SLA. These 6 years has been a great experience. This very open to New students and this school is very clear and helpful. -
An we respect different beliefs and we have afterschool tutoring to help the kids here. We show leadership and we have alot of honor roll students.

Sincerely,

Imani

January, 11, 2024

Dear: The School distrect of philadelphia,

This my first year here at SLA this year was a good year and my reasons why yall shoud not close this school down because this is the only charter school in southwest and its black owned. At SLA they feed us real food unlike other schools, and this school respect different religions, respect different cultures and this school have specials that other schools don't have. Some schools don't have as many dress down days as us some schools don't have dress downs at all. This school have leadship some other school dont have some things we got at SLA. And we are more welcoming then other schools. If yall do shut the school down amangn the people who worked here, and the kids who been here for their whole life they will be sad that this school is closing down.

Amani - jones

5/11

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here at Sta
ant I have experience met of great teachers
like ms. O, ms. Aristilde, ms. A, and ms. Jca. She
also was the highest PSSA test scores. Another
reason you should not close our school is
because it is a safe school. Our school has
great students. Sta School is also a
charter school in the southwest which is better
to read. Our school teaches leadership which
won't be helpful for us in the future.
Sta also teaches us not like fractions, decimals,
ell, the book, geometry, polygons, and more Sta has
able to offer.

Sta is a great school. We also offer
lot of after school activities like tutoring, African
dancing, and more these after school activities give
students help students learn about how to do
that thing they want to do. Sta provides great
education. Sta is also a school that is
close to home for me. Sta is also a Black
owned school. In my opinion the School District
of Philadelphia should keep our school open.

Sincerely,
Farrah Young

January 11, 2024

Dear School District of Philadelphia

This is my sixth year of being in SLA. This is a very good school and I really don't want the school to shut down because they respect every culture and religions in this school and we have extra classes such as dance, media, and leadership.

There are lots of other reasons why this school shouldn't be shut down. Such as, having clean classes, this school being safer than some other classes, and we have the highest PSSA test scores in the southwest of Philadelphia. I don't want this school to shut down, and I hope it won't be.

Sincerely,

Nahdos

Sumad

January 11

g

Dear School district of P2

I think you shouldnt close our school because SLACS is clean and we have special after school activities like loving my crown, this club goes up to 3rd to 8th grade and what we do in that class is hair, learning to braid, how to curl and its a good club for girls who wanna go to cosmology school. And this my 6th year here.

January 11, 2024

Dear School District of Philadelphia
My name is Ky'leigh. This is my first year here at SLA. This year has been a great experience for me. I learned a lot. I learned about slavery, fractions and parts of the body. The teachers and staff are awesome. They care about us and our education. I would love to come back next year.

Love
Ky'leigh

January 11, 2024

Dear School District of Philadelphia,

This Year have been a good Year so Please Don't Shut Down the School. I have learned a lot in SLA. I learned about slavery and maps in Social Studies.

Also for me if the school shuts down I will not be able to get the extra help I need like here at SLA. Love, Bilgissa

Letter to School District of
Philadelphia January 11, 2014

Dear School District of
Philadelphia,

This is my 6th
year here I think that
this school is very
good for example our
school gets special visitors,
highest PSSA test scores,
honor roll, clean school,
safe no fights and much
more.

I have learned a lot
like I have learned
about slavery, the human
body, fractions, dividing decimals,
how to properly write a
paragraph correctly, the power
of ten and simile's and
metaphores.

Please do not shut
down the school this
year has been very
good school year
and this school
has been very nice
and fun.

Sincerely

Zainab

January 11, 2024

Dear School District of Philadelphia,
my name is Farrah and this is
my first year and this year is the best
year ever at SLA or Southwest Leadership
but this school is fun and this school
has a lot of stuff like dance dress
and it's the highest PSSA test
scores leadership class helpful staff
black owned and more but the
school is fun and safe and full of
kids that are being taught and that
need help so we need this school.

Sincerely
Farrah Friend

January 11, 2024

Dear School District of Philadelphia,

This is my sixth year here at SLA. I think SLA should stay open because I learned a lot here like in Media I learned how to be a news cast/a reporter. I've also learned decimals. I don't think you should shut down SLA because we have the highest PSSA test scores, were a Safe School, were black owned, were clean, were honor roll, we have a lot of dress down days, a lot of after school program, and we respect different beliefs and culture. I would love to stay until I graduate. I don't think SLA should be shut down.

Sincerely
Christine Gardiner

January 11 2024

Dear School District of Philadelphia

The is my 6 year here of SLA
This year in 5th grade has been
very cool, I think you should keep
this school because we have very
nice teachers and good staff
people. The school has dance
media, and very good food. We
care about students who get
hurt, our school have the
highest PSSA score and we
have after school clubs to
help our student learn more.
SLA is a very respectful
school and clean floors. So this
is why I think you should not
close this school down.

from: Lily salmon ♥

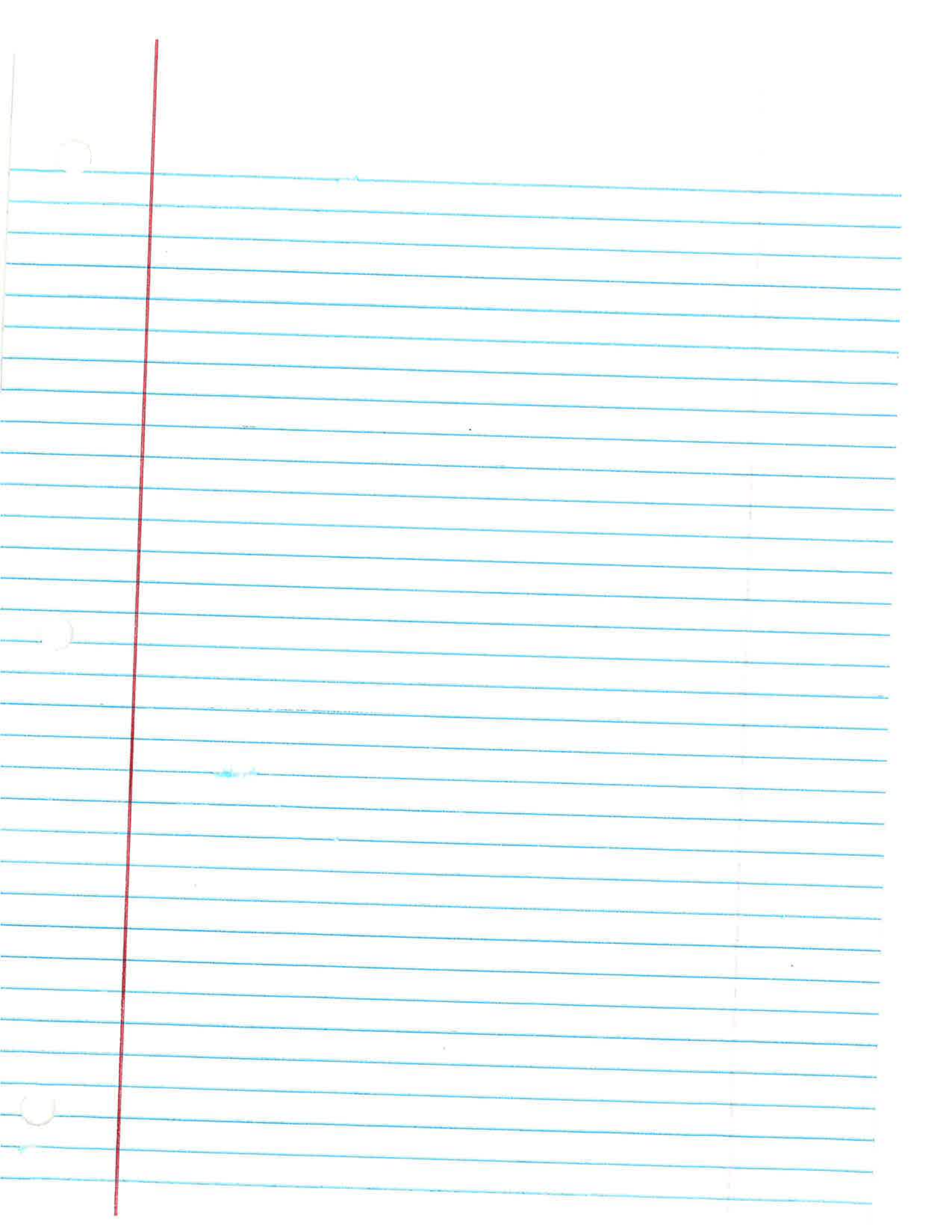
to: School District
of Philadelphia.

January, 11, 2024

Dear School District of Philadelphia,

My name is Malaysia, and I go to Southwest Leadership Academy charter school. I've went to SLA for about 6th years, while here at SLA i've learned things such as Media, Dance, Leadership, and more. Also SLA is a black owned school in southwest! At SLA we learn how to be respectful, we learn leadership, Also taking accountability for our actions. We also learn about fractions, Decimals, and more. Please don't shut the school down!

Sincerely, Malaysia S. from 5th



Kendall

Dear Philadelphia School Board:

I love Southwest Leadership Academy. This school is my second home. My teacher is so big hearted. I always love coming here. Sometimes I'm feeling a little emotional in the morning but when I come here that frown comes right off.

Me, my classmates, and teacher always have so much fun in this classroom. Everytime I walk through this classroom door it's always a productive day. Please keep Southwest Leadership Academy Charter School open.

Sincerely,
Kendall Rylander
(4th grade student)

Ra'siyah Woods

Dear Philadelphia School Board,

I really hope our school stays open. I really like this school. I love my class mates, I love my principal, and I love my friends. I love when my teacher teaches me all the subjects. I really love coming to Southwest Leadership Academy Charter School. When I walk into my class room I feel so happy and excited. I really hope Southwest Leadership Academy Charter School stays open because I really love Southwest Leadership Academy Charter School.

Sincerely,
Ra'siyah Woods
(4th grade student)

Kiere Wheelings-orr

Dear Philadelphia School Board,

Please keep South West Leadership Academy Charter School open. I have been going here my whole life and I have made so many friends and I have met so many new teachers. I have learned a lot of things like a line segment in math and learned how to write and read and a lot more things. My class is like my family and I spend more time at school than I do at home. That is why I think you should not shut down Southwest Leadership Academy Charter School.

Sincerely

Kiere Wheelings-Orn
4th Grade Student

Sulaiman Deen

Dear Philadelphia School board,

Please don't shut down Southwest Leadership Academy Charter School because I have been here all my life. I made new friends here. I have a speech problem and the school helps me with my speech too. The people here are really nice. I used to be very bad at math but now I'm not because of this school. The school helps me with stuff that I need help with. There are the reasons why I don't want for you guys to shut down Southwest Leadership Academy Charter School.

Sincerely,

Sulaiman Deen
(4th Grade Student)

AZ'ZARAH Williams

Dear Philadelphia School board,

I think that Southwest Leadership Academy Charter School should not be shut down. Southwest Leadership Academy Charter School is a very good school. It has very good teachers and it means alot to the students. And South West Leadership Academy Charter School is the place where I like it here. And me and other kids can't see our life without South West Leadership Academy Charter School. And that is why the Philadelphia School Board should not shut South West Leadership Academy Charter School down.

Sincerely,
AZ'ZARAH Williams
(4th Grade Student)

Suhaylah Best

Dear Philadelphia School Board,

I ask can you please keep South West Leadership Academy charter school open. I love this school. Every time I step one foot in this school I feel loved and I feel joy. I have been at this school since Kindergarten I love it here. We have special events here. The school throws us parties. They have famous people here that we love. So please don't shut the school down, please! I love it at South West Leadership Academy. please don't shut down this school!

Sincerely,
Suhaylah Best
(4th grade student)

Torrez George

Dear Philadelphia School Board,

I want to keep Southwest Leadership Academy Charter School open because this is the place that I come to learn. I also want to keep Southwest Leadership open because I like Southwest Leadership and it makes me happy. I also want to keep Southwest Leadership open because Southwest Leadership is a place to learn and have fun. I also want to keep Southwest Leadership open because Southwest Leadership has teachers that help students so they get good grades. These are the reasons that I want to keep Southwest Leadership Academy Charter School open.

Sincerely
Torrez George
4th Grade Student

Travis Kwia

1/10/2024

Dear Philadelphia School board,

Can you please keep Southwest Leadership Academy open because this is a school that makes me happy and I have amazing friends here at Southwest Leadership Academy. Their food is super good here. And at Southwest Leadership Academy I learn the most. Also the staff is super nice here at Southwest Leadership Academy. So please don't shut Southwest Leadership Academy down.

Sincerely

Travis Kwia
4th Grade
Student

Dear School board

Don't Shut down Southwest leadership academy
Charter School. I love it here. I made friends. I also love the
teachers and staff. Over the time I spent here, I enjoyed
myself and fell in love with the school. I would be
very hurt if this school shut down. Don't shut down
Southwest leadership academy charter school.

Sincerely
Shawn Collins
(4th Grade Student)

Taniyah Jewell

Dear Philadelphia School Board,

I would love for you to keep South West Leadership Academy Charter School open. I have made so many friends here and I don't want to loose them. I also have an amazing teacher. It would be so hard to find a new school like this. please keep this school open. Its such a good school and they make sure noone gets bullied. There's also so much learning that happens here. I love South West Leadership Academy charter school, its such a great school!

Sincerely,

Taniyah Jewell
(4th Grade Student)

Torryn Martinez

Letter To School Boarders

Dear Philadelphia School Board,

I just want to say please keep our school Southwest Leadership Academy Charter School open. This school worked so hard for these past years and throwing it all away like this maybe very heartbreaking for alot of students and staff. I love this school so much and I just don't want to see it go down like this. I have been in this school since kindergarten all the way to forth grade and I really don't want to stop at forth grade. I know some action's is reflecting very bad on this school. And I know that is unacceptable but please don't shut this amazing school down.

These are the reasons why I believe the Philadelphia School Boarder should not shut Southwest Leadership Academy down.

Sincerely

By Torryn Martinez
(4th Grade Student)

Aminata Diabate

Dear Philadelphia School Board

I will really miss South West Leadership Academy if you shut it down. All I am asking from you is to not shut down the school. I will miss everything I did here. This school is the reason why I am smart and also the reason why I am in 4th grade. Don't shut down the school I love it here. This school really means a lot to me.

Sincerely
Aminata Diabate
(4th grade student)

Lamiya Ellis

Dear Philadelphia School Board,

I would like for you to keep South West Leadership Academy Charter School open because I made a lot of new friends. And I learned a lot of things in Southwest Leadership Academy Charter School. I really like teachers and staff. I been here since kindergarten and if South West Leadership Academy got shut down I would be really sad. I really like my teachers and they are really nice. At Southwest Leadership Academy I learned everything I needed to learn. We get to have parties and famous people come. I love South West Leadership Academy Charter School.

Sincerely

Lamiya Ellis
(4th Grade Student)

Naylah Walker

Dear Philadelphia School Board,

I would like for you to keep Southwest Leadership Academy Charter School open because I love my teacher. I would be so sad if it closed down. I would miss this school and all my friends. I love this school and I love how much I learn here. Please keep this school open.

Sincerely,

Naylah Walker
(4th Grade Student)

Dear Philadelphia School Board,

Please keep Southwest
Leadership Academy Charter School
open. This school makes me so happy.
It's the best school ever. Without this
school I wouldn't know how to
read. I love how this school
cares so much about us. This school
understands me. Please keep it
open.

Sincerely,

Nyasia Powell

(4th Grade Student)

Valeryn

Dear Philadelphia School Board,

I think we should keep
Southwest Leadership Academy School open.
When I enter Southwest Leadership Academy
I feel happy. I was here since since
first grade and now I am in fourth.
I have learned so much being here.
I also made a lot of friends. Please
Please keep my school open.

Sincerely,

Valeryn Portillo-Perez
(4th Grade Student)

Jorden

Dear Philadelphia School Board,

Please Keep Southwest Leadership Academy Charter School open. I have made so many friends. This school is making me better at reading and writing. When I walk into school I feel so happy. If you close this school I will never see my amazing teacher again. Please keep the school open!

Sincerely

Jorden Williams
(4th Grade Student)

Deaf Philadelphia School Board

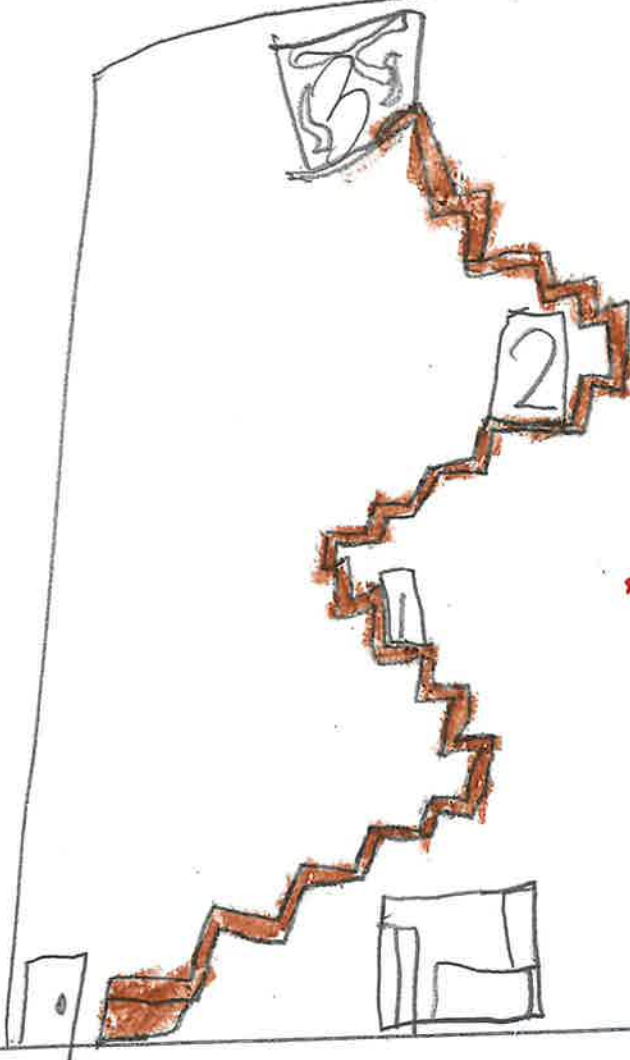
may you please keep Southwest
Academy charter school open because this
school has helped me make friends I has also
helped me to learn so much math and to
start reading better. I love this school please
keep it open.

Sincerely

Rashawn Knox

4th Grade student

BRYSON



Dear School District please keep
our school open! It is important to me
because god gave you the idea



to ^{build} ^{this} ~~bilde~~ thise school. I have the

best friends and the best teachers.

And we do a lote learning and we

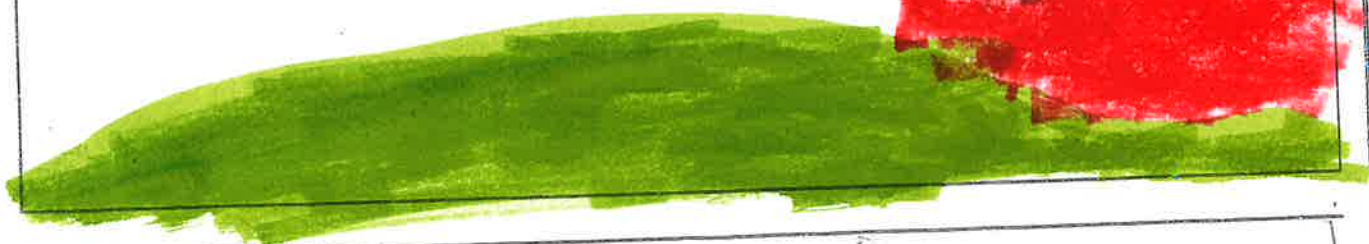
leane a lot of math. And

so sho stutee. And science.

Love! So

Clayce

SLA



Dear School District

Please keep oak school

open It is important

because I have lots of
friends. I like when Ms.
S and Ms. G teaches me
about animals.

Love, Chayce

Daisy
1-11-24



Dear School District

Please keep our school

open It is important

to me because I Love Miss

And Miss G. I Love

Learning how to add 3

numbers.

Zahad



dear School district

Please keep

our school open!

It is important to me

because I like learning.

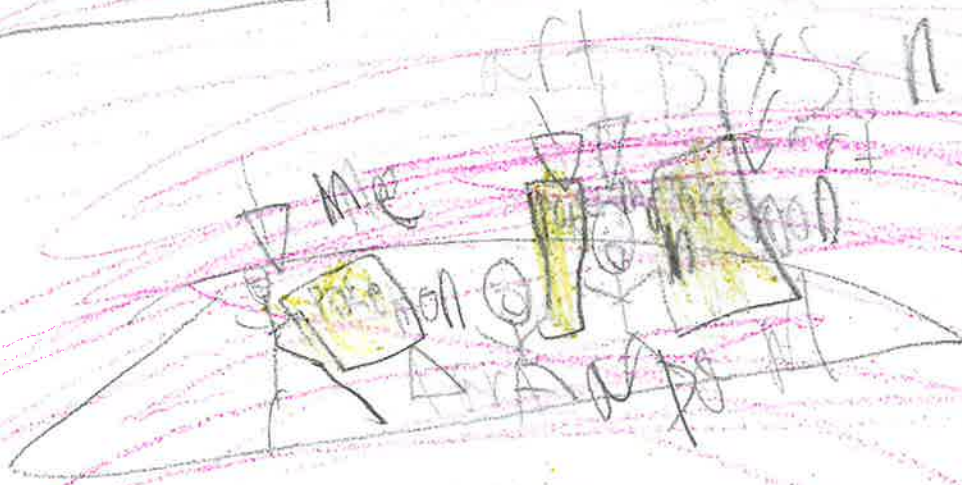
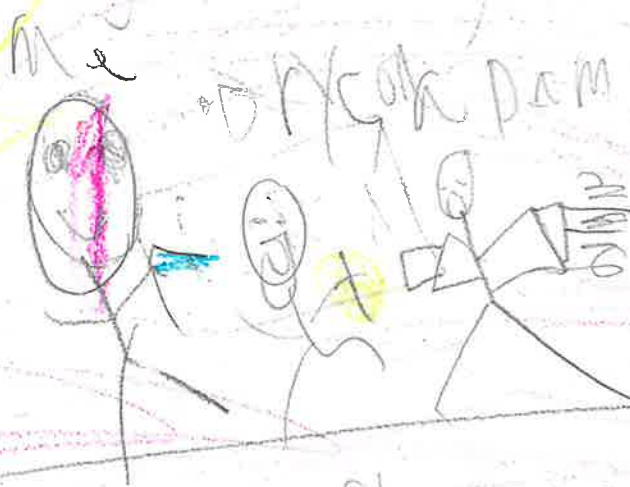
I like doing math and

my teachers help me.

Love Z d

Jelani

1/11/24



Dear school district

Please keep our

School open!!!

It is important
to me because my
teacher makes me
feel good. In math
I learned to make
circles with my
hands. I love to
make art.
love Jeremiah

for

It is important to me because

Please keep your school open!

Dear School District



1-11-2024
Dyana

Love you rhy!

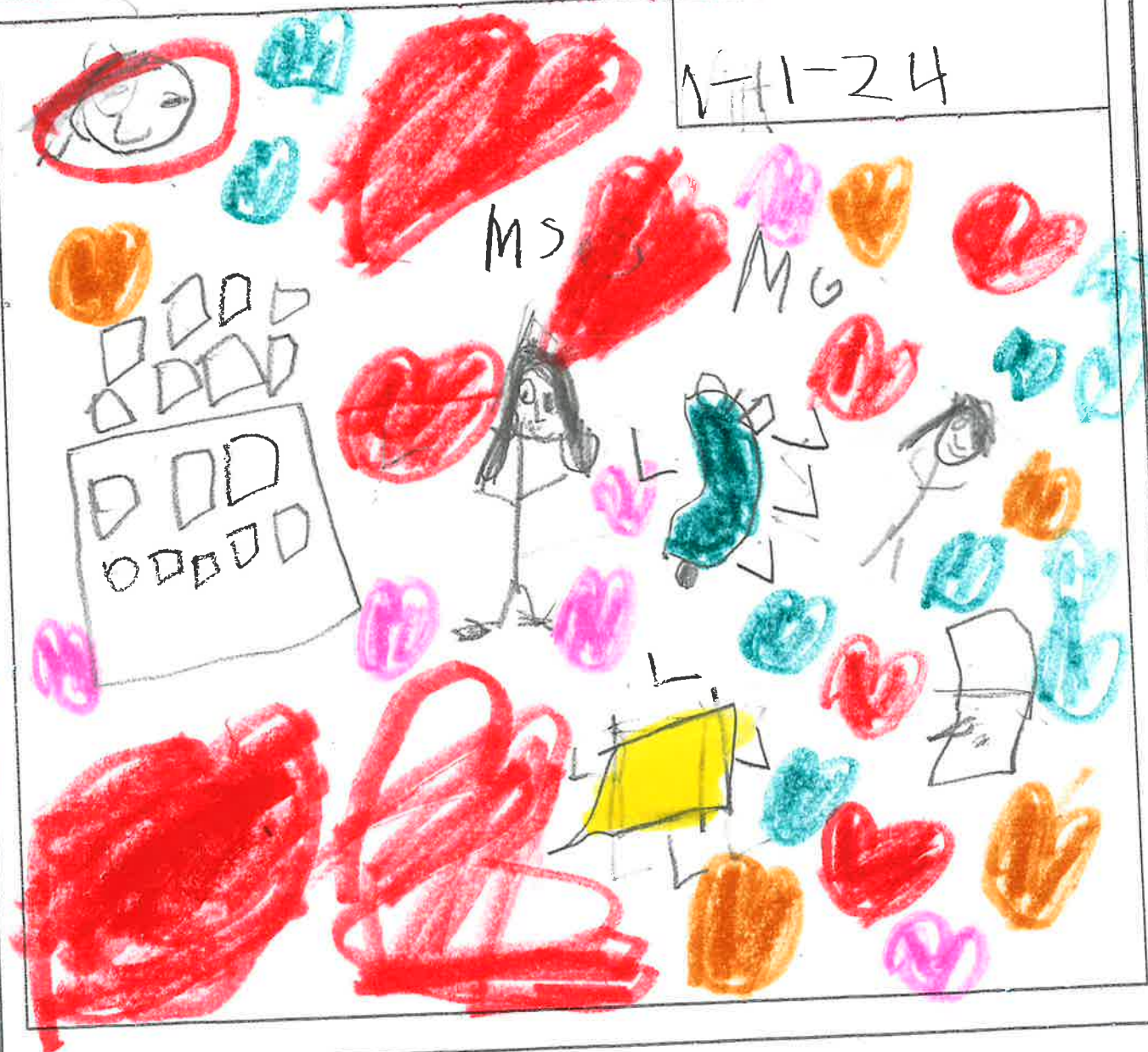
how to ^{do} science.

We are ^{leaders} I learned

People learn here.

Math

1-1-24



Dear school district

PLEASE keep our school

open! It is important

to me because ^{I'm} me ^{happy with} APP ^{Ms. S and} MS SM

Ms. G

5.6 I LOVE LEARNING

SPEECH I LIKE DOING ^{reading} READING

^{on} NO the iPad

to me because

MASON

dear

school

district

please

keep

our

it

is

impor

qndip



Dear School DISTRICT

Please keep our school to

me because I like to

Learn On the iPad + helps me read

IBRAHIM



Dear School

Distnict Please

keep awr Schod

Open It is important
to me
because
I have great
friends.
FRIENDS.

LOVE IBRAHIM

A o A M

1-11-2024



Dear School District

please keep our

School Open

I + 95 Import onto

me because

6 ym is fu'n. It is
because me. Zach

is nice and we

learn health

I like my teachers

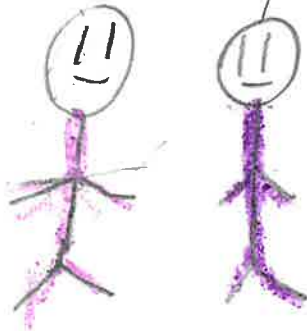
Love, A d A A T.

MASON

MASAI
MASON

Me

b



Dear School District,

Please keep our school open!

It is important to me because

I like math. I like eating
lunch because I like food.

Ms. S and Mrs. G give me
hugs.

Love, M

Masalan

Masalan

← me in real life

PLEASE

don't get
rid of
this
school

Dear School district

Please keep our School

open! it is important

turn to Back

Because our whole

School listens to the them

teacher. Please don't get

tired of this school. I like

Being in Science Club,

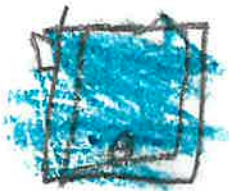
and Being leader of the

Month on September.

I was a first leader...

Love Masalan and the School.

Thierno



Dear School District

Please keep our

School open. It

IS IMPORTANT to me

It is important

to me because

I can

Art

Math

Leadership

Are fun!

△

Taylor



please keep our
school open it
is important to me

because MY teachers are
SILLY and VERY funny
So nice and kind.

I like learning
about animals
habitat and using
The iPad.

because I am a leader.

Edw d



Edw d



BRYSON

Dear School District

please keep our school

open. It is important to me

I Love my

FRIENDS

I Like Math tests

Namaste

1-11-2024



Dear School District,

Please Keep our School Open!

It is important to me Because

my teacher's are here.

my friends are here. I

like gym and art

leadership and math

Star facts
student. Dear sir/madam
Bangaly / facts
good
Bangaly.
Mr. Inow
this
school
Needs
to
stay
open.
love
school.
The school district of
Pennsylvania I am writing this
letter to let you know why
my school Southwest Leadership
Academy charter school should
remain open. My school should
stay open because I need to
get on my education and
the school is close to my
house. So I will be late
everyday I go to school and
I need hard working teachers
like this school has
so I can know how
to be a good student and
leader. Also I need to
have a good mind so I
need good teacher and
principal with this school
has and so many more
this is why this school
has to stay open
and not closed, banned,
crushed, but again and
just the it has to
be it has to
be just don't change
nothing.
Bangaly

Joshua January 8, 2021

For The School District of Pennsylvania.

Dear Sir/Madam: I am WRiting thir's letter
to let you KNOW the School MUST Remain open
because I want to learn and Educate
so I can get a job when I am
Older. I want to become smarter and
smarter. I want to solve hard math
problems. I want to be good at my weather
topic I want to be good at science.
I want my own job when I pass
all my grades.

Star Student: Joshua

January 8, 2024

Dear Sir/Madam:

I am writing this letter to
let you know why my school
Southwest Leadership Academy
Charter School should remain
open my school should stay
open because I need to get
on education because this
school is verer good and
I like it soo much
and we learn so much
and that is what i
like and they have
good Teacher. I love my Teacher
Mr. Ingram

center

Union

Dear Madam the reason why I want my school to be open so we can learn more get a better education and want to be a leader not a follower and so people in this school can be a star student and the reason why I am writing to keep my school open and my fav about this school is that the teachers around the school care about our education because if we did not have them that does not care then we would never have this good school and place because all our teachers try their best to make us do our best behavior and try to make us be on the right reading level and when we do not know, our math then he will help us that's why you have to keep the school by union

Israel B'Yom
m wlling to

to let you
know I love

that school is

good and I know

you want to

rent it down

but pls do not

do I + Love my

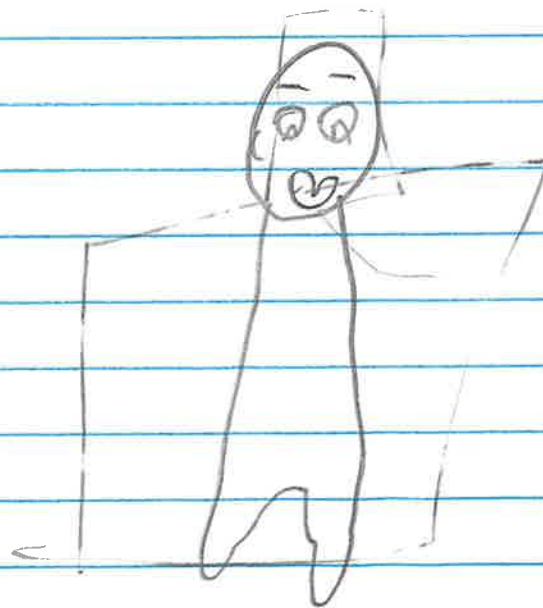
and I Love all

my m + p + s +

do I + s + f + s + w + d + s
Israel B'Yom

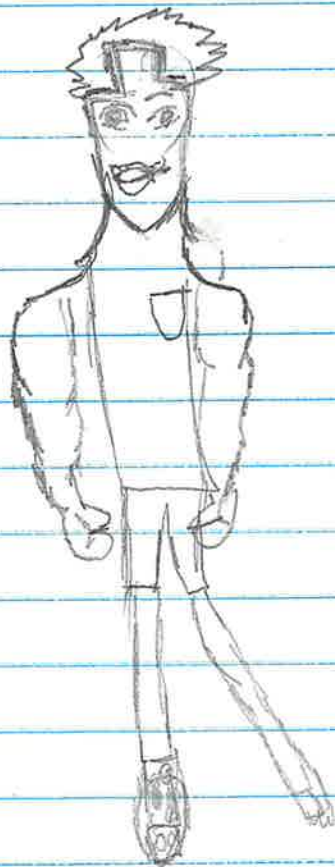
Ansou. b

SLIPS is always open
because you can go to
college and to get your
education starts is not
the school to fight in.



Daer SLA

My name is hammad
I think you shod
keep the school
open is because the YouFor
Goler and the derest
Done.



By Hammad

We are going to keep
the school open for
kids - can learn and get
their Education and move on
to the next grade

Star Student

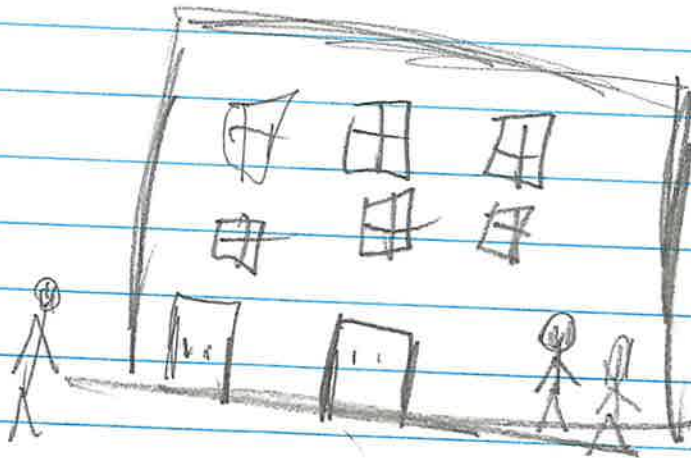
by Kyaire

Michael

January 4th 2024
January 8, 2024

the School District of Pennsylvania.

I want to make a difference for the
School so my Dad and Mom will be happy,
we need school because school is important
to mom's and dad's kids need it for
their education it can help them to
get a job.



Abdullah V. F. 1/8/2024

The reason you should keep this school
open is because this school has
been open for 17 years and I love
the teachers like Mr. Ingram and Mr.
Friends Hammad Michael and Uriaq Cman
from both grades and Logan and Fred and
this school is free and I get good education
and you'll be on a show and the news
and my sibling like Mamasasa has
come and been successful that star
Student Abdullah V.F.

Made from Bam/dere

Jan 8 Mon

dear sir or mame.



1 The reason You should for

2 We Need Education to learn

3 Number's Adding ~~MULTIPLY~~ divide

4 AND SUBTRACT AND also
learn to do English language

5 ARTS IF we ALSO EVEN know

6 this School is old and

7 was BUILT 2006 and open

8 2007 it doesn't mean the

9 School is Bad



JEFFERSON

i am hiding this letter to let you know
that my school always be smart in
every one in my class is working
to be smart in a leader everyone
is getting S A's B's in NO C's
in D's in i m kind in class
i always put my head down in i
do work to get A's i work on
my report to show it to my mom
i be happy when i get something
i eat at home to get at school
and work on my stuff in head it to
every body in after that i m
going to do my social studies in
then i m going to read and work
in then go to lunch. after
lunch is math after math is
science af ter science is EsPecials
af ter EsPecials is dismissal

EJ

DEAR Mr ADAM
I'm writing this letter to
let you know why SLAS
can't last A year
Monday - Thursday 9am
CAACONTIVE RLEARN
FROM EJ

You should keep the school

open because if this school was

hit open no one will be here

and how are all teachers

here you see how are they going

to make money and provide

for there wifes husbans-

? and if they have one kids

too and family? BY SPLOU

Emmanuel

Dear Sir/madam:

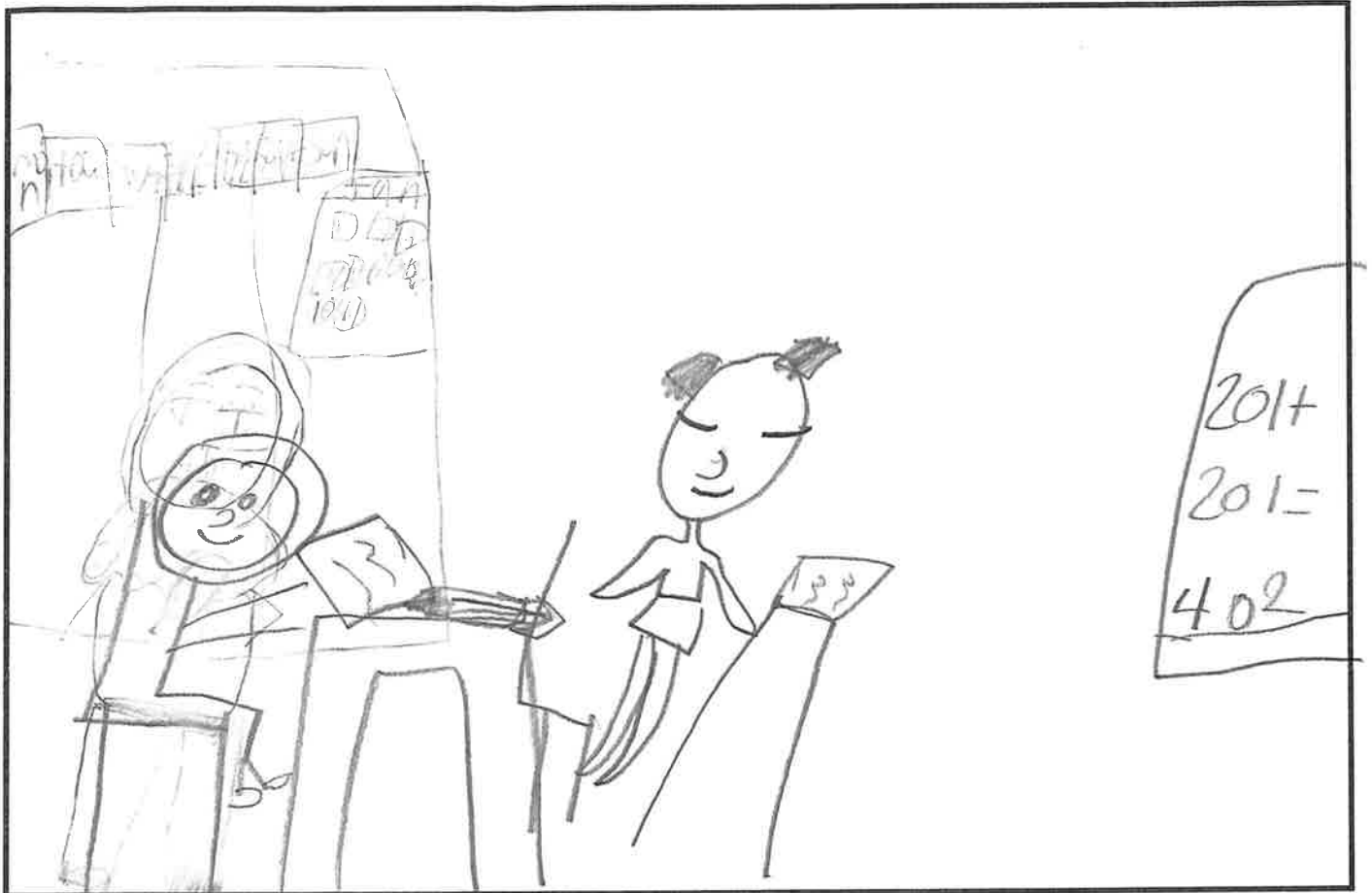
I am writing this
letter to let you know
why my School South
West Leadership Academy
Charter School should
remain open! My School
should stay open because
I love this school
& I will miss my
Friends

Name: ESTHERIA



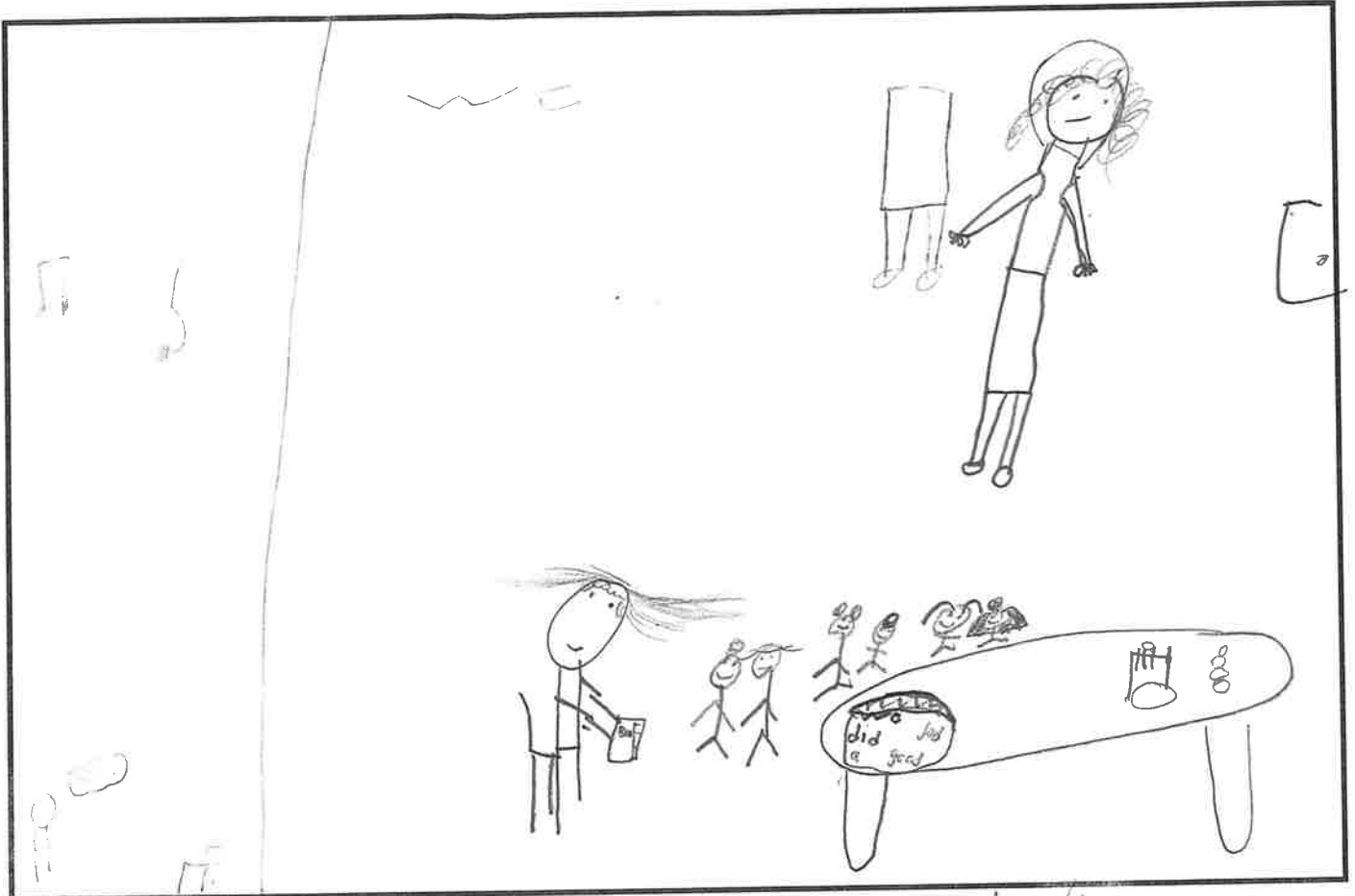
Dear Philadelphia
School District I love SLA
in I love books time in
I like in one be with
my friend.

Name: Safiyah nd Jaye.



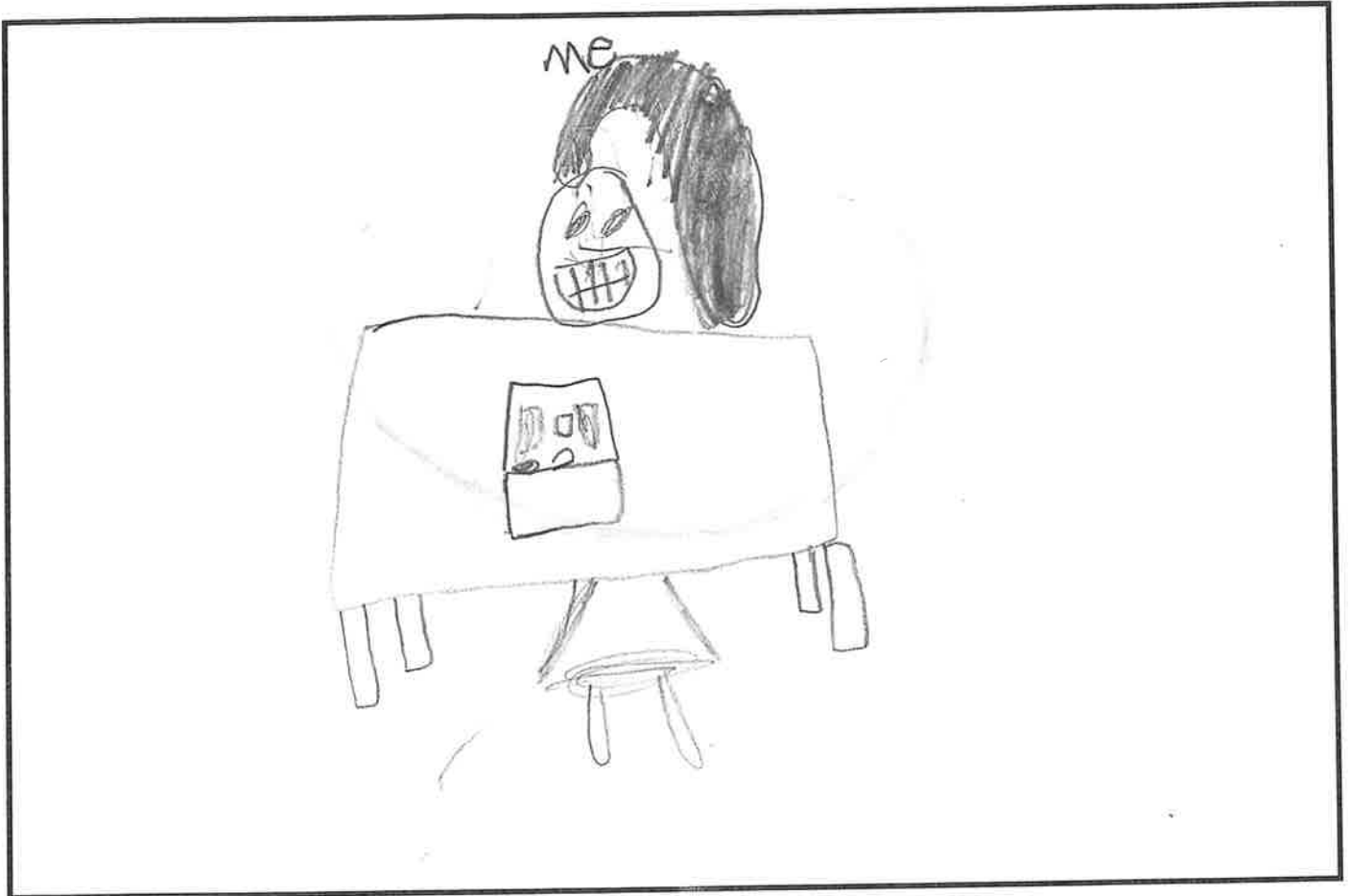
Dear Philadelphia school district,
AND I LOVE PLAYING RESES.
I WANT TO STAY AT SLA BECAUSE
AND PLES STAY OPEN I LOVE YOU DISH
WHEN ITS MATH TIME IT IS SO SO SO
FUN AT SLA. LOVE SAFIYAH

Name: Marcia Johnson 1/11/24



Dear Philadelphia school district,
I whet to keep the school open
an we need SLA is the best
an I love all my teacher love
marcin

Name: Nari Carter



Dear Philadelphia School District

I LOVE LISA because I LOVE LUNCH

because I LOVE to Eat

LUNCH LOVE NARI

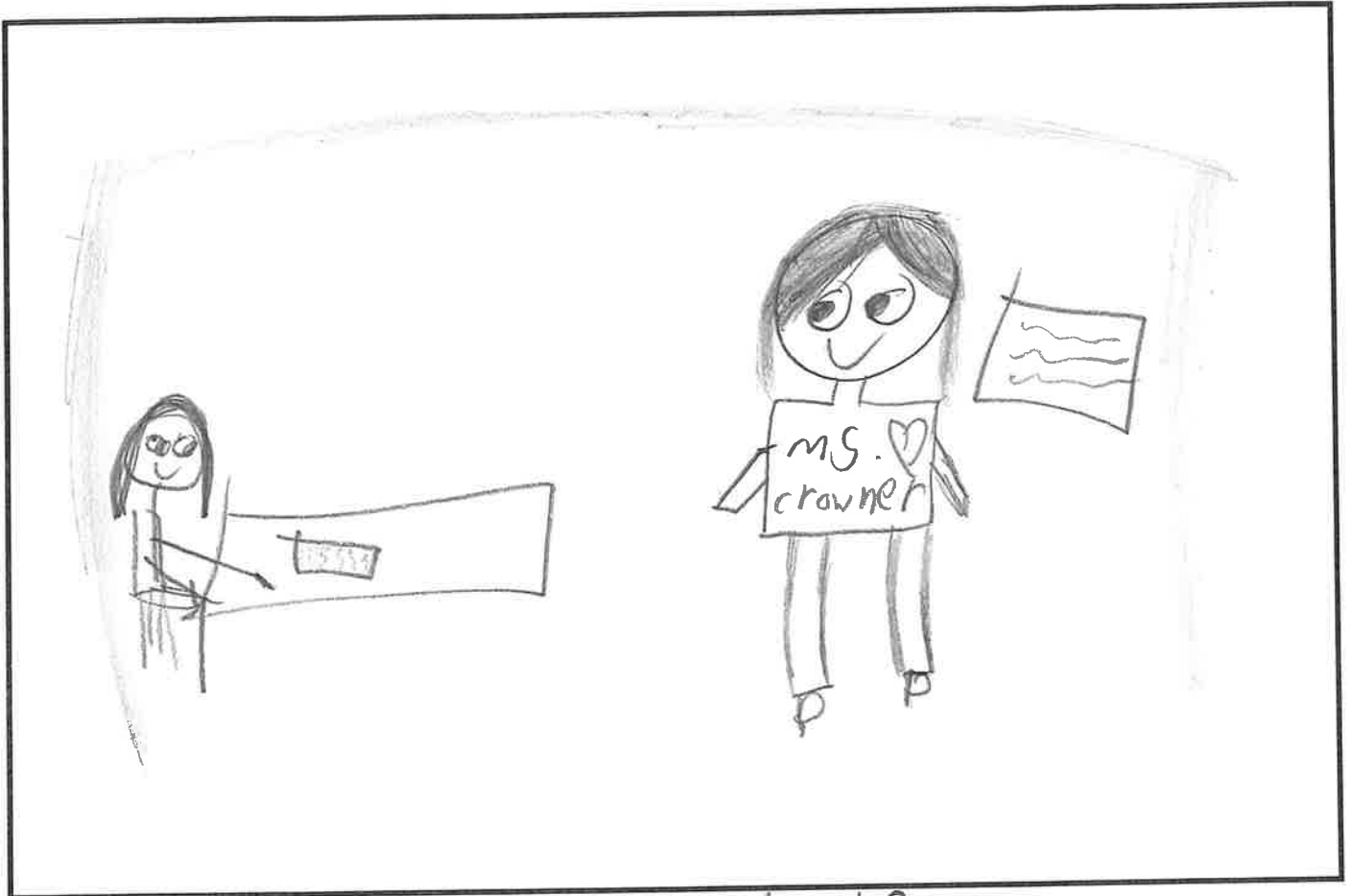
Name: Halima to a Dulllo



I Dear Dkhil Abdel Bkris School
District II Love SHA I Love
SHA because MS Green is The
best Teacher in the world we
and also MS Crowder
is The best Math teacher Love

Halima to a Dulllo

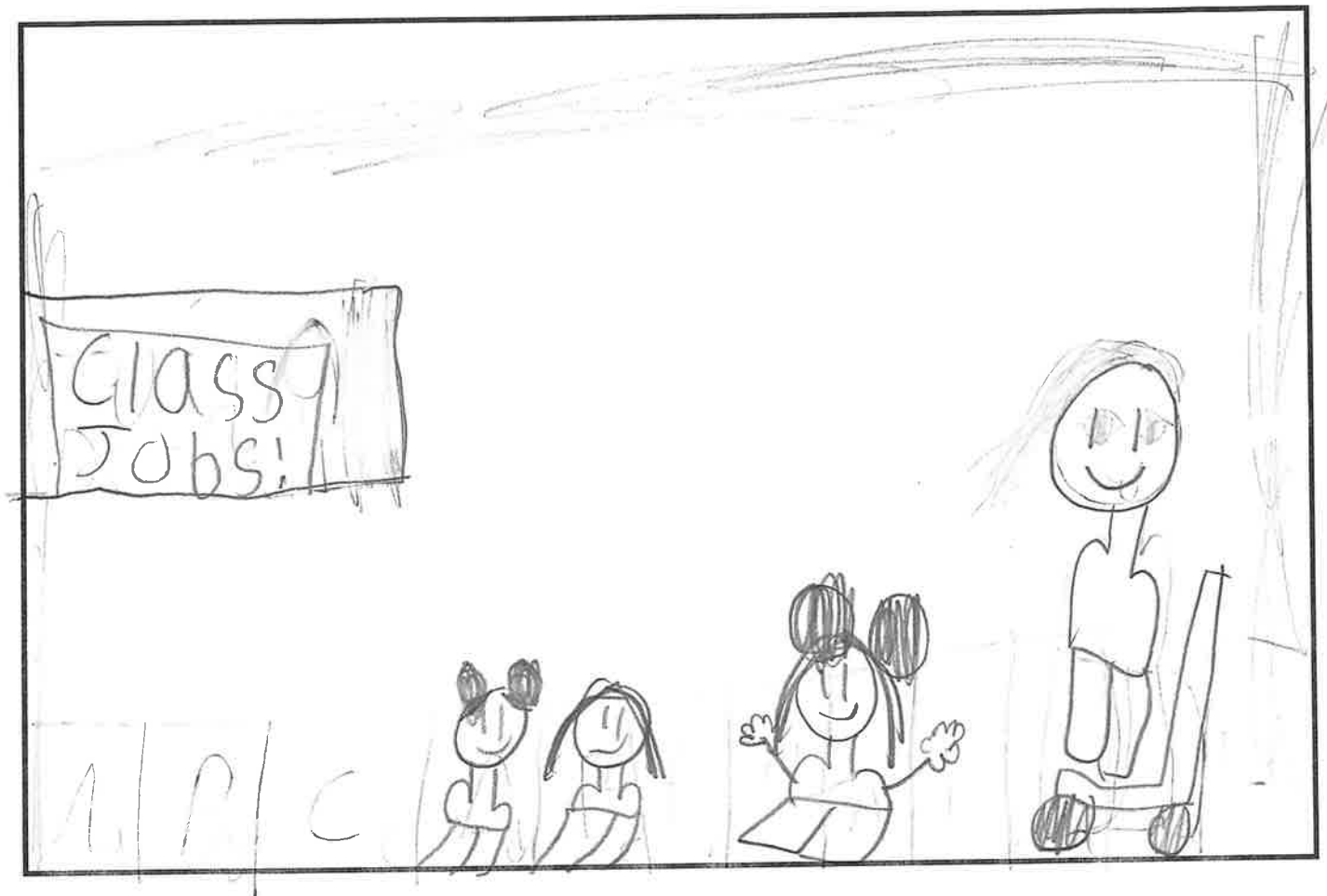
Name: Qadiyyah Zahullah ~~2009~~ 1-11-24 ©



Dear Philadelphia
School district,

I Love SIA because ms.
crownier and she is
the best. please don't close

Name: Aa'Miyah, Jengo 7\77\24



Dear Philadelphia School district
I love SLA because we have
dress down days because I LOVE
dress down days. I want to keep
the school to stay open because
I LOVE our CLASS JOBS. Love Aa'Miyah

- Time n Friend

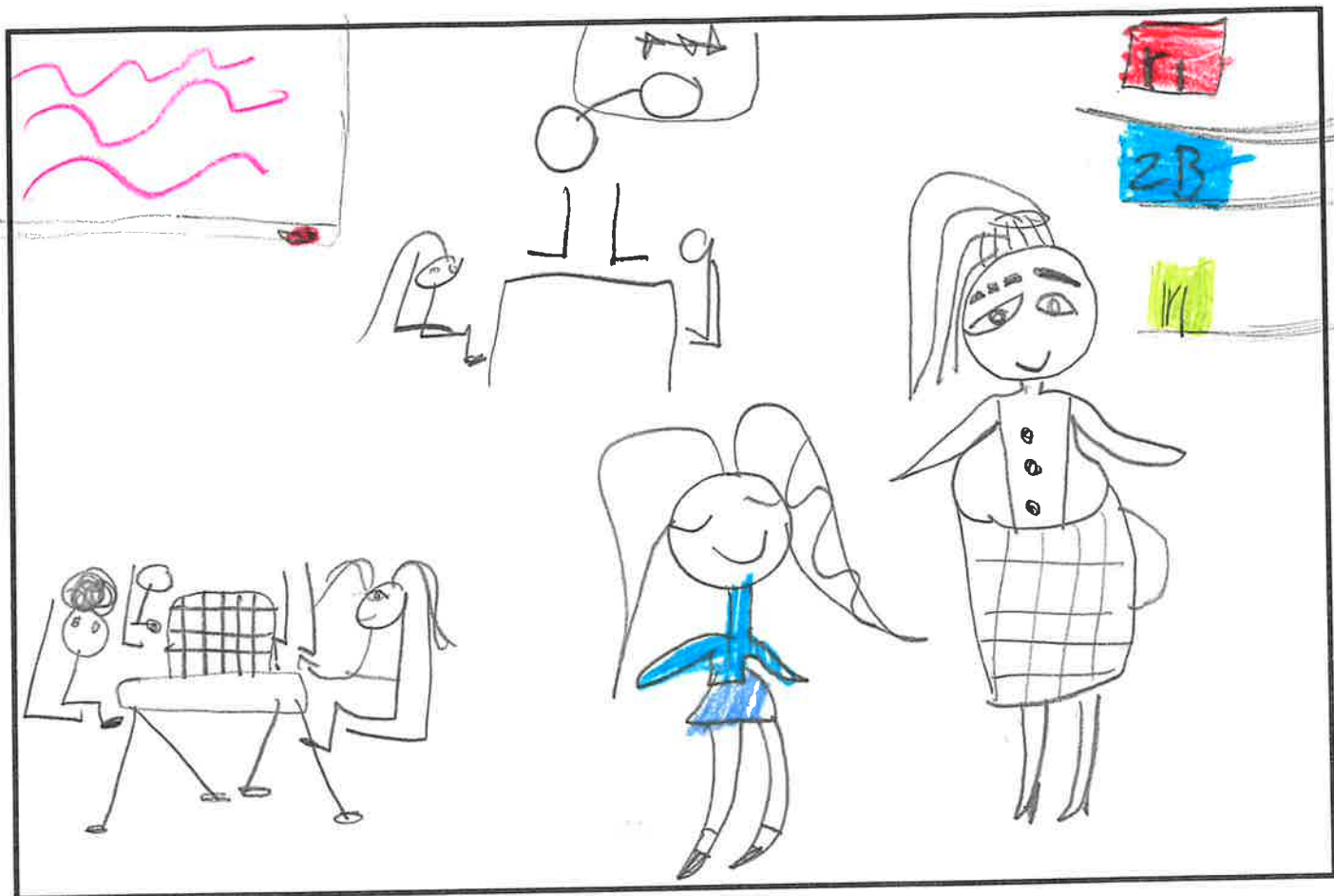
Name: Monique Samboles 4/11/24



Dear Philadelphia School
District District SLA
the course. it Fune I love
Math. and Reading

love me Monique

Name: Llrenesis Rivera 1/11/24



Dear Philadelphia School District

My favorite thing I'm going to do

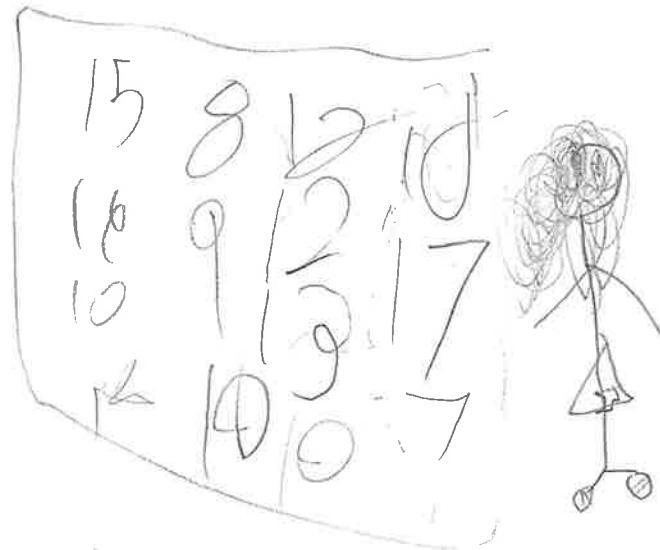
my favorite thing to do, is play

but I need it to be open

because they help us learn

Love Llrenesis

Name: McKenzie 1/10/24

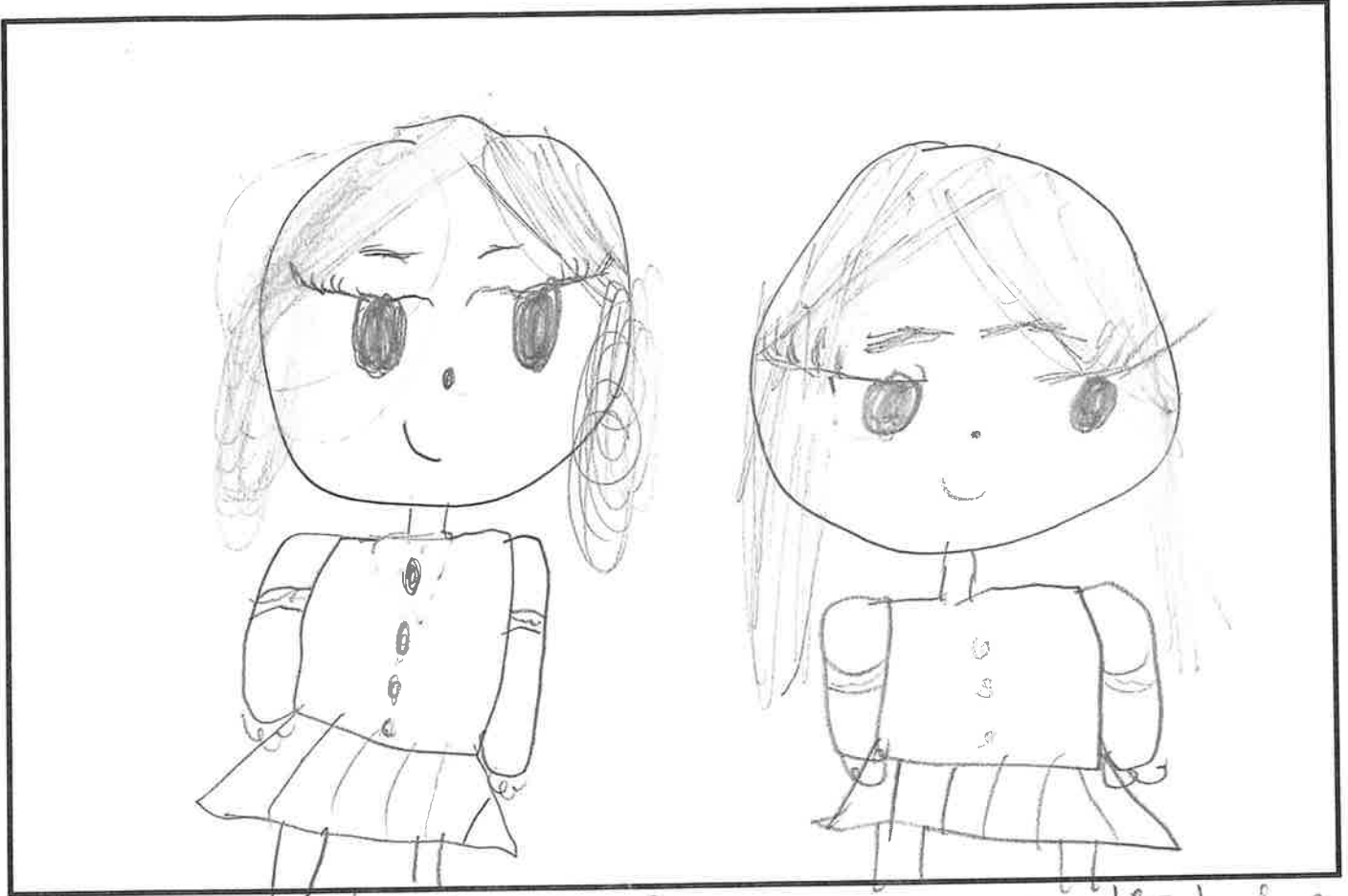


Dear Philadelphia School District, I Love Sk

Because recess centers and specials we have

The Best Teachers and Students Love McKenzie.

Name: Amila



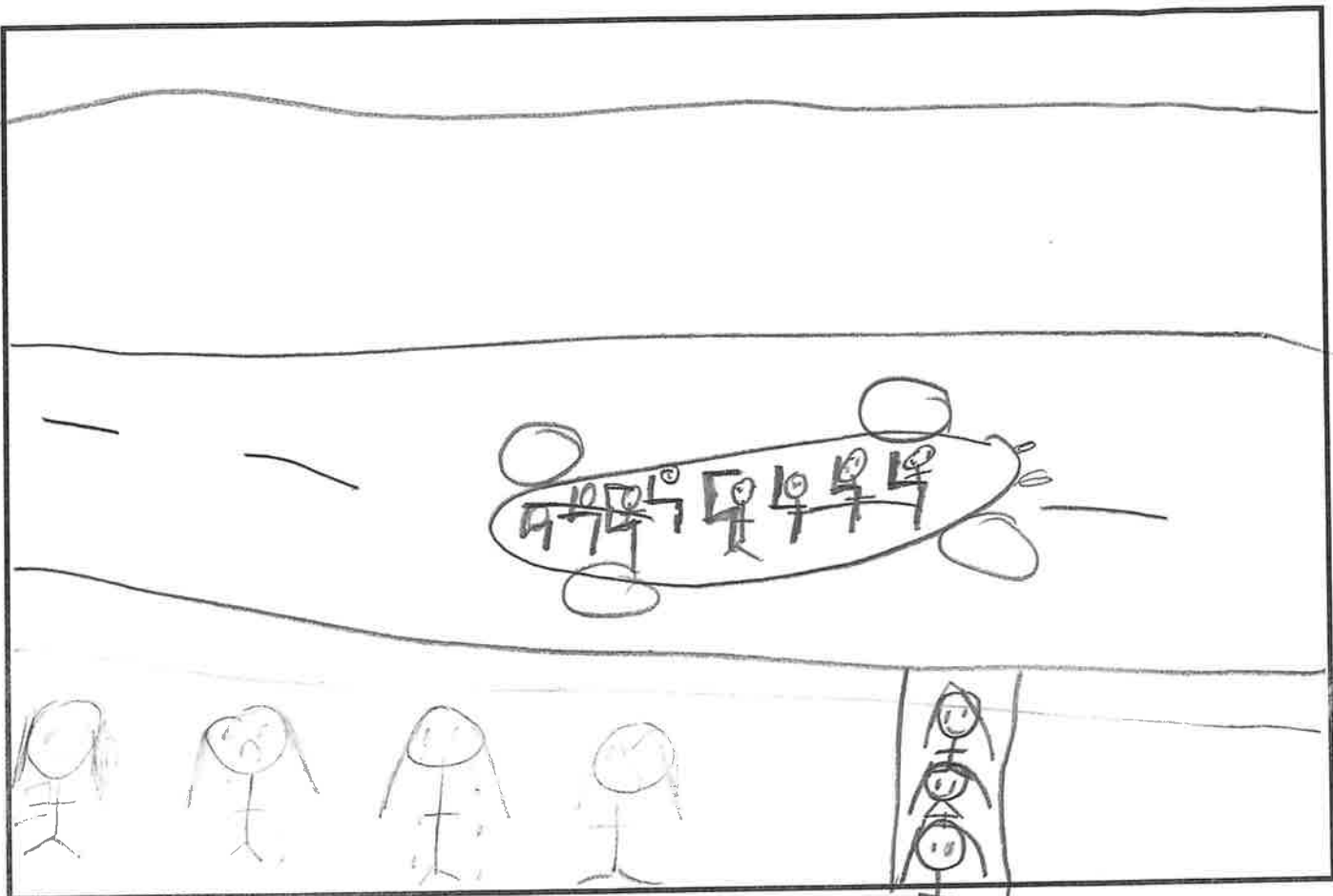
Dear Philadelphia School district

I love you

I love SLA because,
I LOVE my teachers
And my bfrs And I love
when we have Recess.

Love Amila

Name: makangbe Fofuwa 1/11/24



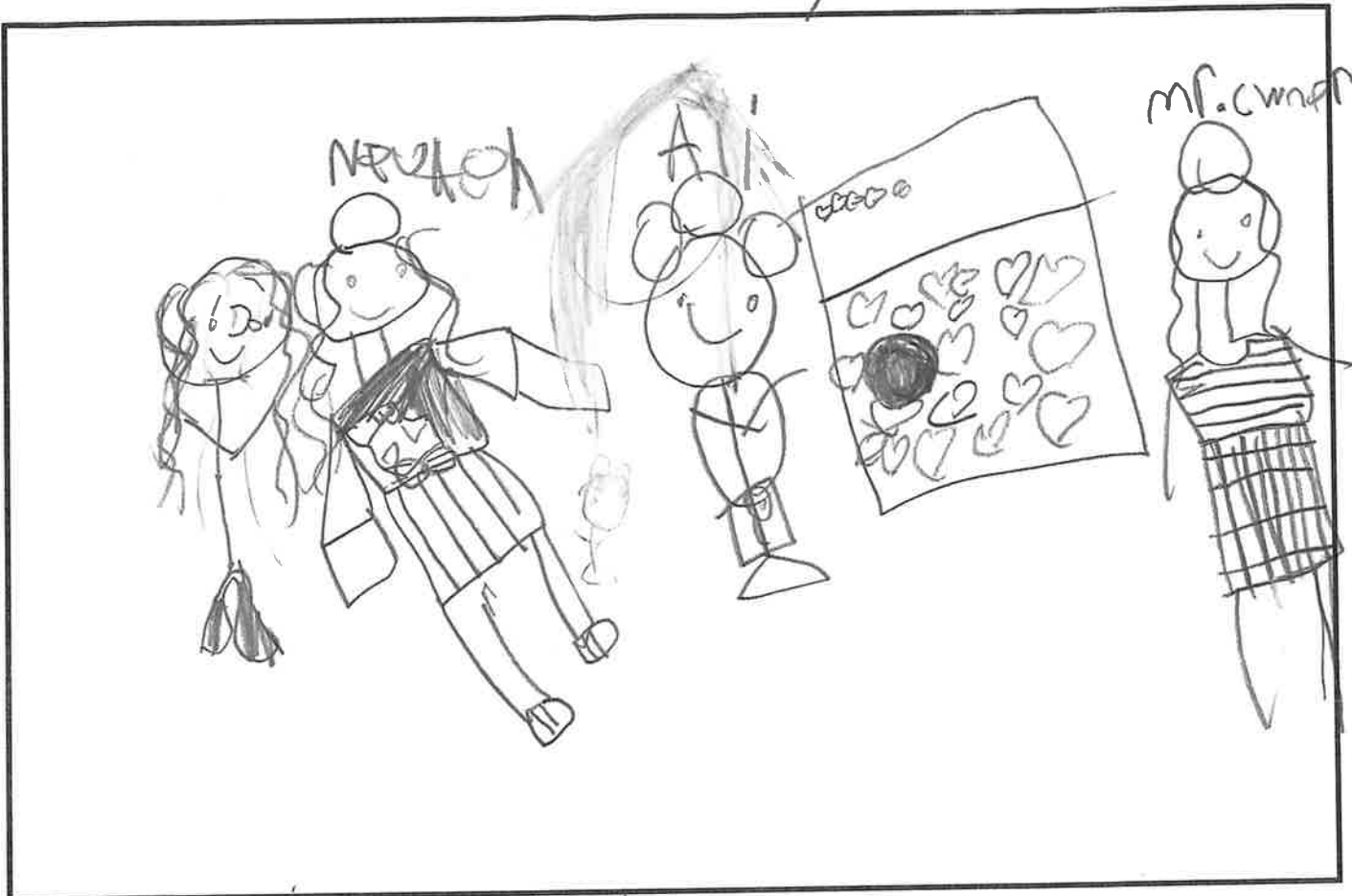
Dear Philadelphia School District,
I LOVE 21A because I LOVE
2hcool thrie! 2hcool thip
are the best. LOVE makangbe

Name: Bangben Jarten



We are Philadelphia School
District. I love my friends
and me. We need to learn
and play. We need SLA
to stay open! Love Bangben
Supra + K. M. G. N.

Name: NOVA E N FLOYD



Dear Philadelphia
School District,
love SEa Be It IS Funyo

Name: MATA Thiamtiti. 

What is $100 \times 200 = ?$ ₁₀₀

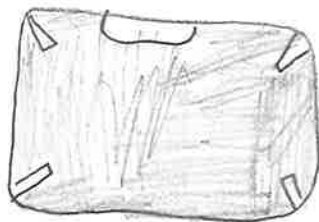
What is $2 \times 6 = ?$ ₁₂

What is $1 \times 1 = ?$ ₁

White Board



Rug



A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	.

Dear Philadelphia School District,

I Love SLA Because i love math
and Reading and library. But i
Love School so so so much.
and i love SPECIALS.

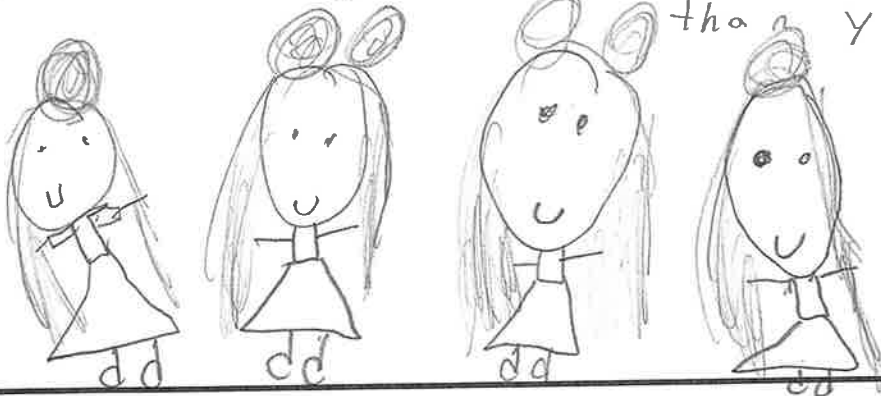
Name: Bendu M. Kenneth ♡

SLA!

I love
Whom
Leader
of
the
month

Some kid
leader
of
the
month
are cooler
than you

Mata
Thiam
Some kid
are smarter
than you



Dear Philadelphia

School district, I love SLA

because we get dress down

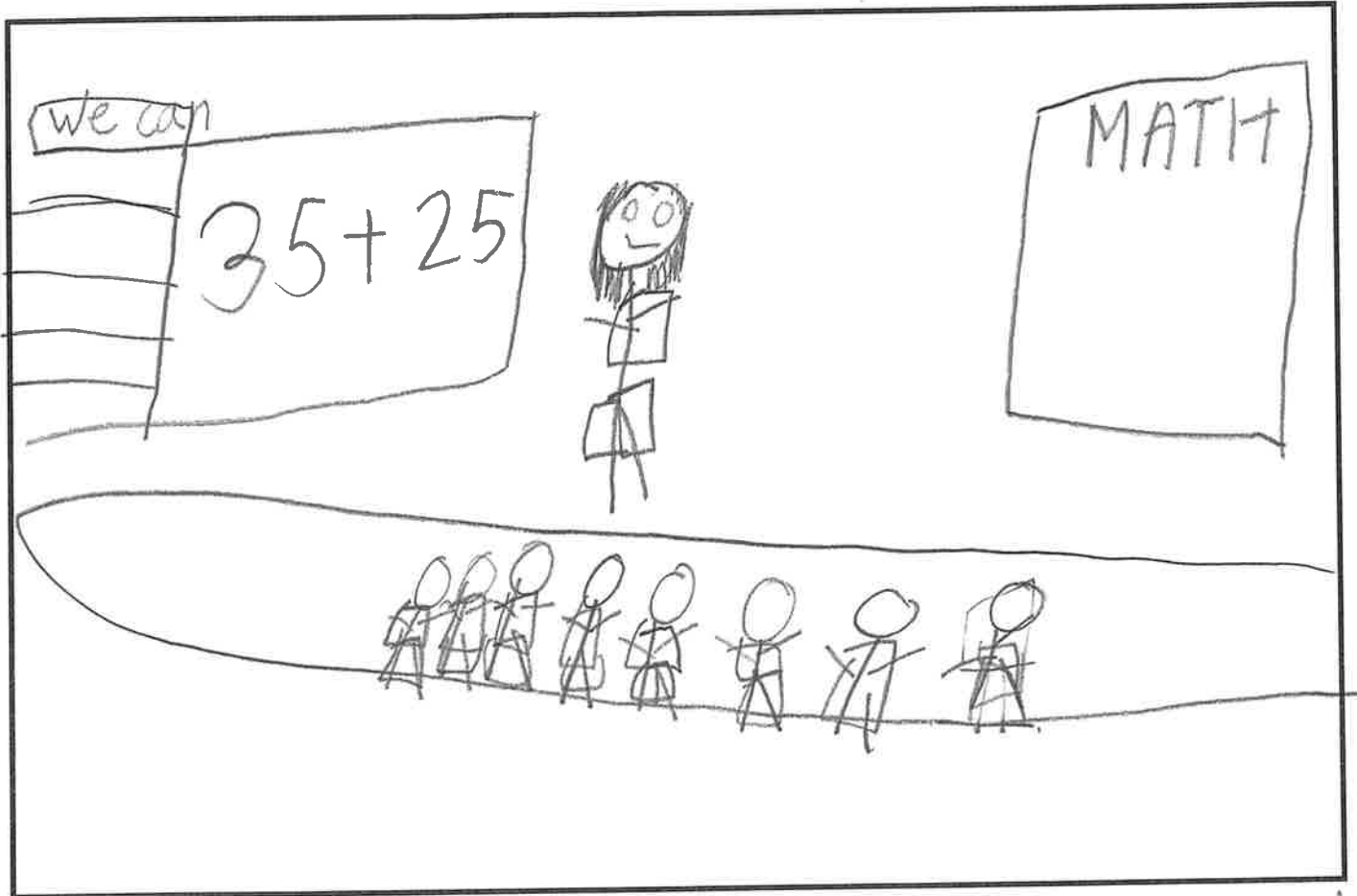
day and leader of the

month we get to dress down

day. Again love bendu for

ms. green ♡ from bendu.

Name: Ali Zuri Parvi's Tyler



Dear Philadelphia School
District,

I LOVE SLA because
we have good Teachers.
They give us
the best math

Name: Awa Faye



Dear Philadelphia
School District, I love
sla because my teachers teach
the class everyday Math Social
Studies Leadership word
wall and science.

Name: ROSE JOSAH 11/27



Dea Ve Philadelphia
School District. I Love to
go on to camp and
I Love School so much.
Love ROSE JOSAH.

Name: Khloey Ayensu



Dear Philadelphia Recess
School District and
SLA is so Fun I Love
SLA because I Love
Recess, Love Khloey

Name: NIAFIF TOURE



Dear Philadelphia School
District

I Love This School because

I Love when we o was

play a lot of games

Name: Kelsey J. Samuels
11/11/24

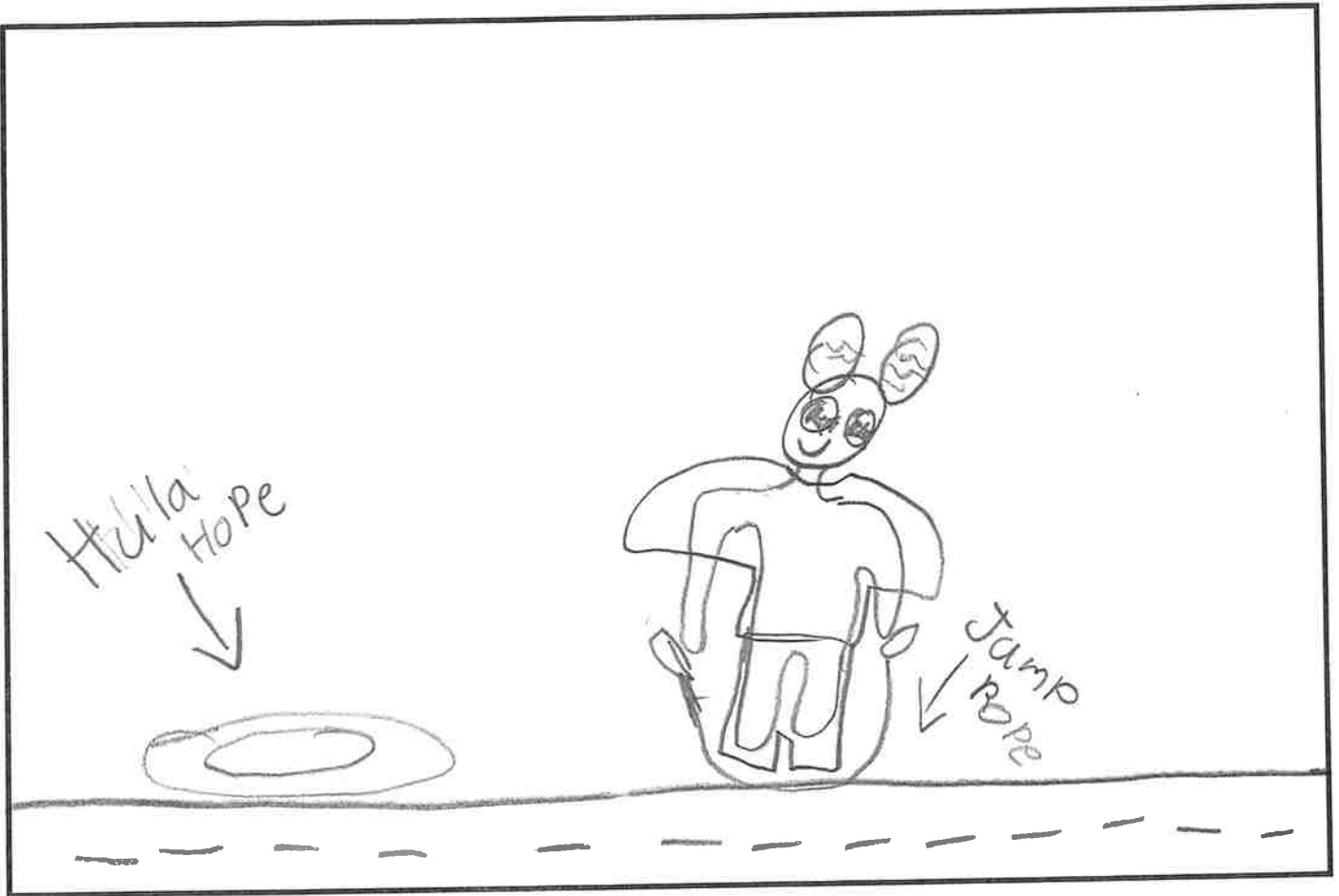


Dear Philadelphia School District

I love SLA, I love SLA
because we get to learn
and play, I want to play
and learn to get smarter.

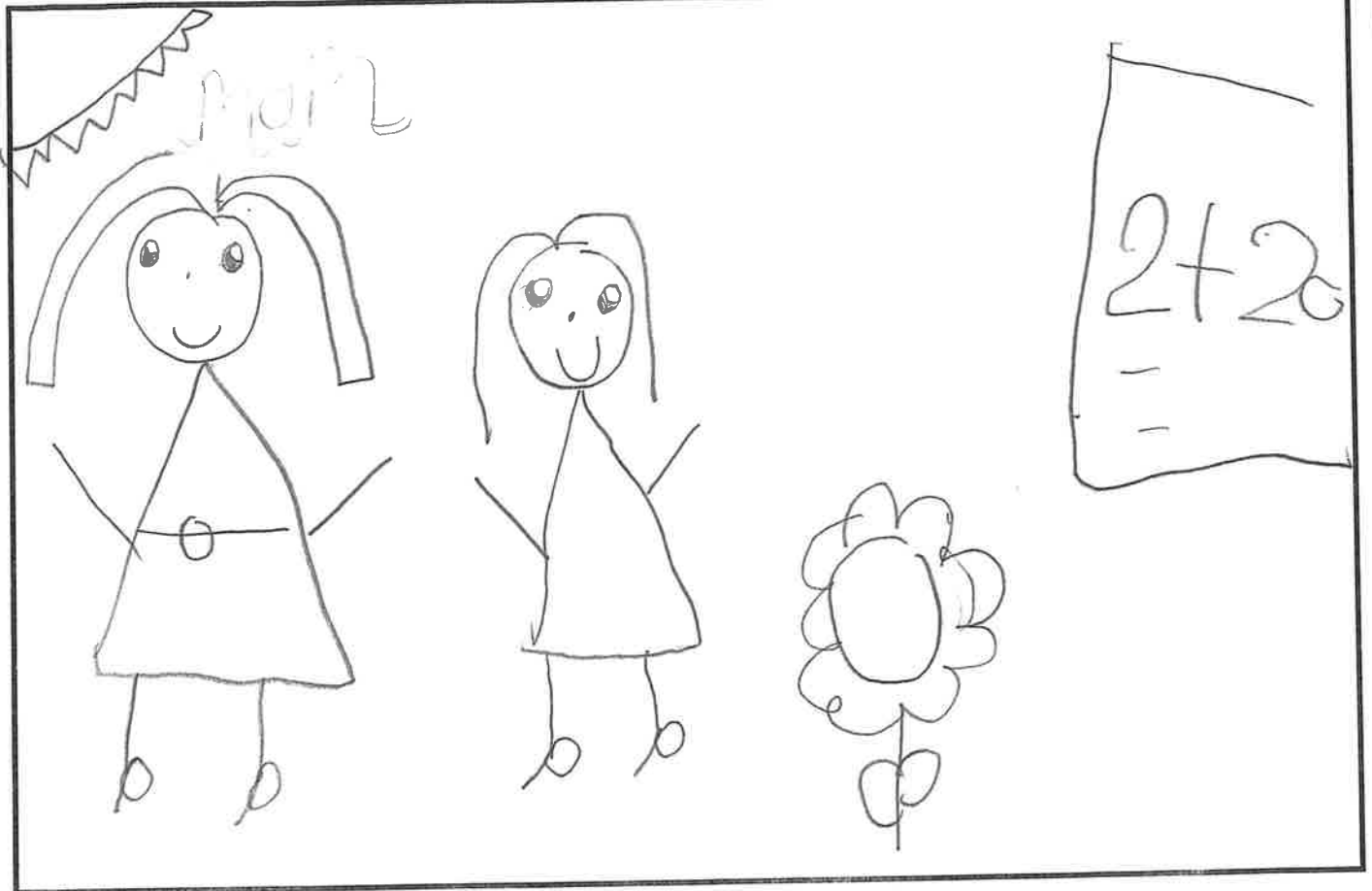
Love Kelsey

Name: Orlan Calboway ♥ ★ ♥



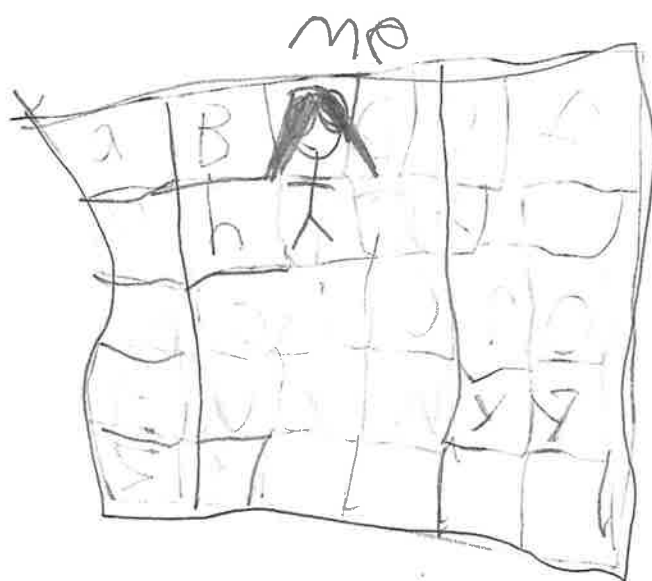
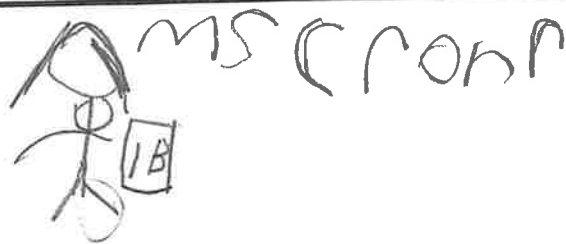
Dear Philadelphia School District
Please don't close our school
down because we have the
best trips. Sometimes we have dress
down days. I also Love
Recess. Love Orlan

Name: Milani Paki



Dear Philadelphia
School District
For the School
and I want to see the
School open to take
lots of new students

Name: Mikayla Allen



Dear Philadelphia School
District

I Love Sia Because We
Can Learn Our Levis

Thank you for all the love and support

I



SLA Please

Keep it open



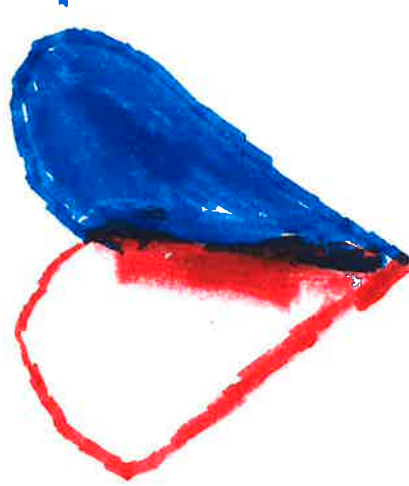
Love all teachers

SLA Rocks



Handwritten text in a stylized, cursive script, possibly a mix of English and another language. The text is arranged in several lines, with some characters appearing to be in a different script (possibly Hindi or Urdu) interspersed with English letters. The writing is dark, with some pinkish-red ink used for decorative elements or corrections. The text is somewhat obscured by a large, faint, light-colored mark that looks like a large 'X' or a stylized letter 'A'.

pledge keep SLA open because it is a
good school for us and it helps us learn
and brightens are future so keep SLA
open.



mdjor

SIA ROKS T'ISH KEI'S is
 PROFIKI N PI'ESSA KEEPRO
 SCIIA OPNAI SIA +O+I+U
 SE GOOD RO +EE+R +O+I+U
 WO+I+U OIWOAI AND DVAGDOY
 LOOK I'IKI. PLEASE PLEASE
 I IM BAGITA U +OO KEE
 RO SCIIA OPN PLEASE KEEP RO
 SCOLIAOP I RO +EOL RU GLOT.
 SIA SI THE BAST SCOOI I WON TO
 I WON NIN
 SIR I WOSI DI YIRODI
 HAZI GOT NIN SLOG MY BLAN
 B'IN HARI SII I







Alia Ya

IT

ROCK I LOVE

SLA

I Love my School because
it help me learn please keep
SLA OPEN

811a Ya
811a Xc



Ariana

Pere

I



Love So hool hool

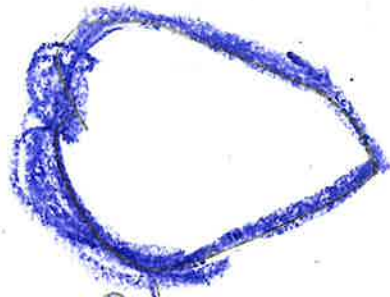


I

Love

Love

Press



Love

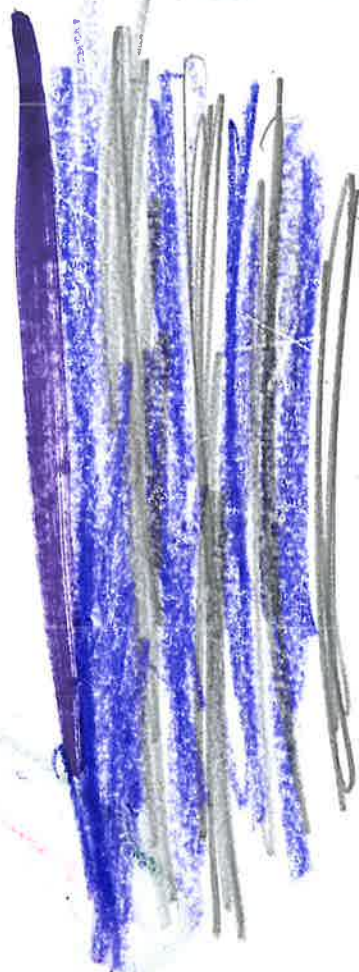
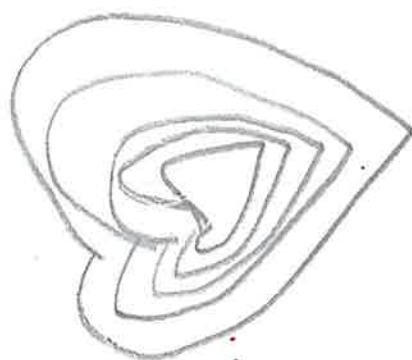
SLF



ROCKS



OP



I Love SLA becous my reping is on /ooooooooo set



Ples keep it open becous i Love my tech \$ he
halffe me wen i ned halffe

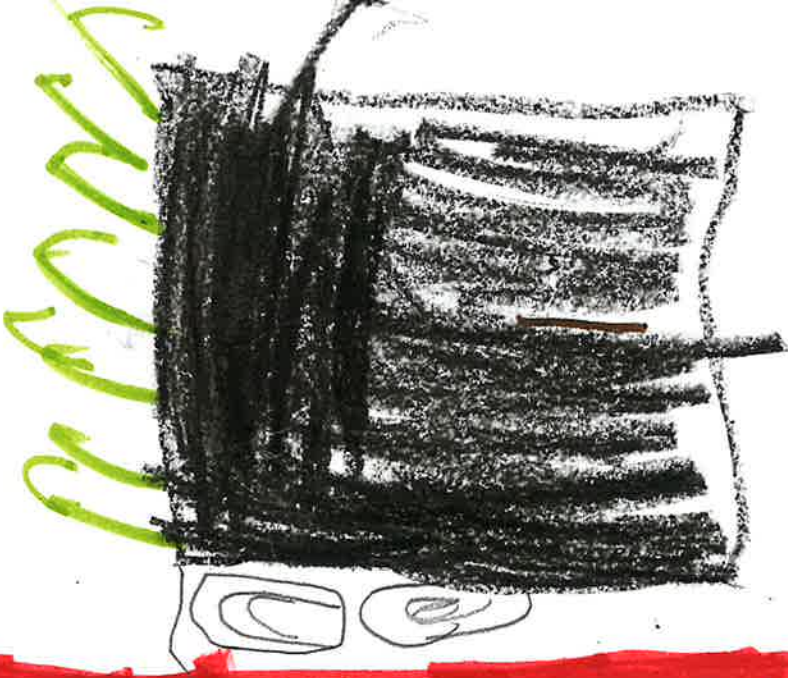


michael

I LOVE SLA BECAUSE
I LOVE MY teacher AND
MY friend SO - SLA
Please keeps OPEN. LOVE YOU



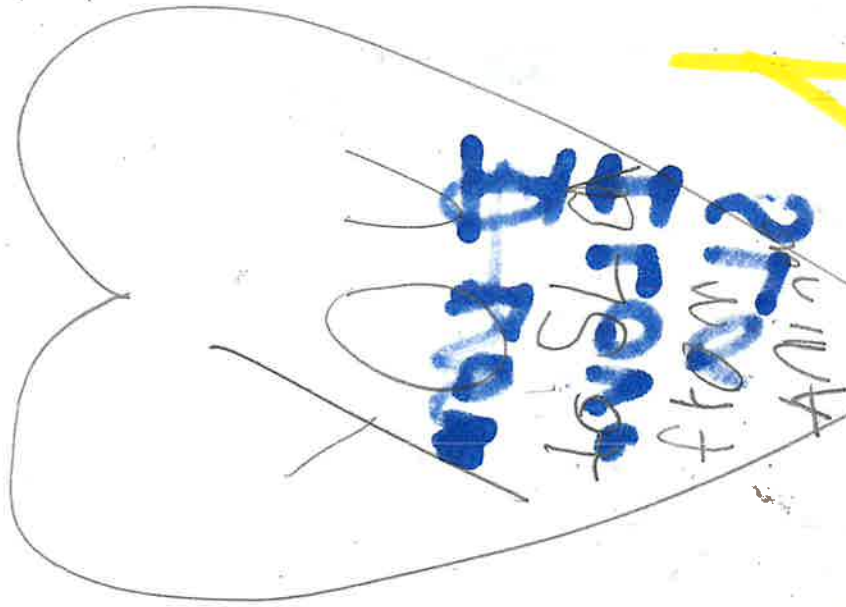
Southwest Academy



to SLA

from Anna

I Love



Kannan Anna

I Love my school

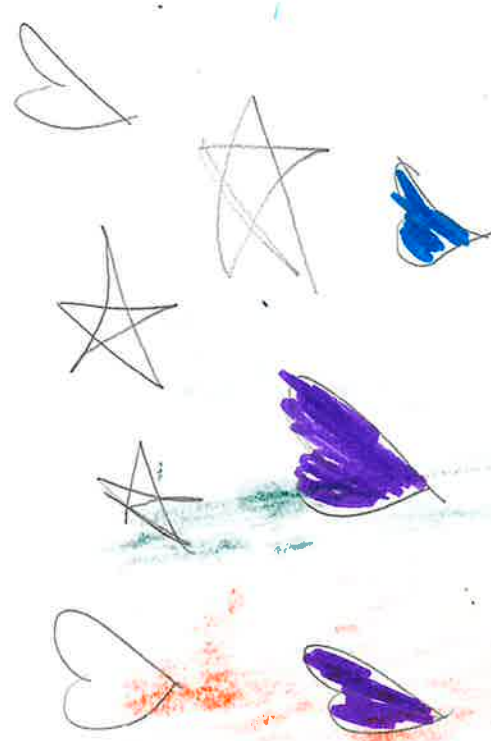
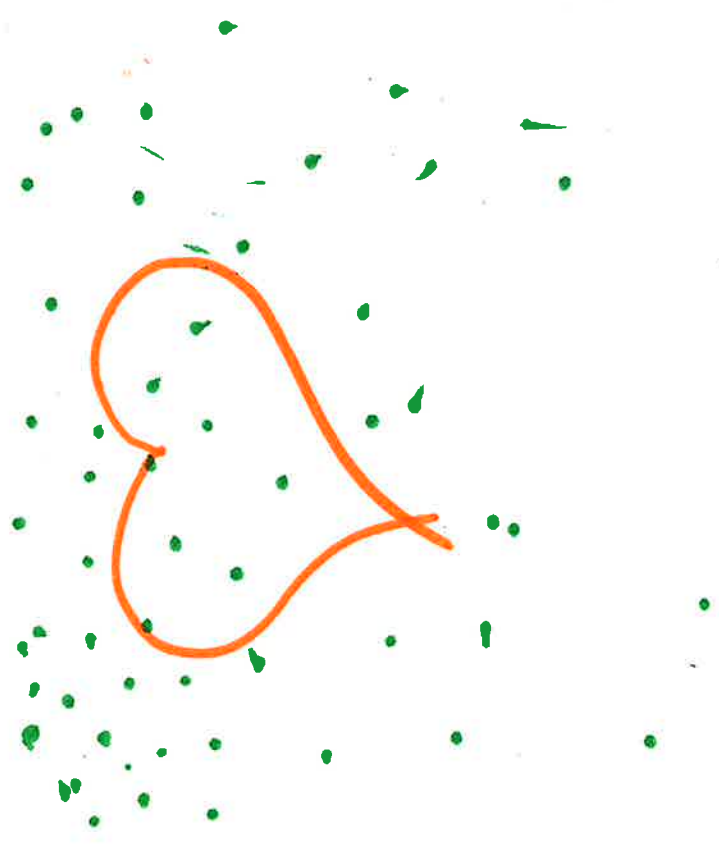
Because school is the best

I love the teacher because

We do work for the

teacher and I like because

the teacher are nice



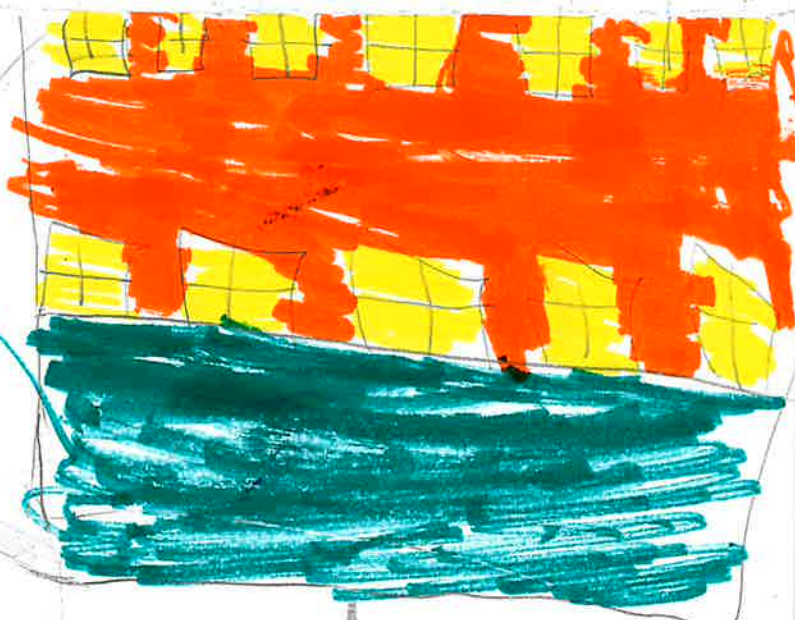
Heaven

I love you



I Love AC/DC

8/18



I love my School!!

SLA

Please keep SLA open

I like to Do Math

I like to learn

I like to object

I love SLA

I love SLA because



nevaeh

me in you you you you you



I Love School

be change

They Teacher
Me in



BT Mexico
why TL over 175

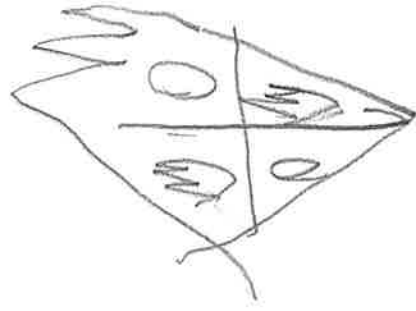
BT Mexico
why TL over 175



I love glau Because we are
now learning of buss.

Keep sta open please

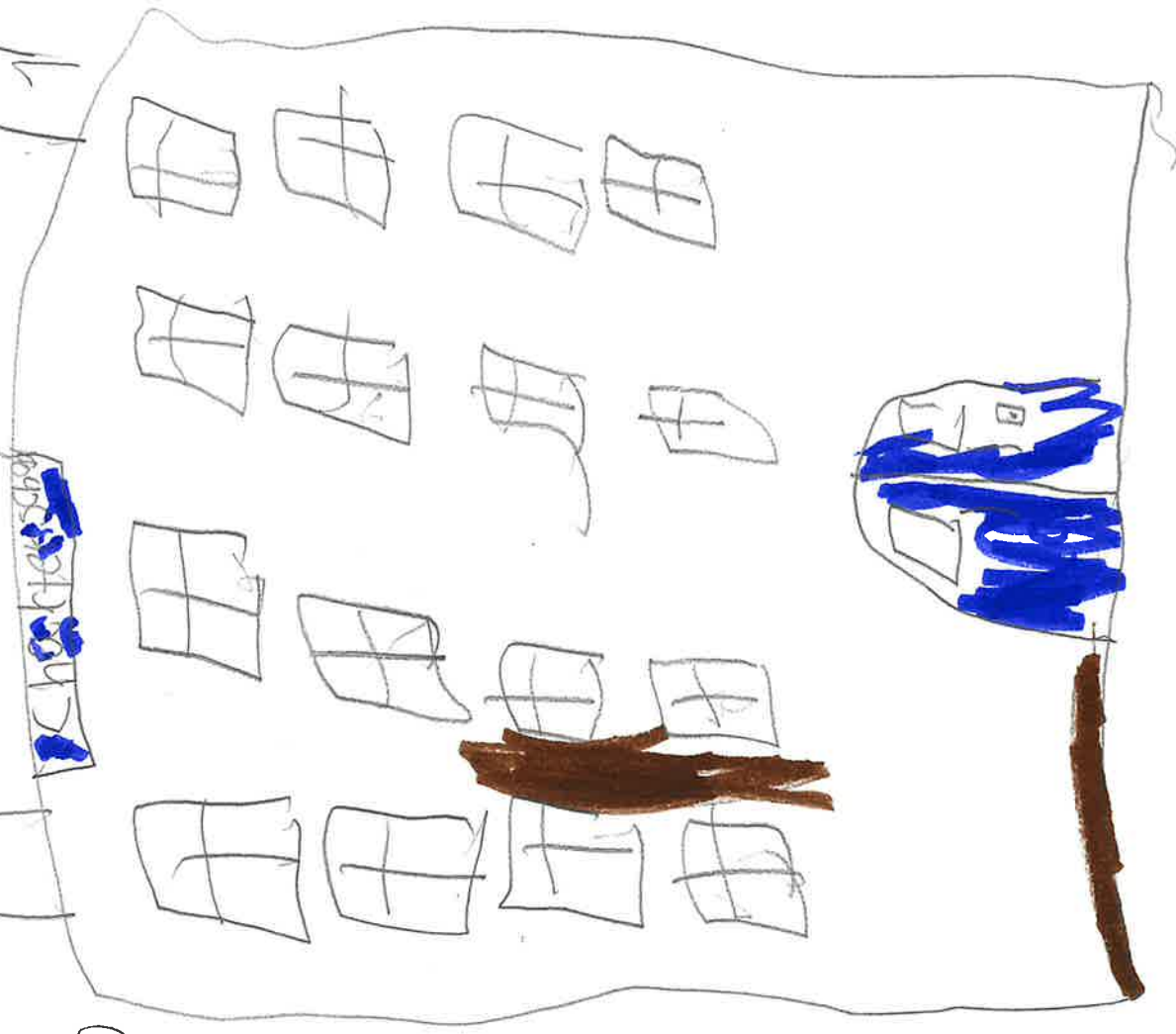
School 1090



big building sta



Chickadee



Kevin 1/10/24

I love



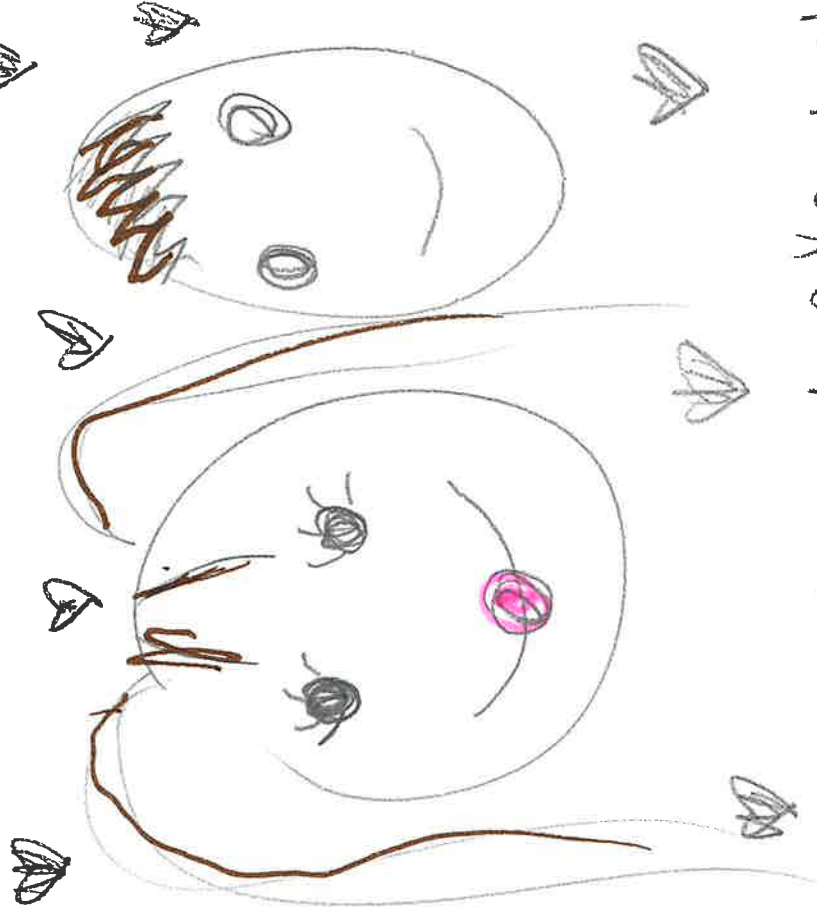
S/a

South West Leadership
Academy

Southwest Leabership
academy

Love

S/O



DO NOT SHUT MY SCHOOL
DOWN

because my school

helps kids be smart

and kids can learn

more and everyone is good

and well behaved and

everyone can help

and love you!!!

and make you feel

and your learning

Love my school so much
and love you all!

! Lore 9/2000



LY su'ha ylah.0

Do not shut my school
Down

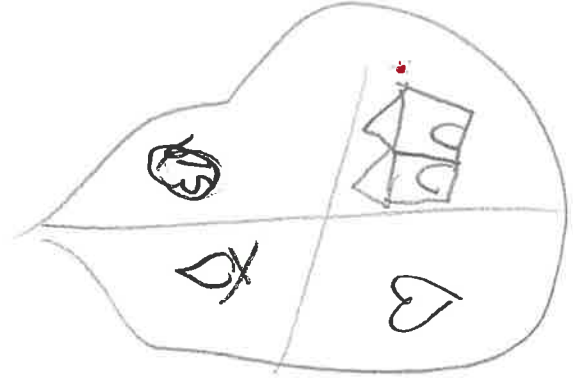
Do not shut my school
Down

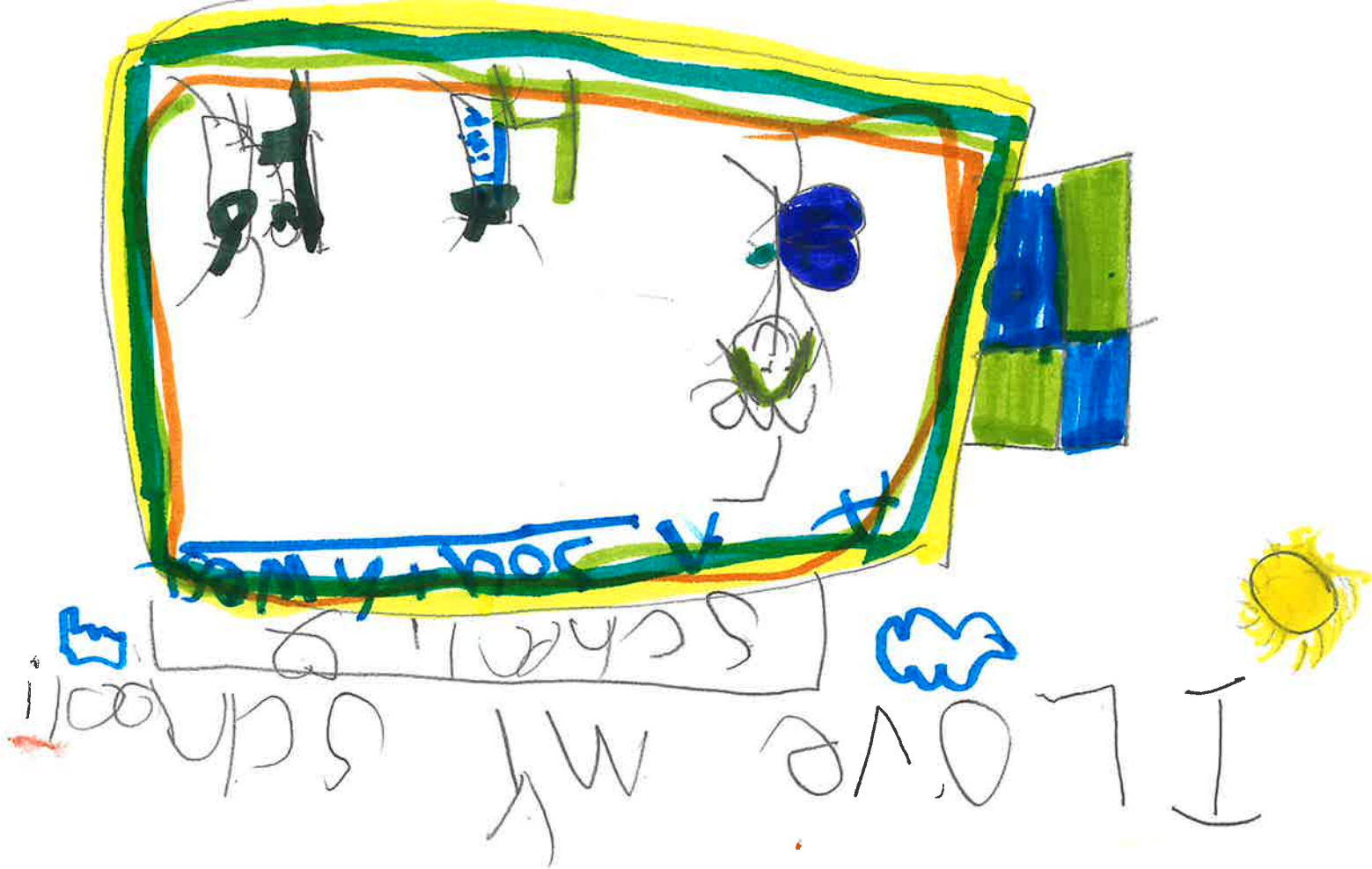
Do not shut my school

Down

Do not shut my school

Down







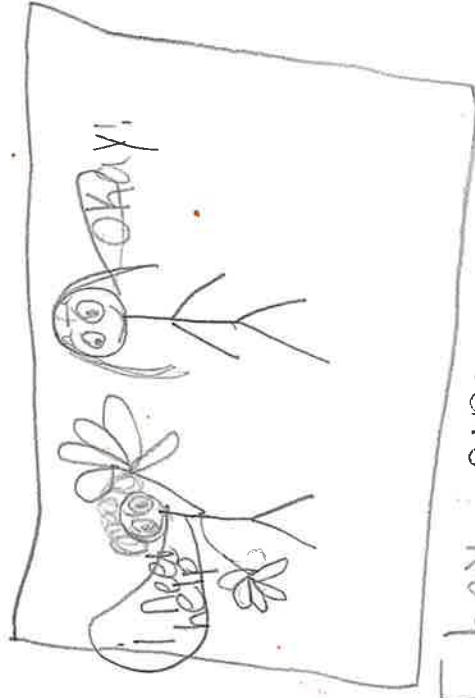
MSOS

FOR

TOOL IN 14

I Love You

I Love SLA because
they make you learn
a lot of interesting
facts, they take
care of you and
give you prizes.



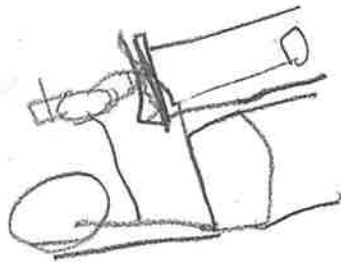
They even say happy
birtthday to you and you
can bring cupcakes.



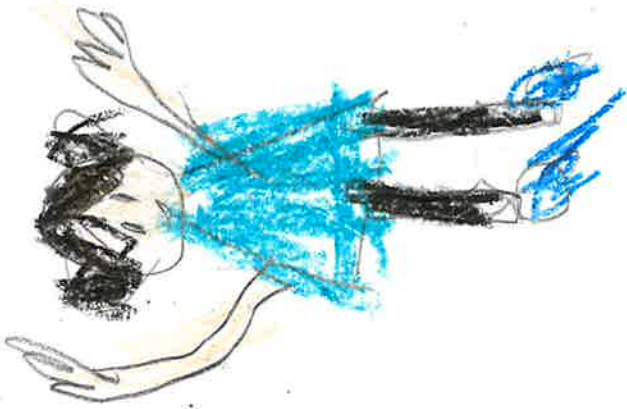
levi

S - A I Love

My School!



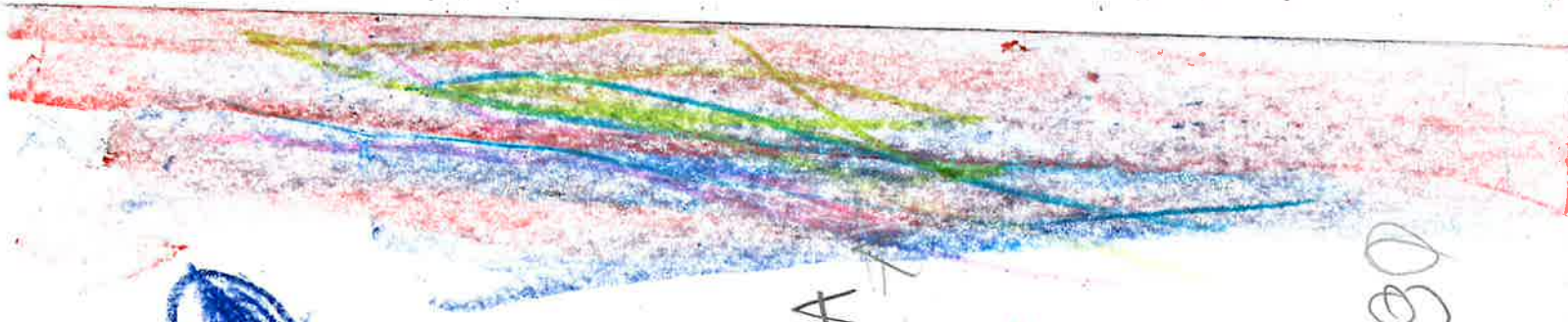
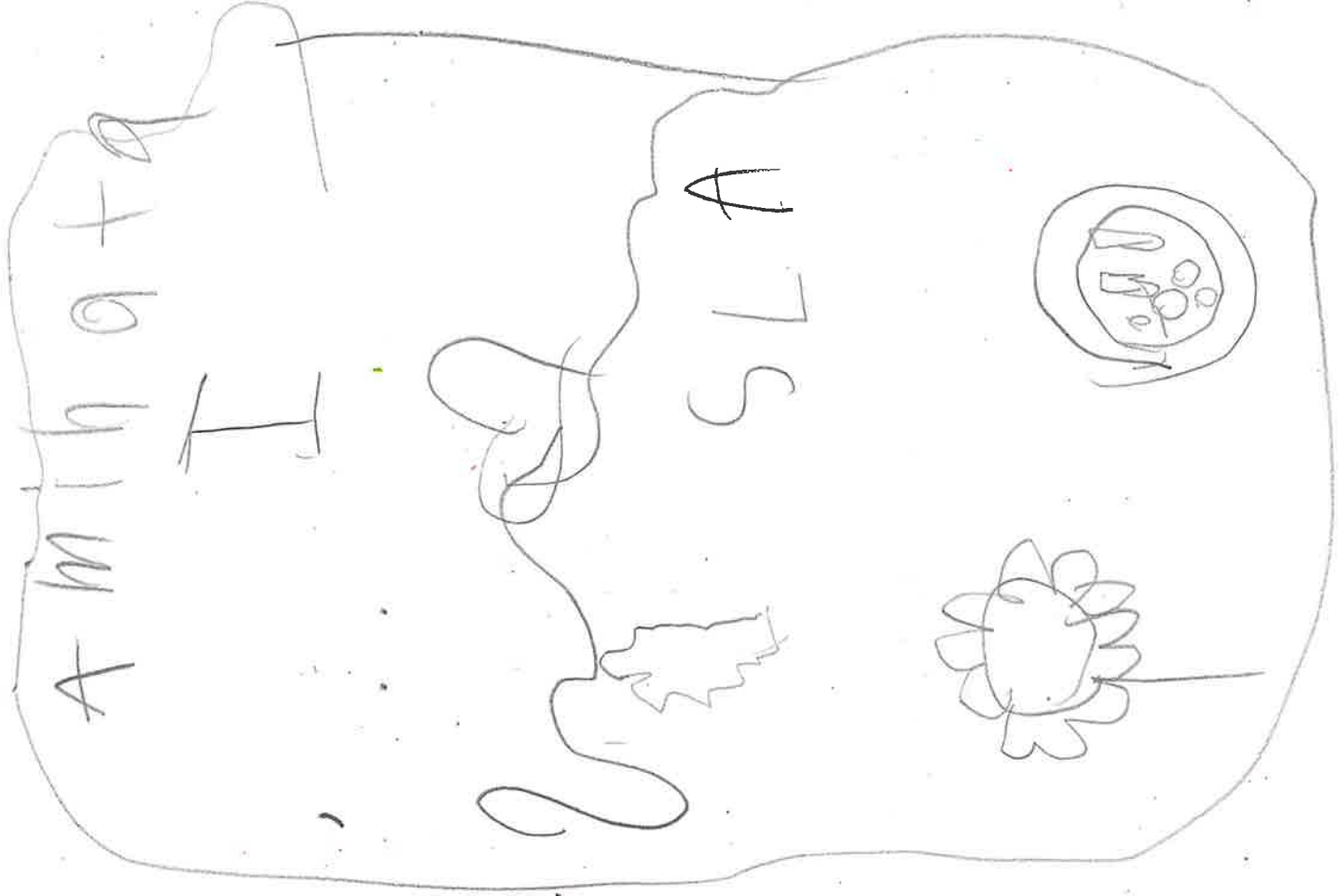
H 91 101



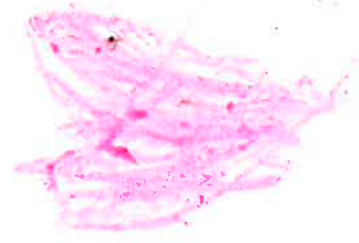
"I love learning about
frogs"



"I love using the tablet"



SLA



SLA



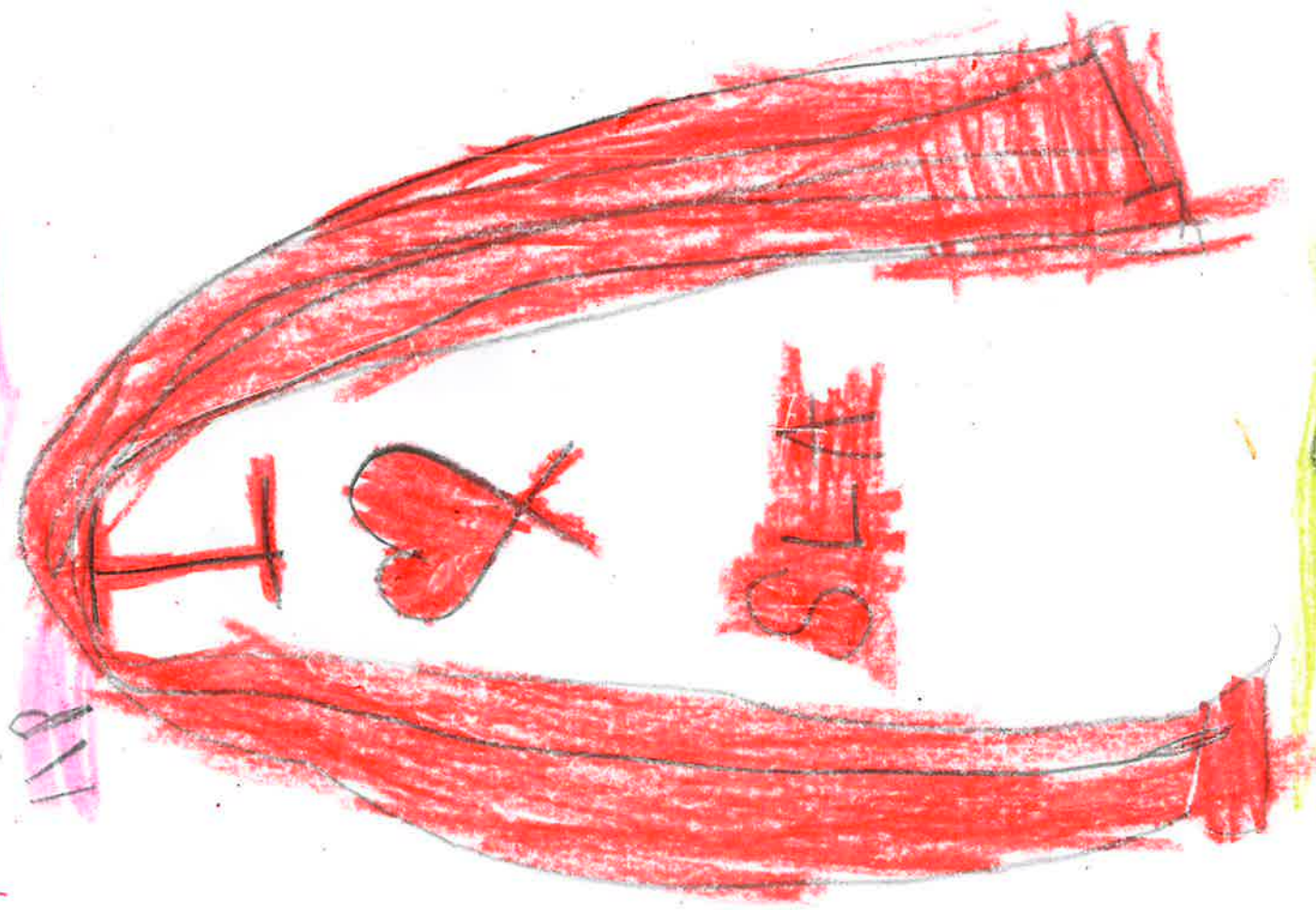
I Love my teacher



I Love writing

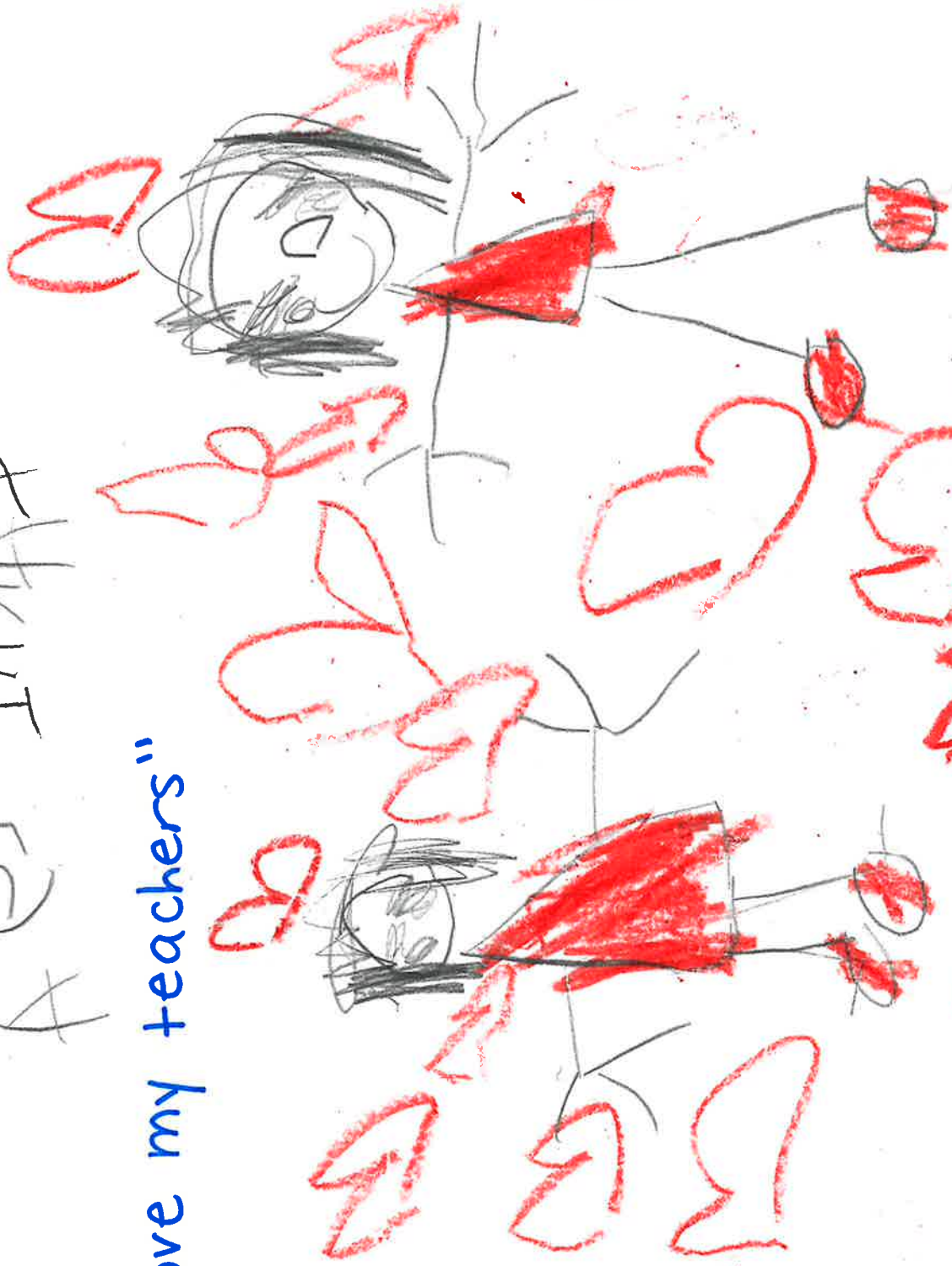
MASSA

118



4 21, IAGT

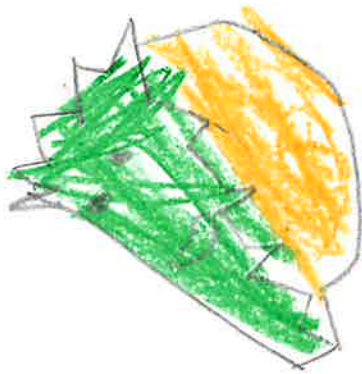
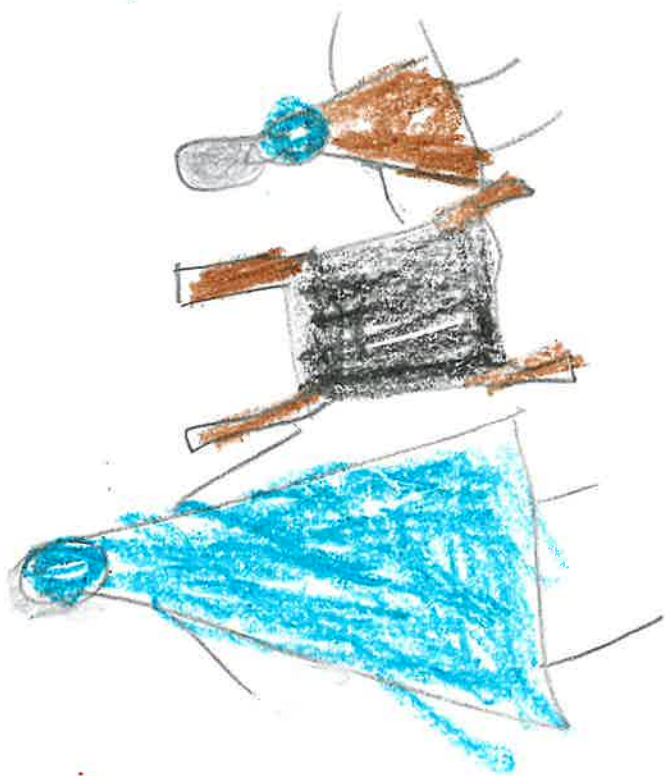
"I love my teachers"



WILEY



"I love helping my
teacher"



N'a X/a



SLA

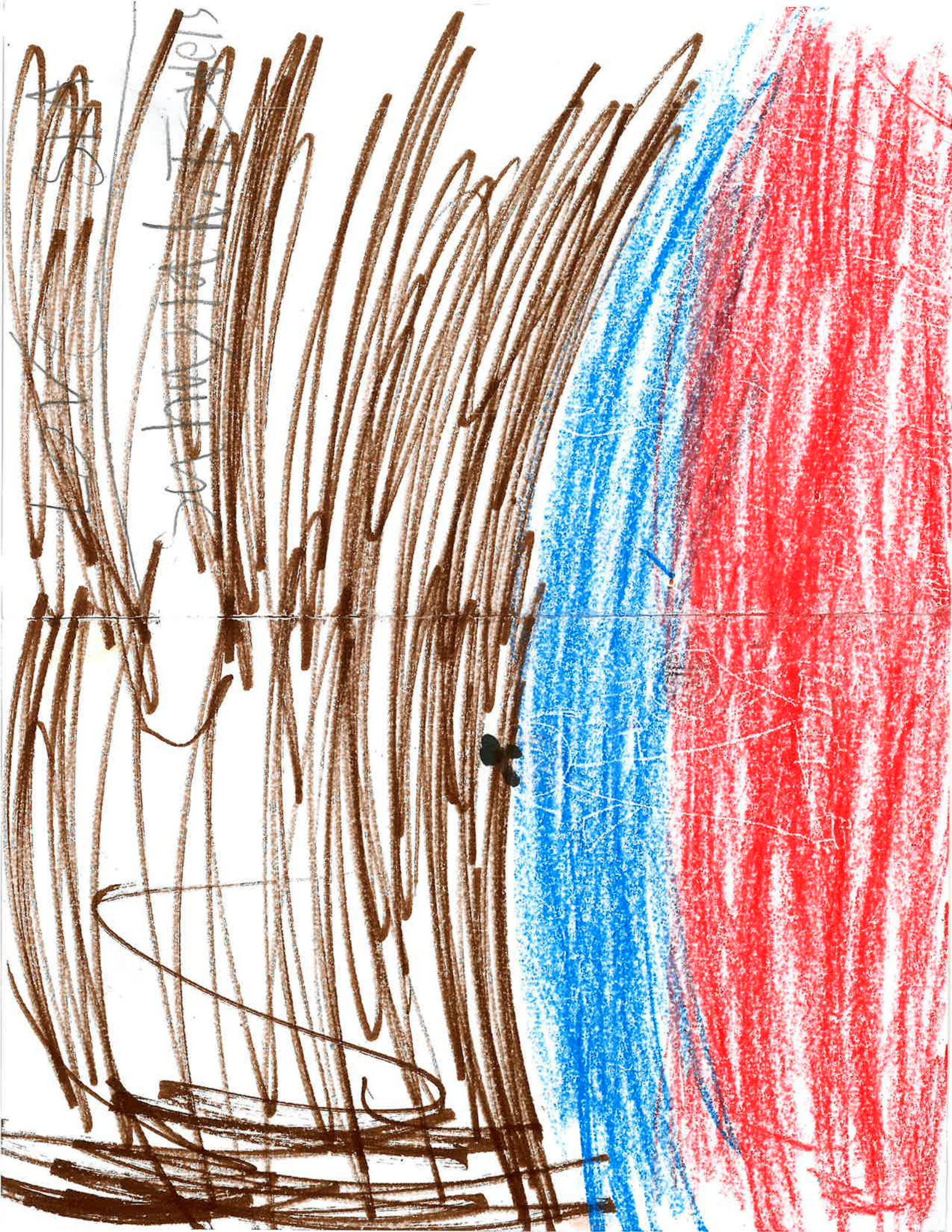


I Love SLA
because They
are The
Peolp that
protect us
from Dull
and my/Teacher
Love SLA
Please Kee p
SLA open case
SLA is The way we
Learn. and Be happy

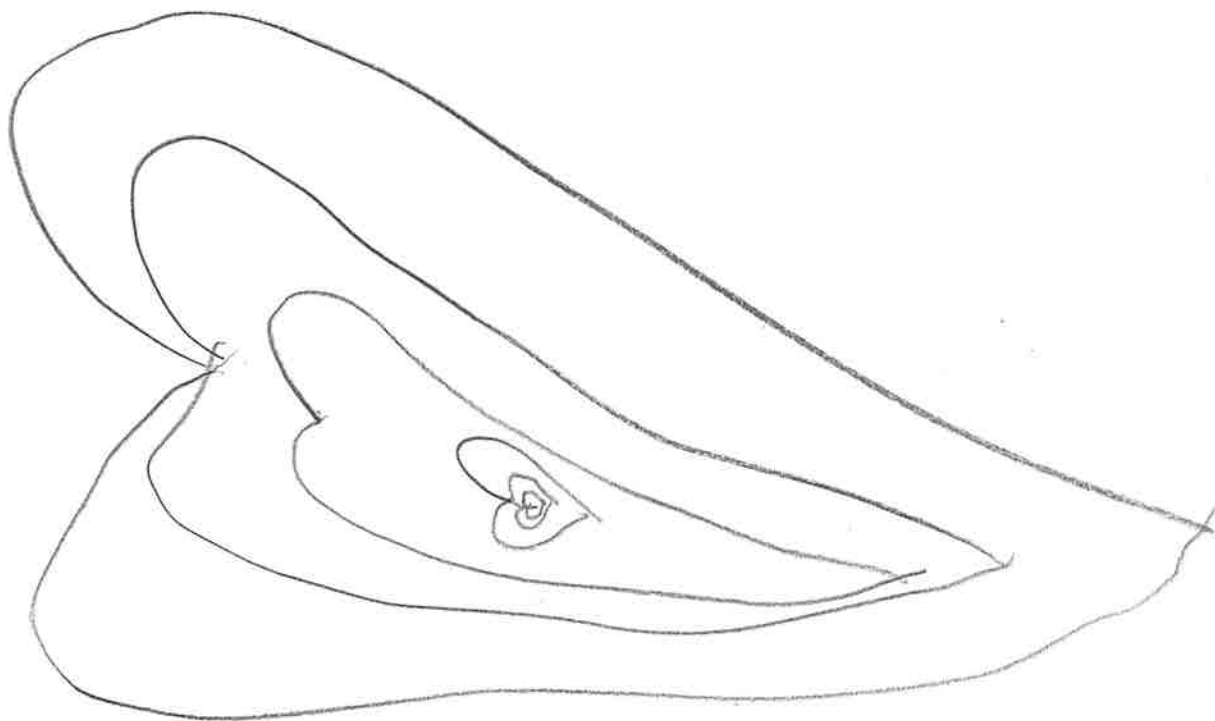


MS.B





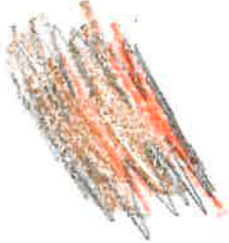
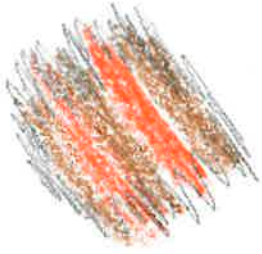
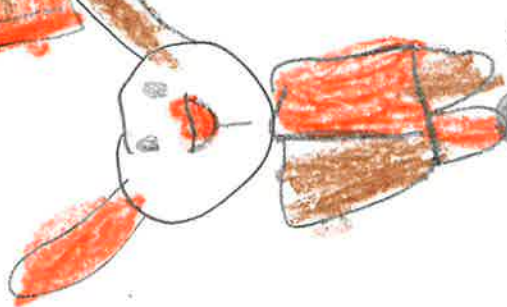
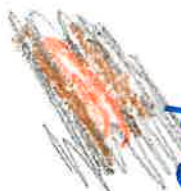
"I love reading"





BOON

"I love when we read stories"



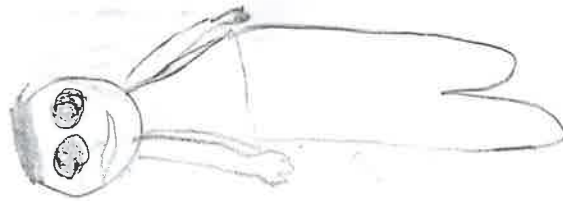
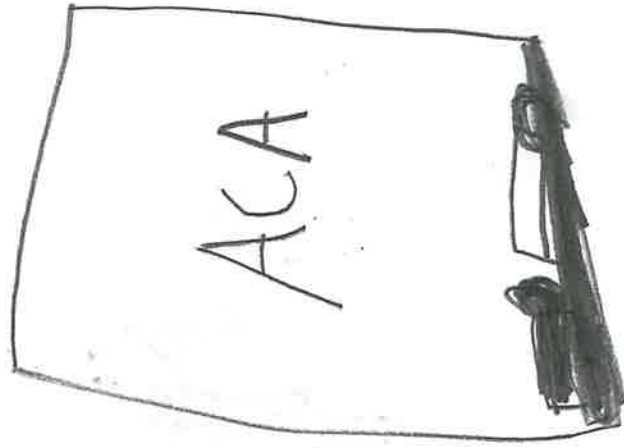
MANOVA

H



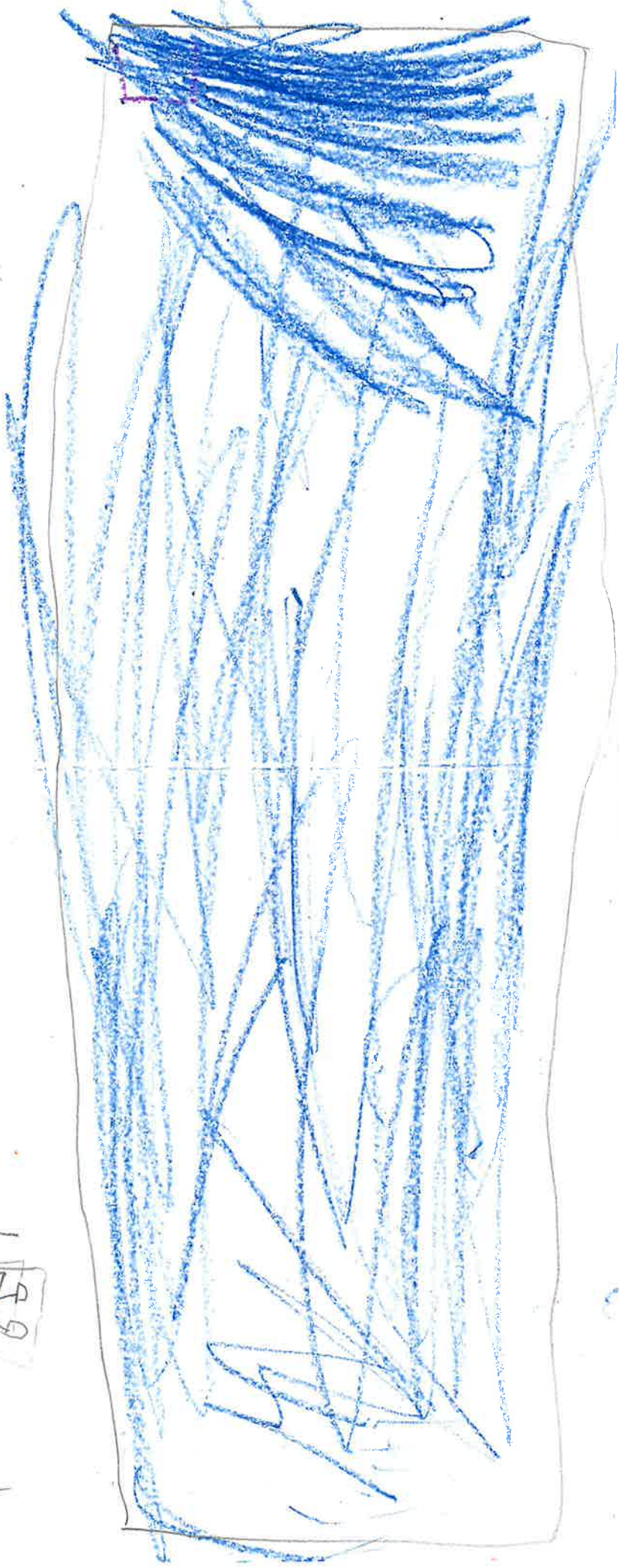
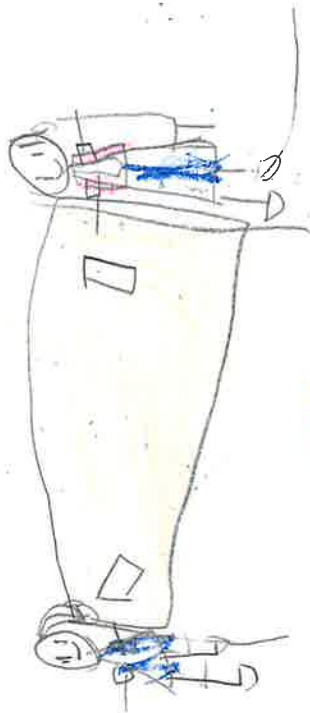
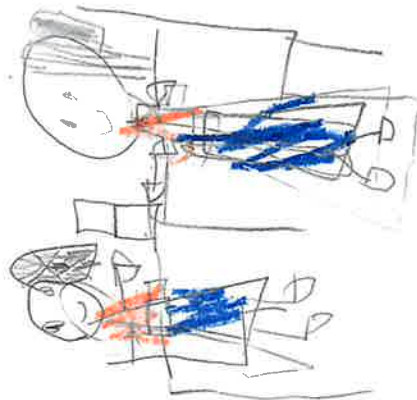
SLA

"I love coming to school
to learn letters"

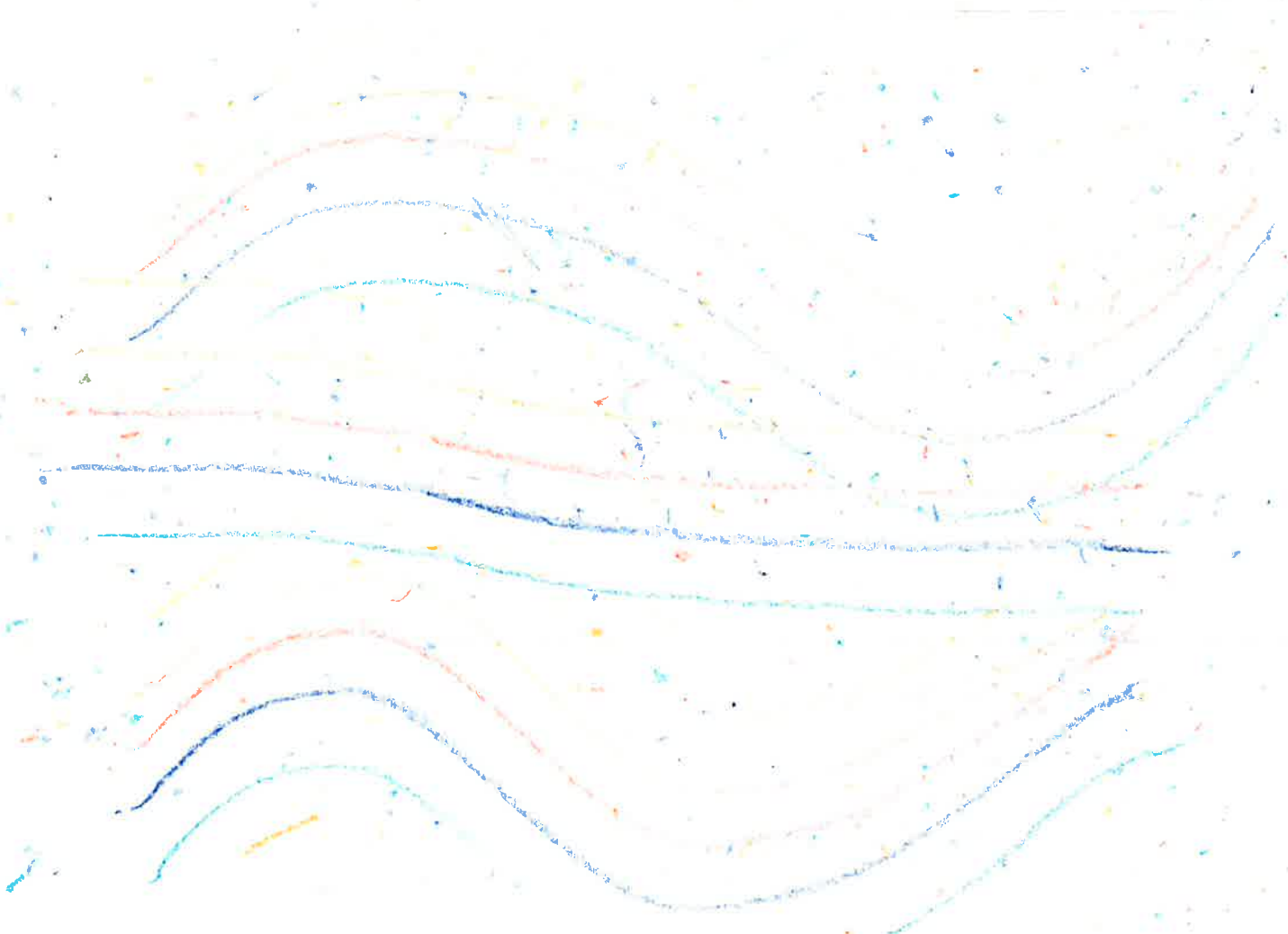
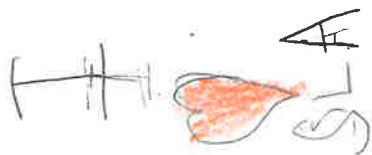




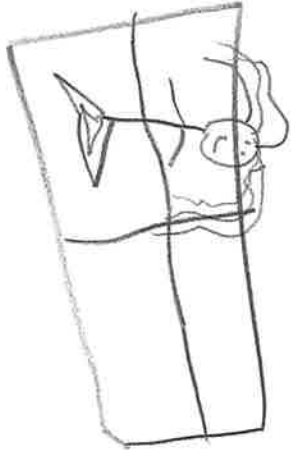
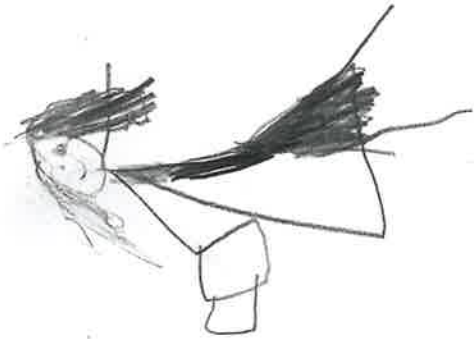
"I love learning"



Miriam

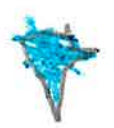


"I love reading books"

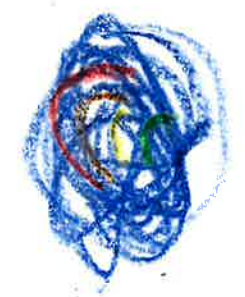




FANTA



SLA



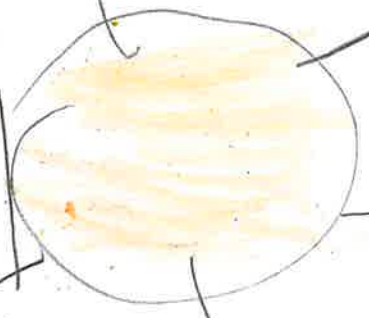
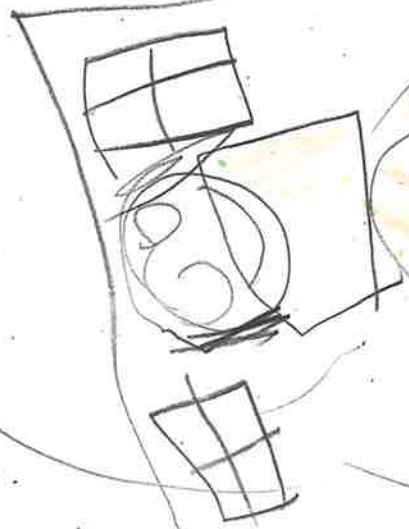
"I love Ms. Summ-yah's
cat"



"I love learning about
animals"



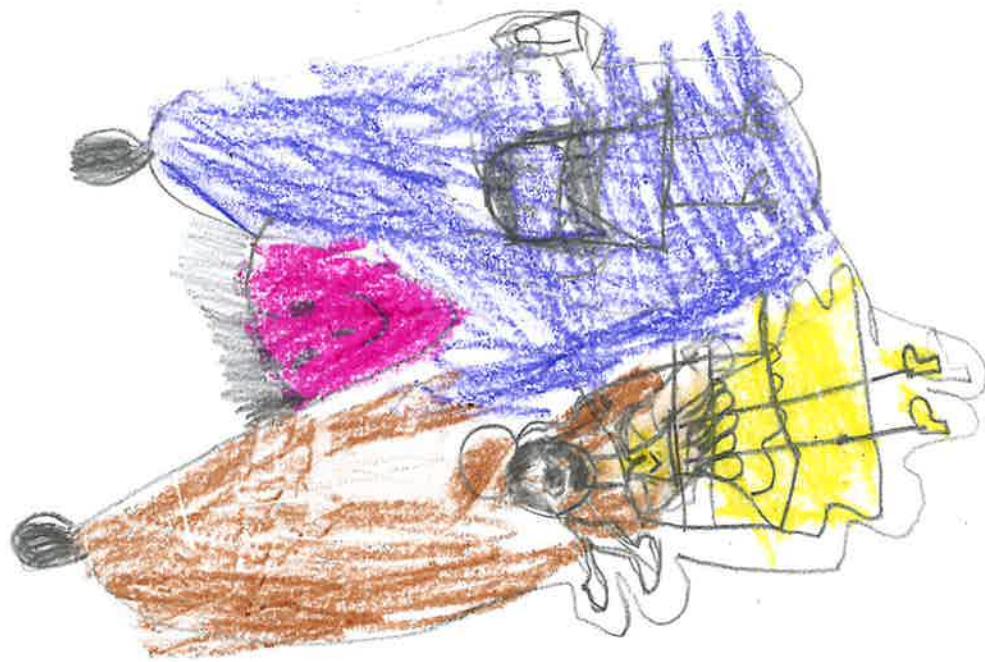
"I love my school
building and Ms. Sophie"



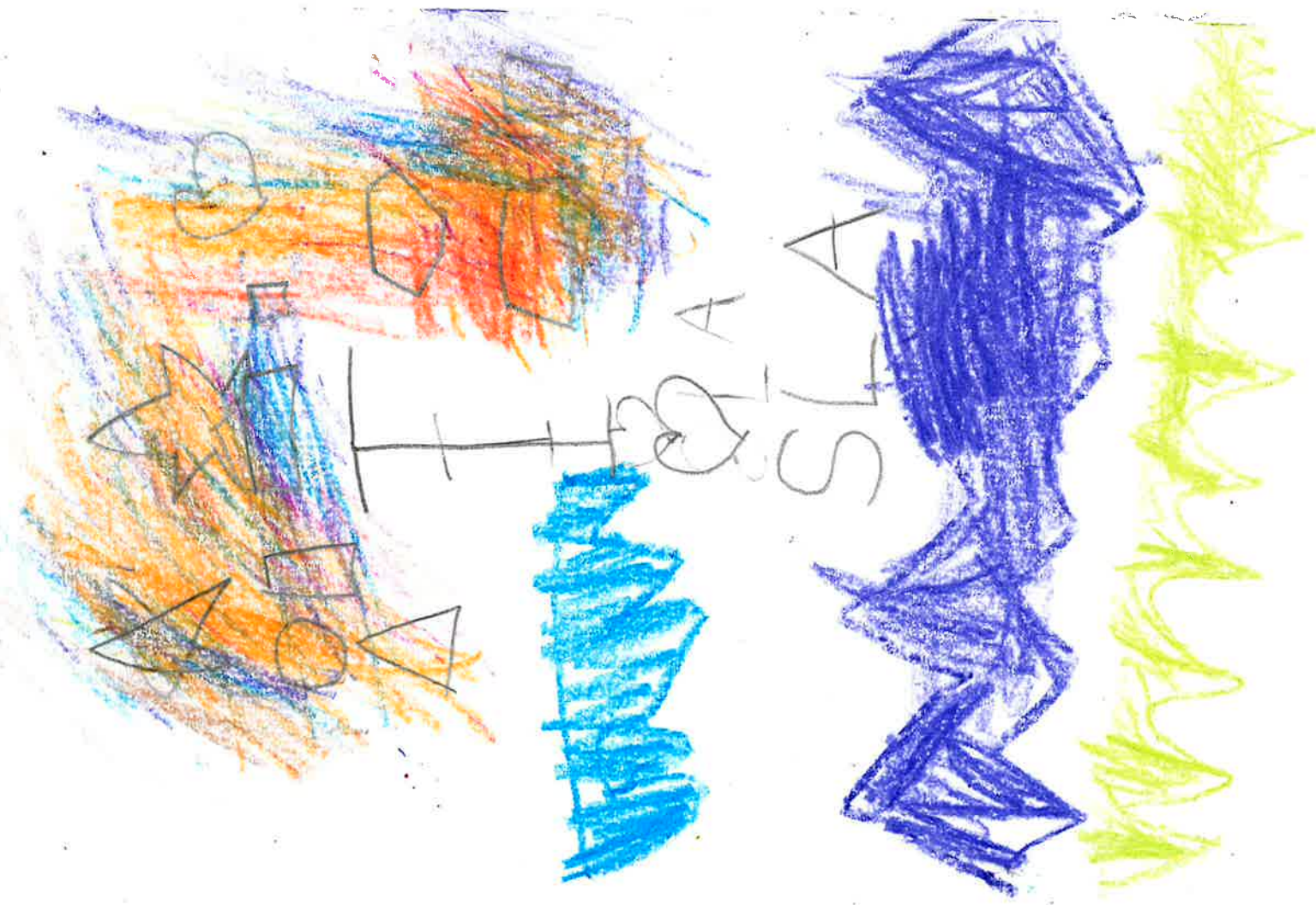
HOLOV
B



"I love when Ms. Sophie
reads books"

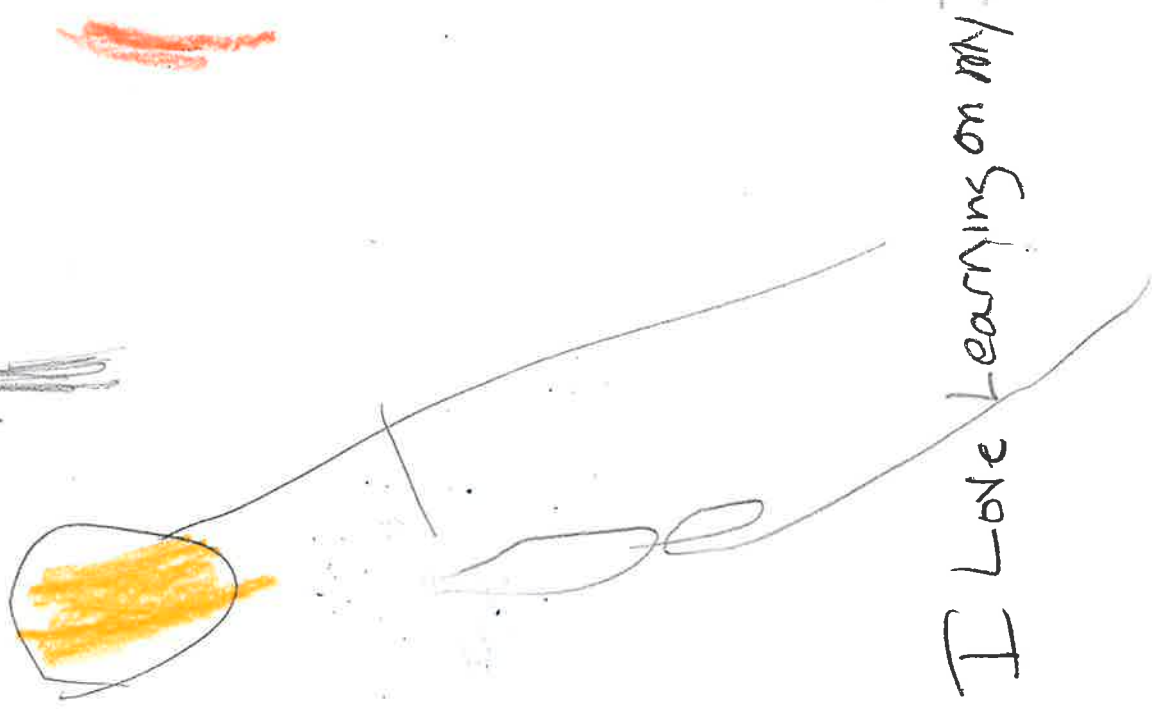


Khavijab



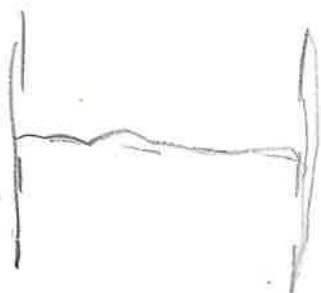


I Love my teacher



I Love Learning on my iPad

MAA





I LIKE SLA BECAUSE

because

They have a

field DEE!

field (outdoor recess).

and they have a
LUNCH and they have

good free chips.
teachers.

SLA

15-16

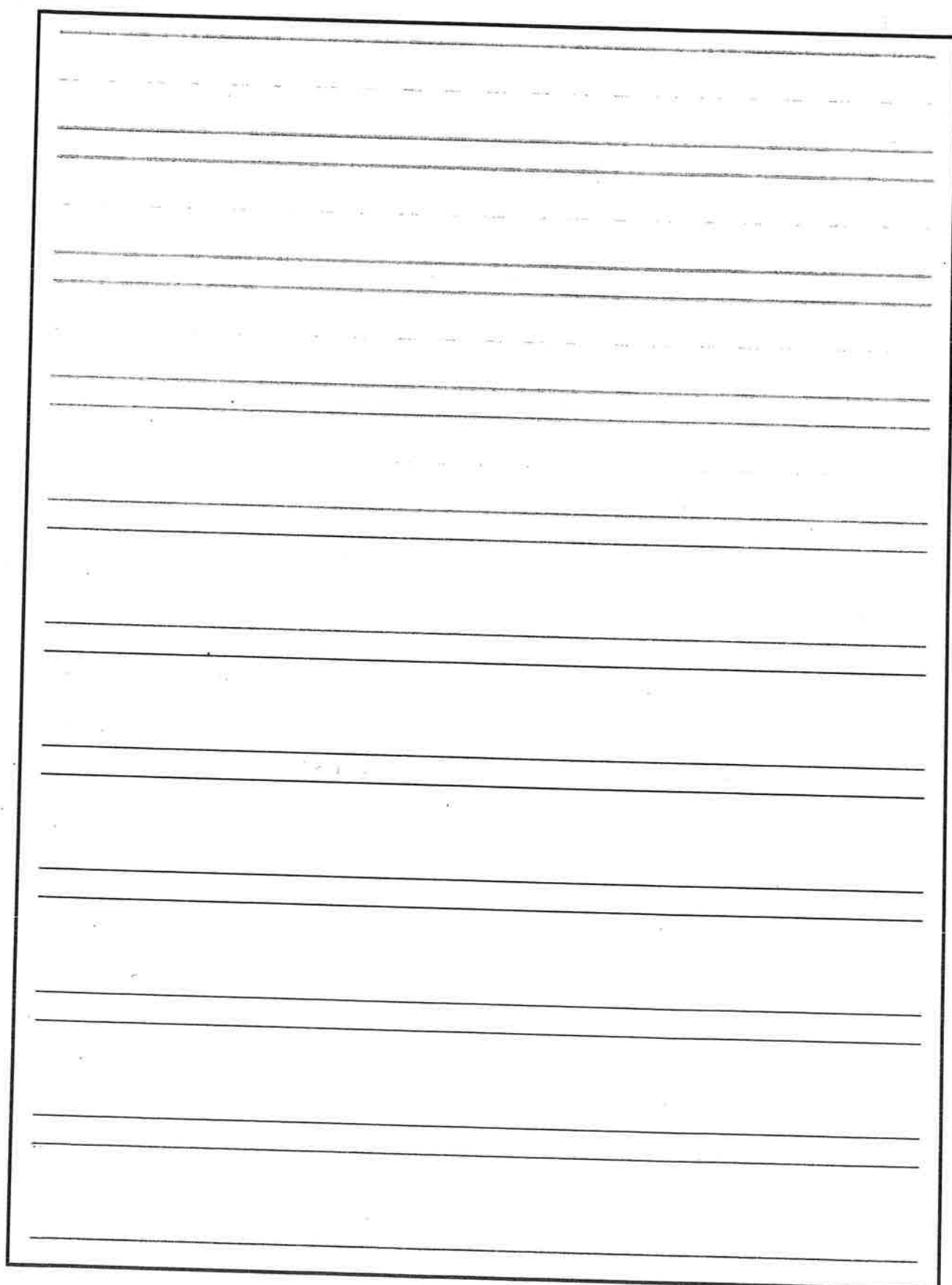


ISLOIC / SLA LIO LC TO LRM

like

I get

learn





I i k e s L A ~ L X S
because

I b k o o
learn (math)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20-22 lines visible. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

#19 - 1G

SLA



I like + he is say

school

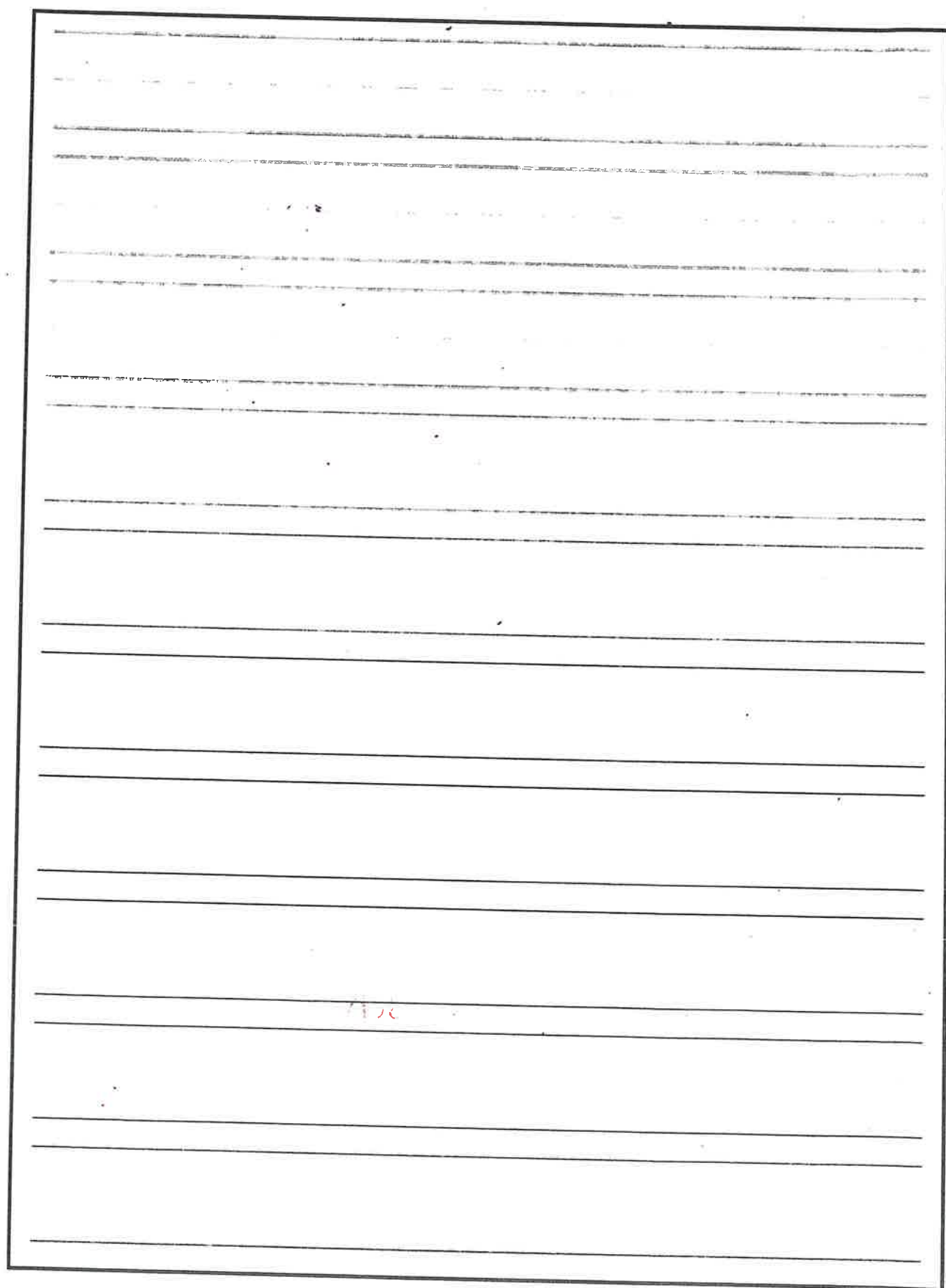
by c is we have

because

have

recess

recess



#3-16



It is Lovey bcus it is kind
because kind

Bcus Sahar help me wif
because (classmate) help with

my wrk She is so kind
work kind

my tehrs
teacher

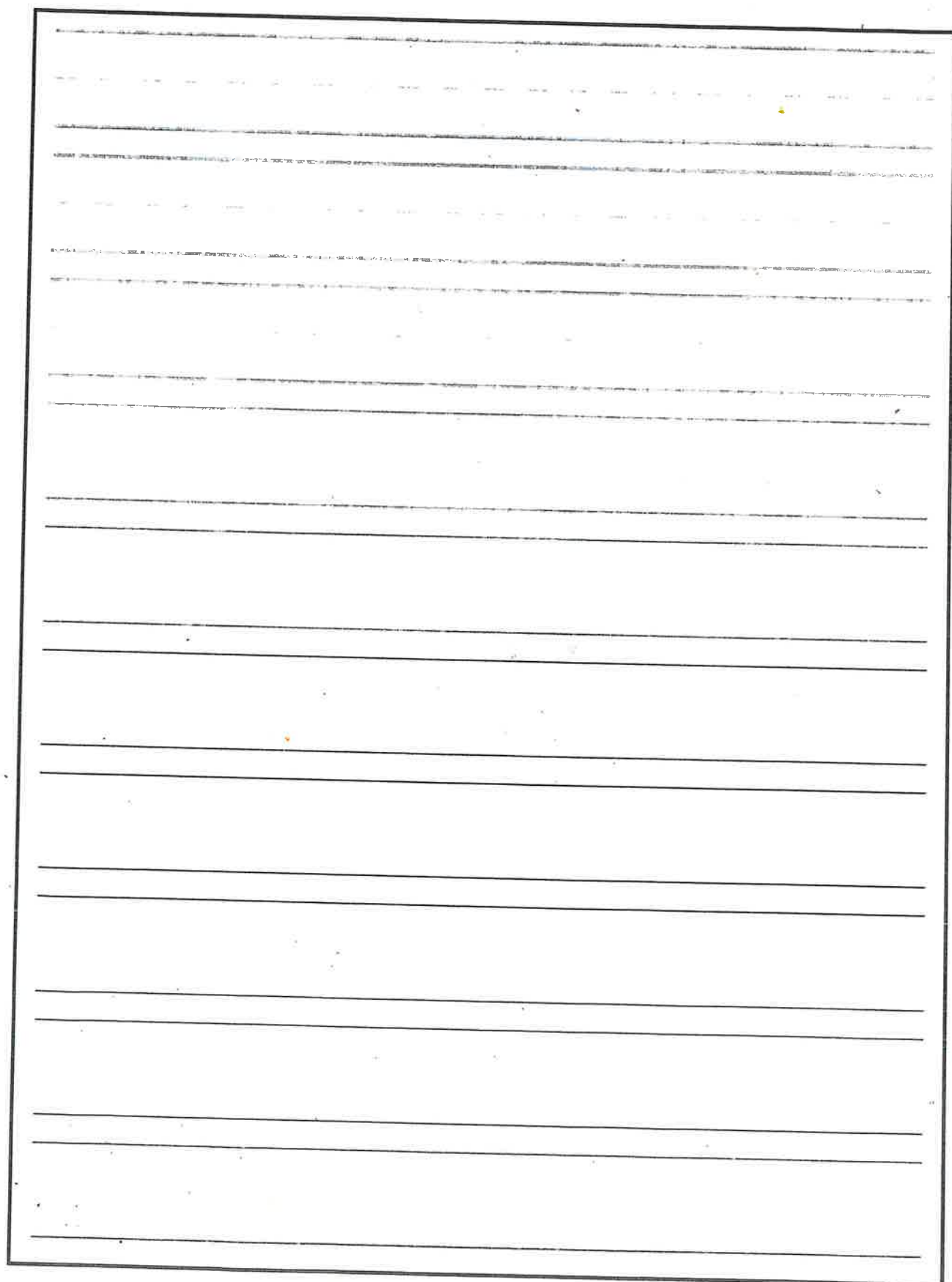
greg generous



I like to play and I like

Recess.

recess



#12-16



Be cns I love teachers
because teachers

Sla is Sonise to me
so nice

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

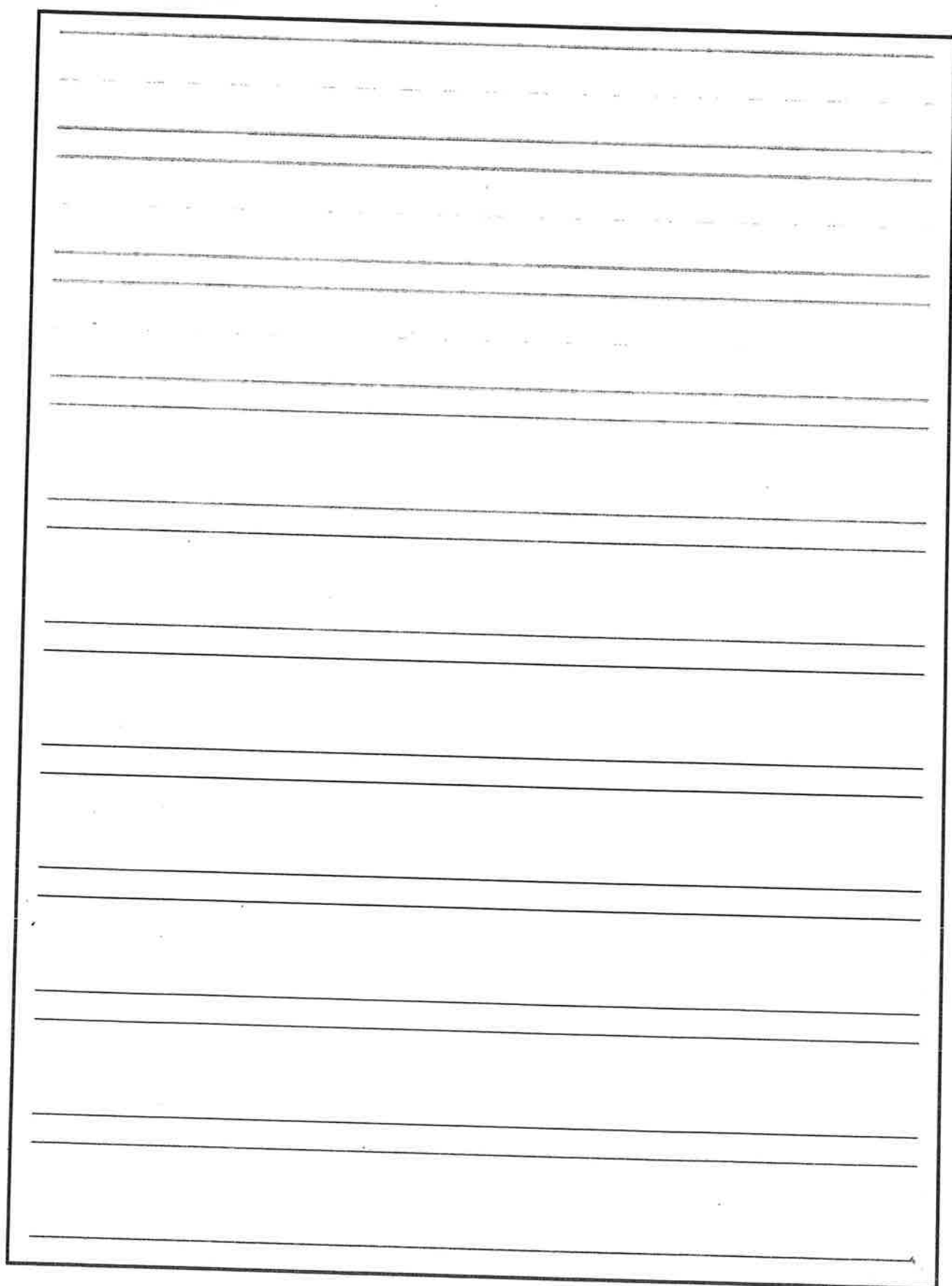
H24-1G



I like masee of my classi
most class

doing fun stuf. I love my
does things

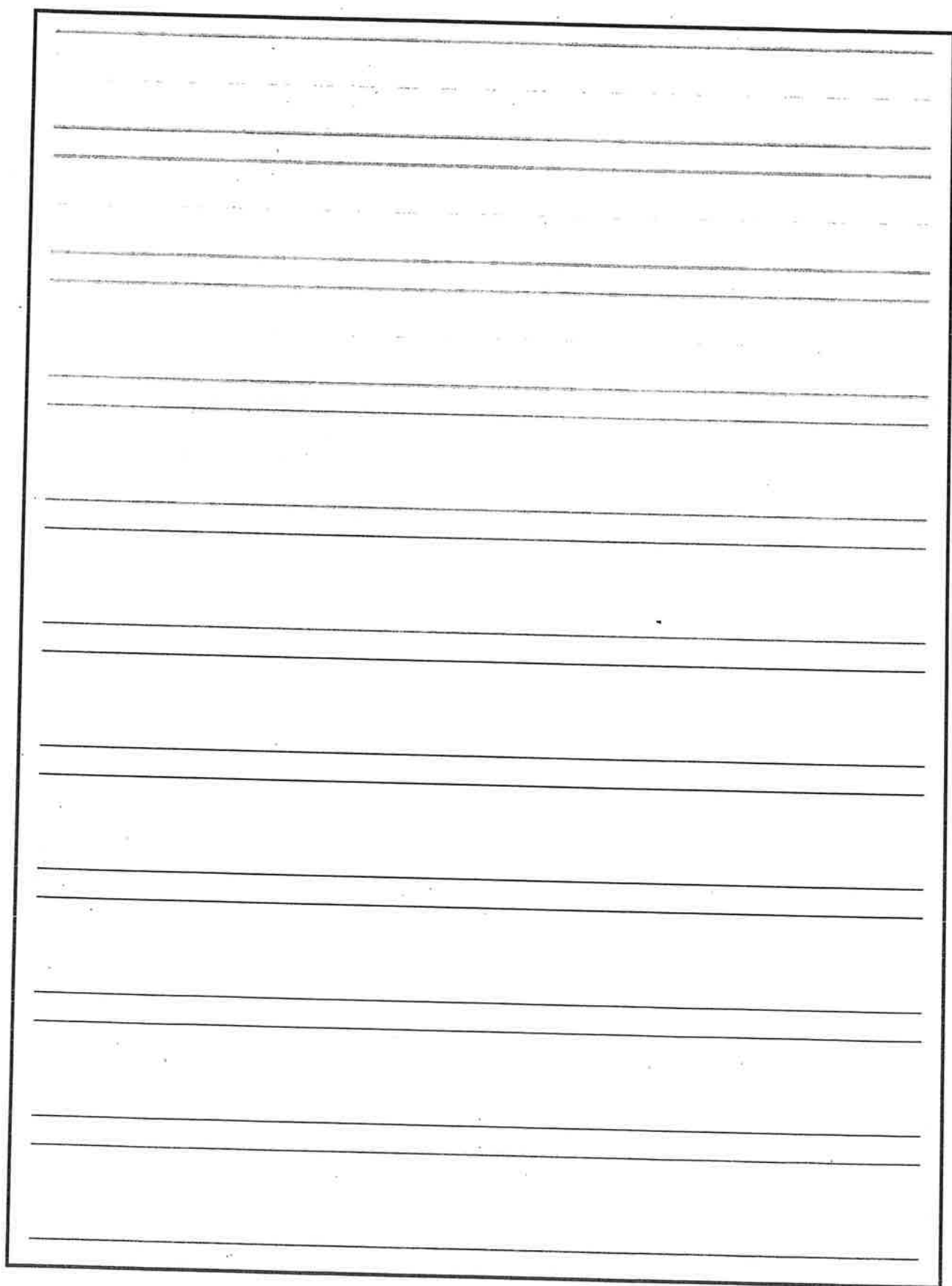
the chrs.
teachers





I like SLA because teachers are

so nice to students at school



SUN



C105

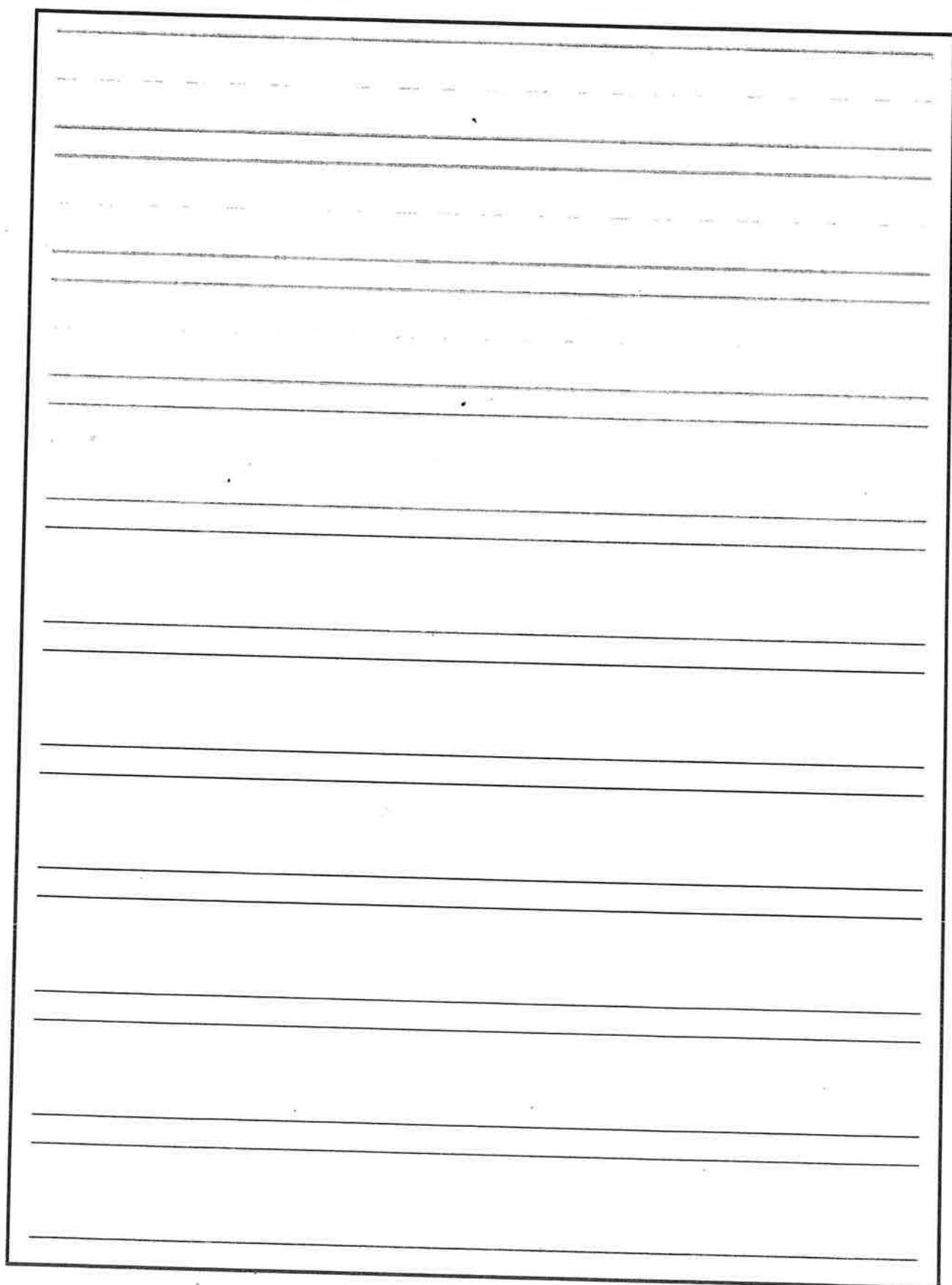
#13-16



What I like about SLA

is the bus and my friends

and i read



22-19



I like about SLA is
about

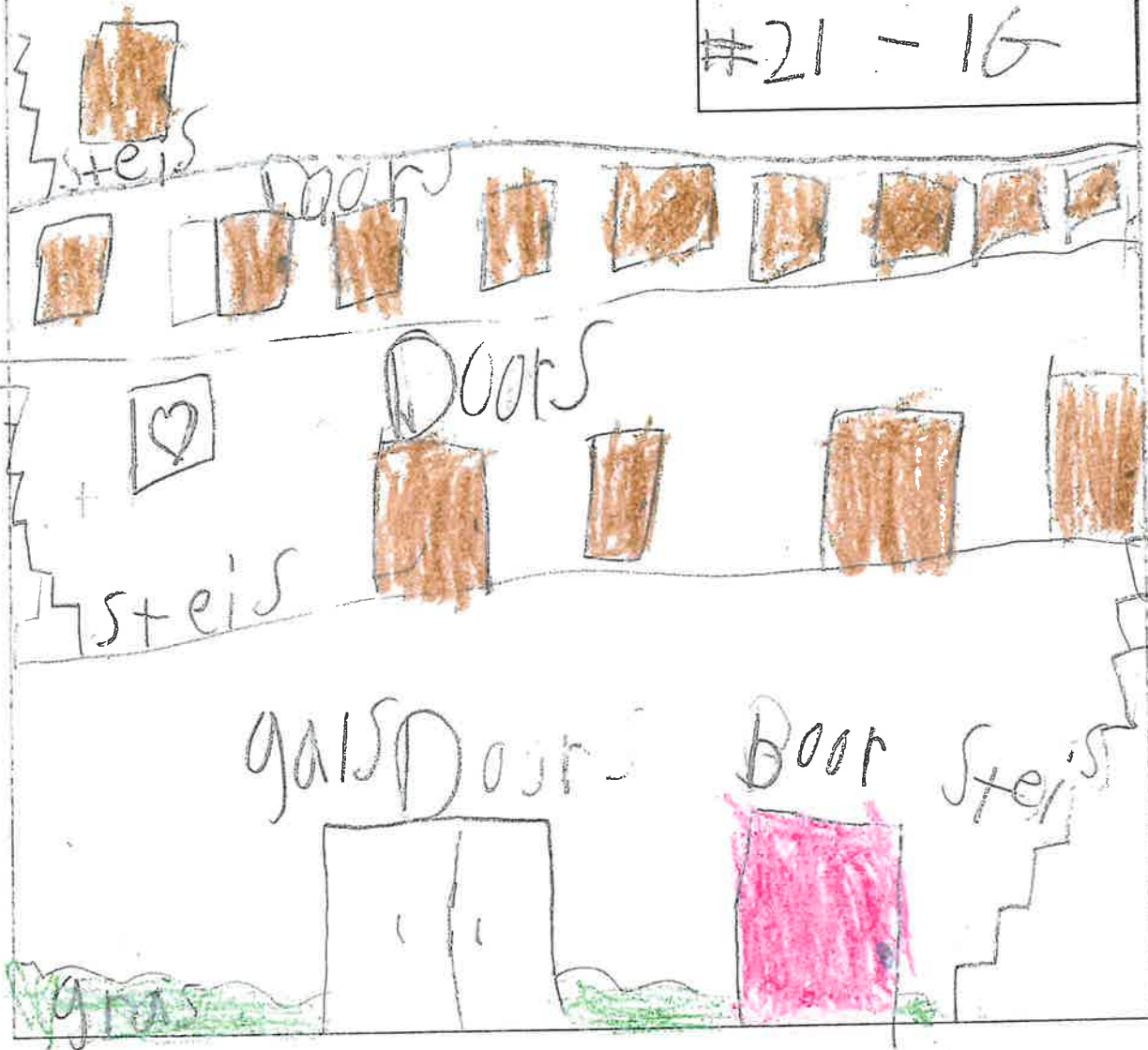
What i learn in ELA
learn in

I like about SLA is i like
about

The Clap i Wharf
clothes wear (uniform)

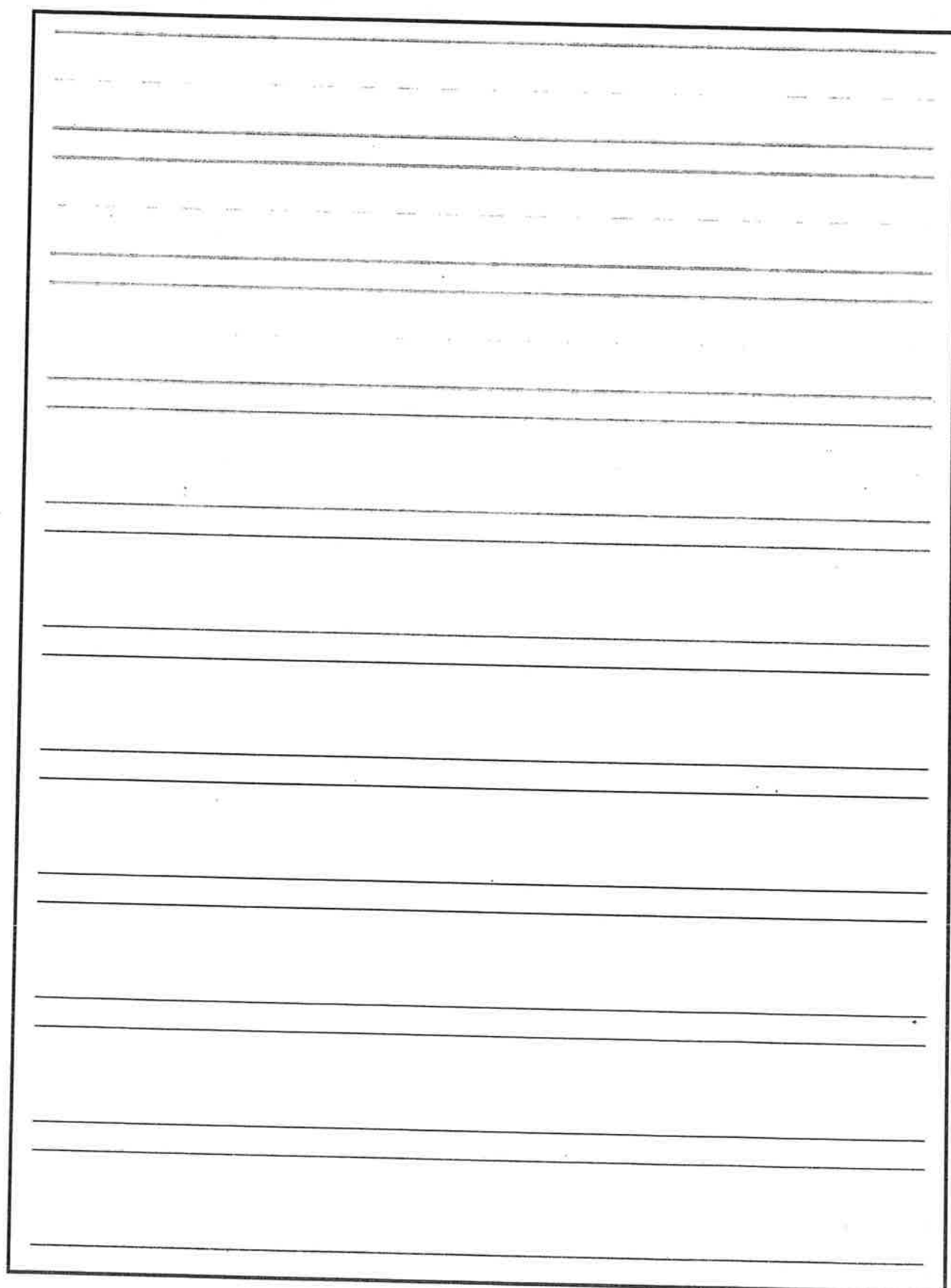
2. 1. 19. 21

#21 - 16



I like Sia Bekos
because

I love Doing math.



windows



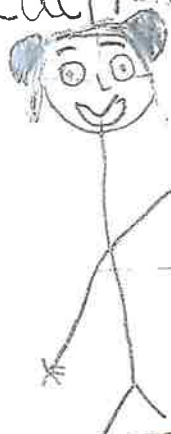
#18-16

Ms. Dill
Teacher

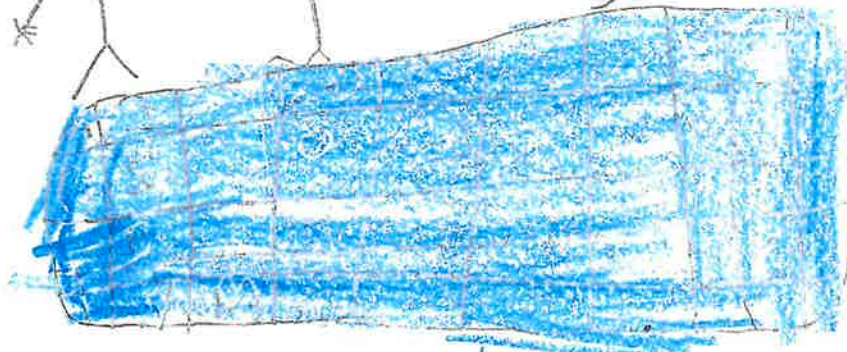
board

$$1+2 = 1+4 = 1+5 =$$

door



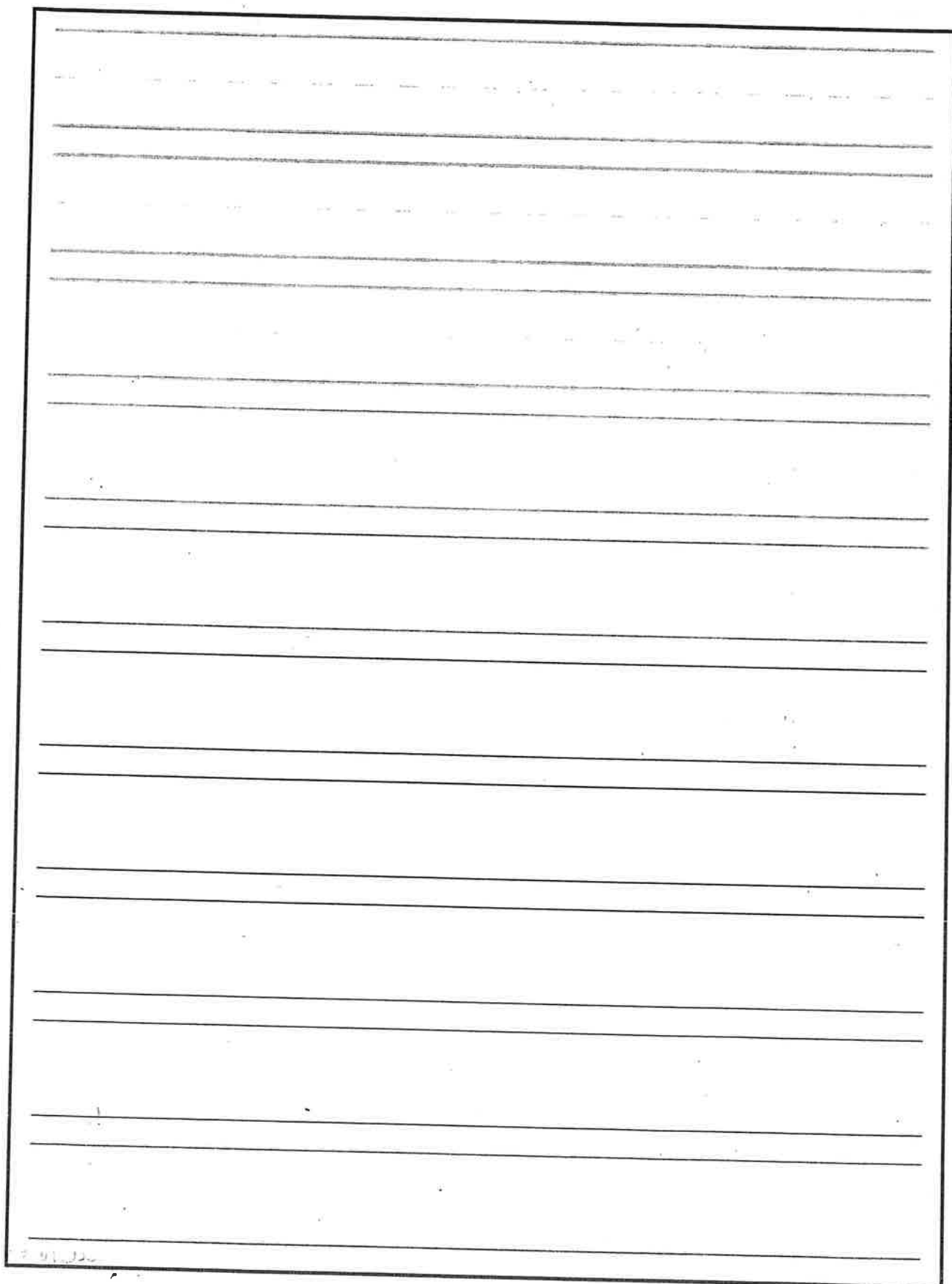
rug

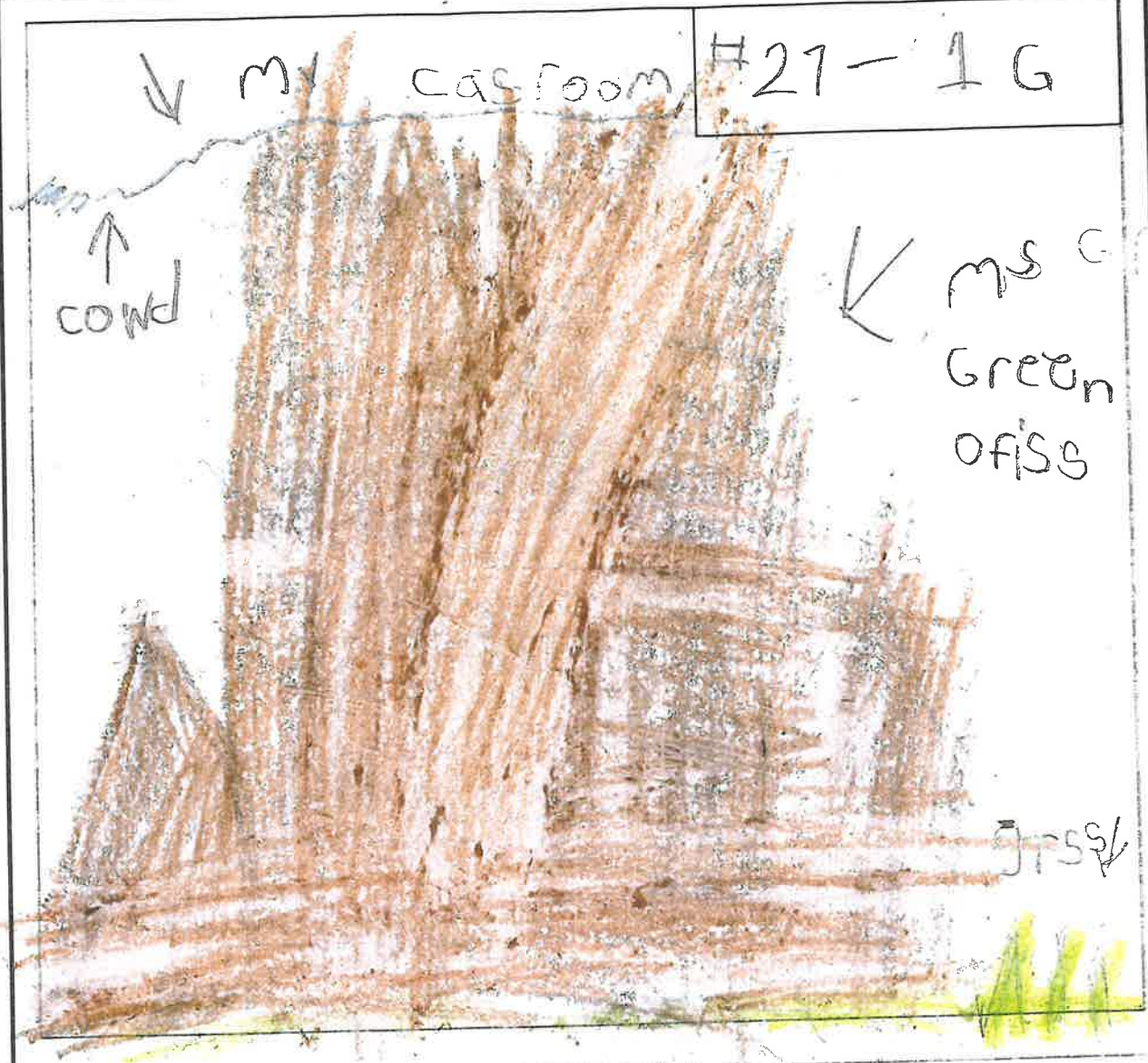


I like math because it

make me smart. I ^{learn}

a lot at SIA from my ^{teachers}





I like the school

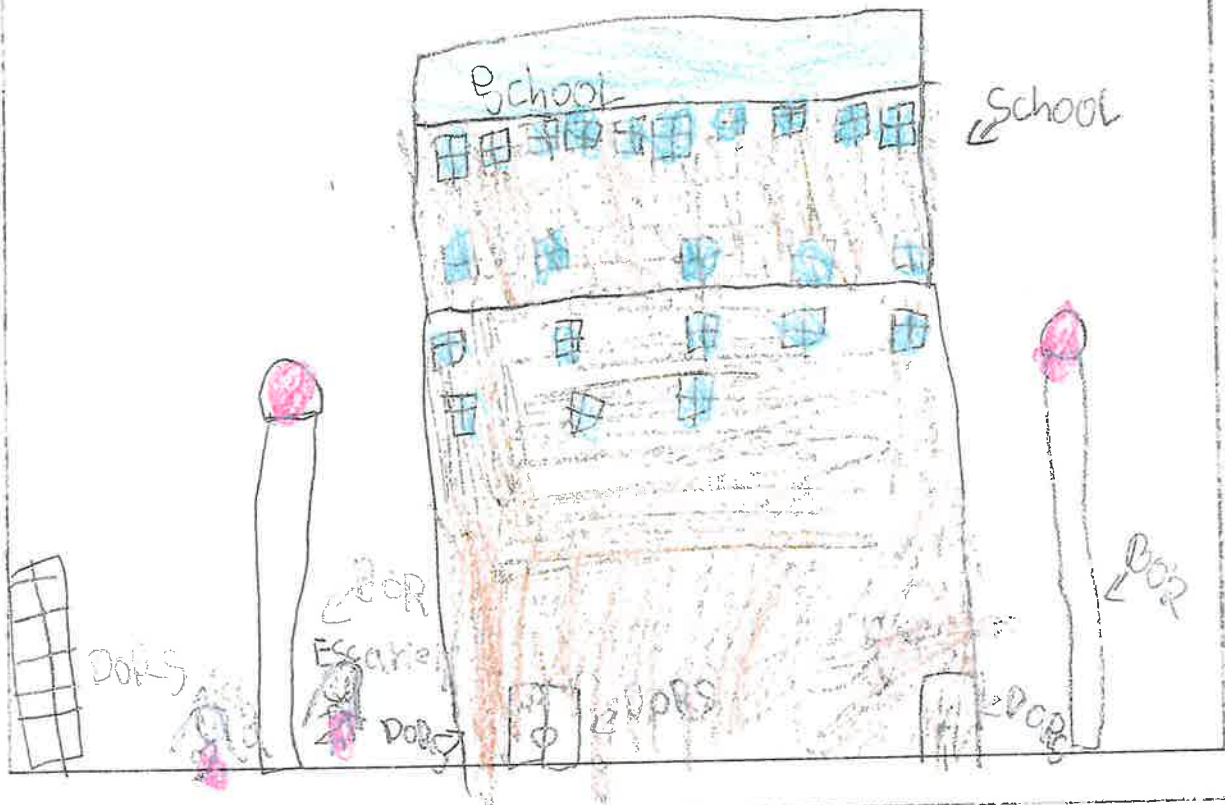
became the school
because

look Good And

are teachers are
our teachers

nice to us.

#4 - 1G

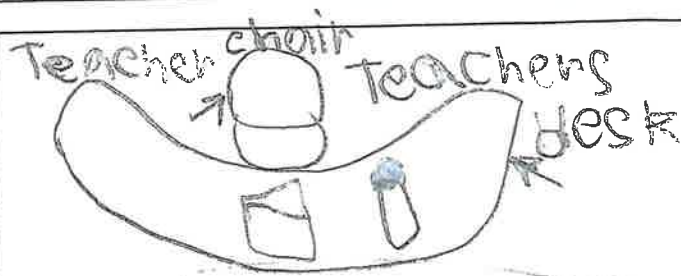


What I like of SAL is
of SLA

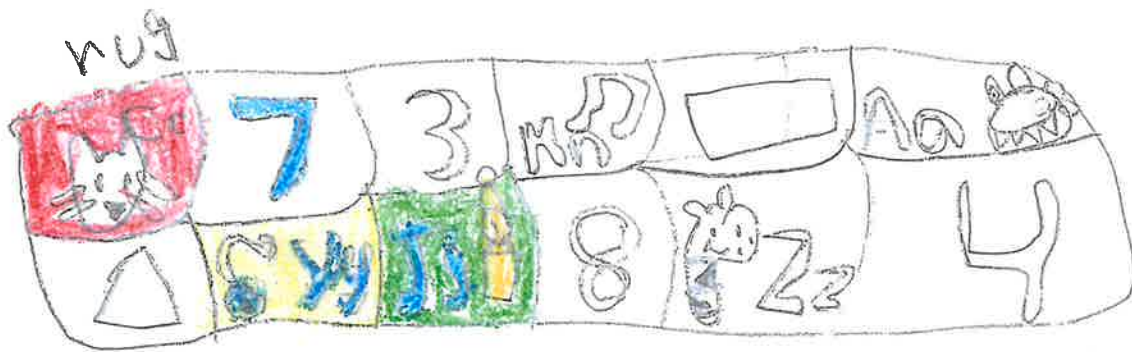
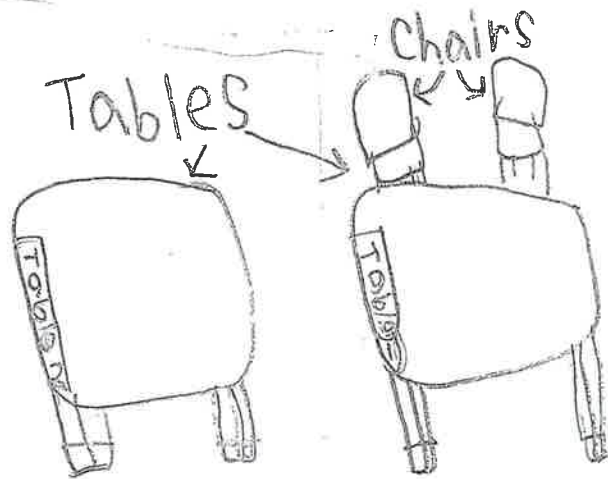
that we learn all the basic And
days

that we beg in the big
even sing

billboard
building



#23-1G



I love the School because
it helps me Learn new
word that i don't know.

and i love the School

because When test come

it's going to help me.

#9-16

Bord



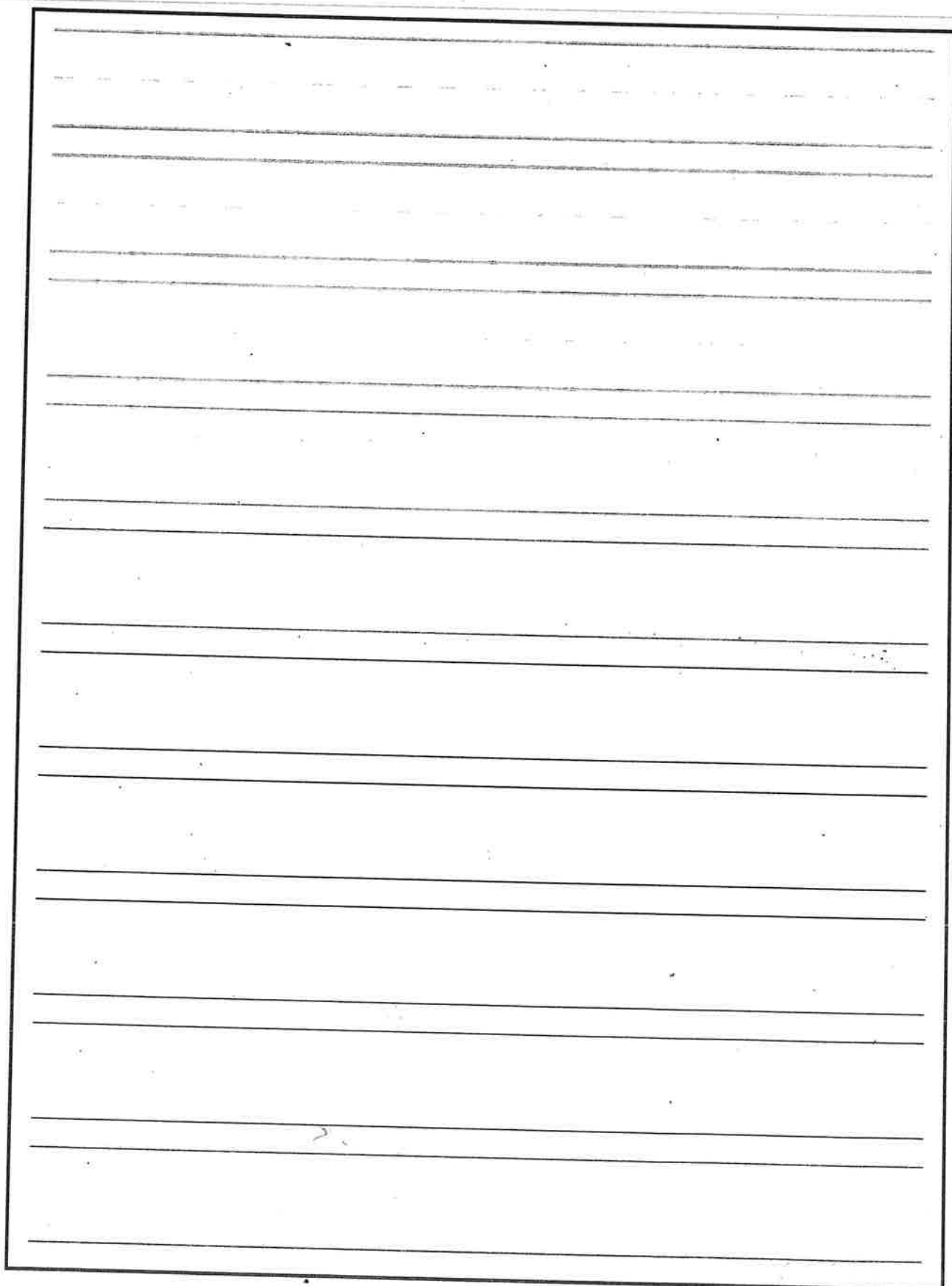
Soden Des - rug



IS like The school becys I like there
school because

and I like The Des. it's so
desk

Ammeadz it skp for The Bord.
amazing

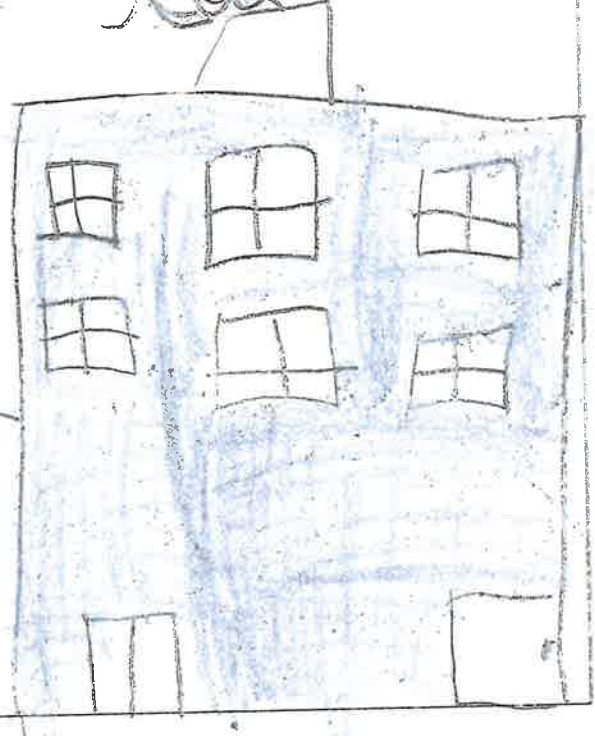




SUN

#16 - 16

SCHOOL



POS ME



I like S.L.A. BEGS

because

I like MY fras

friends

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

#29-19

Aziyah



ta BOI

Aisha



Book



Balle



Zany



I like to read

BOOKS

because

it

helps

me

know

to

learn

better

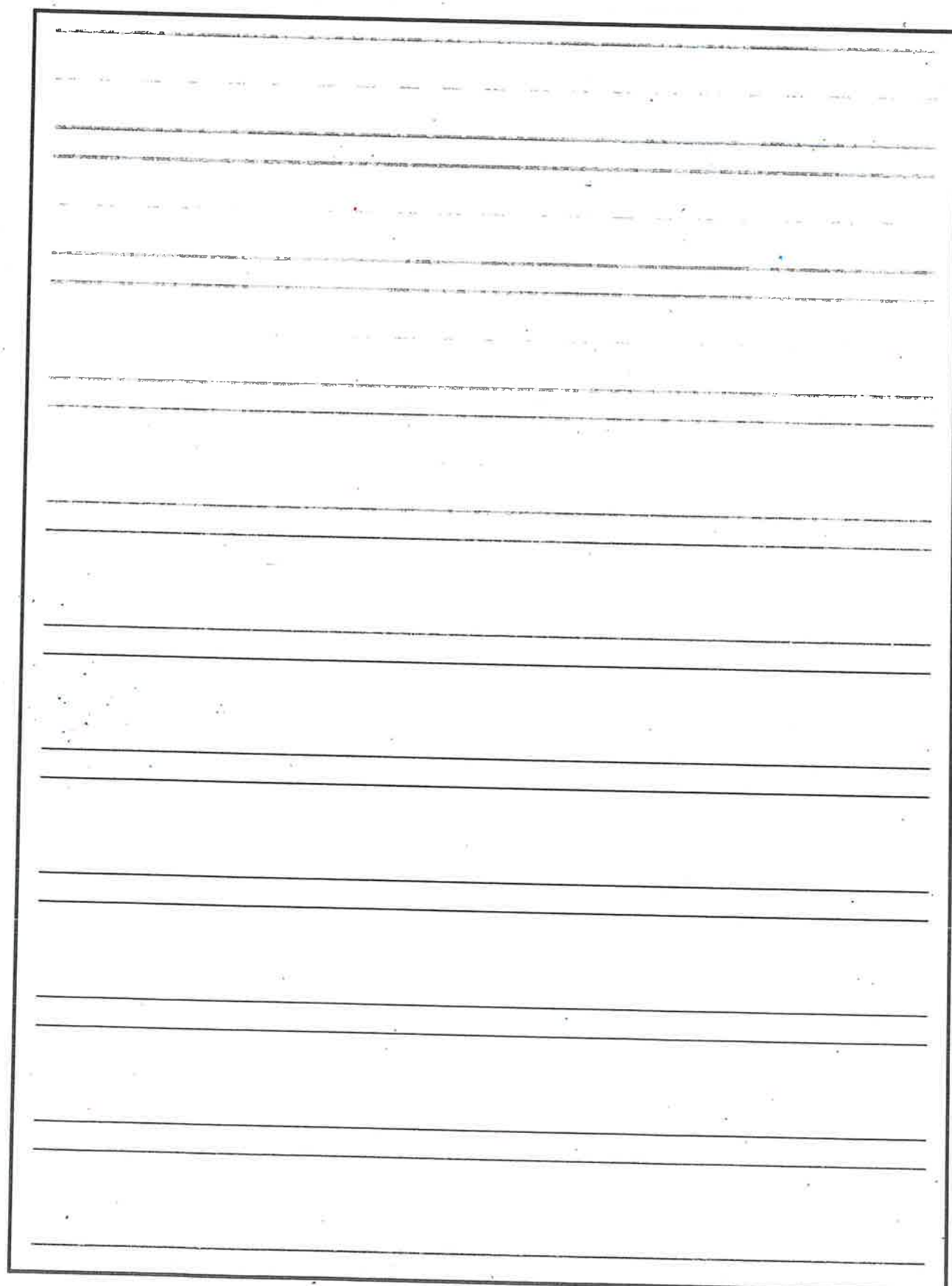
[illegible]



I like slai becaus
because

it is so fun and

We go + break breaks
brain breaks



Schill

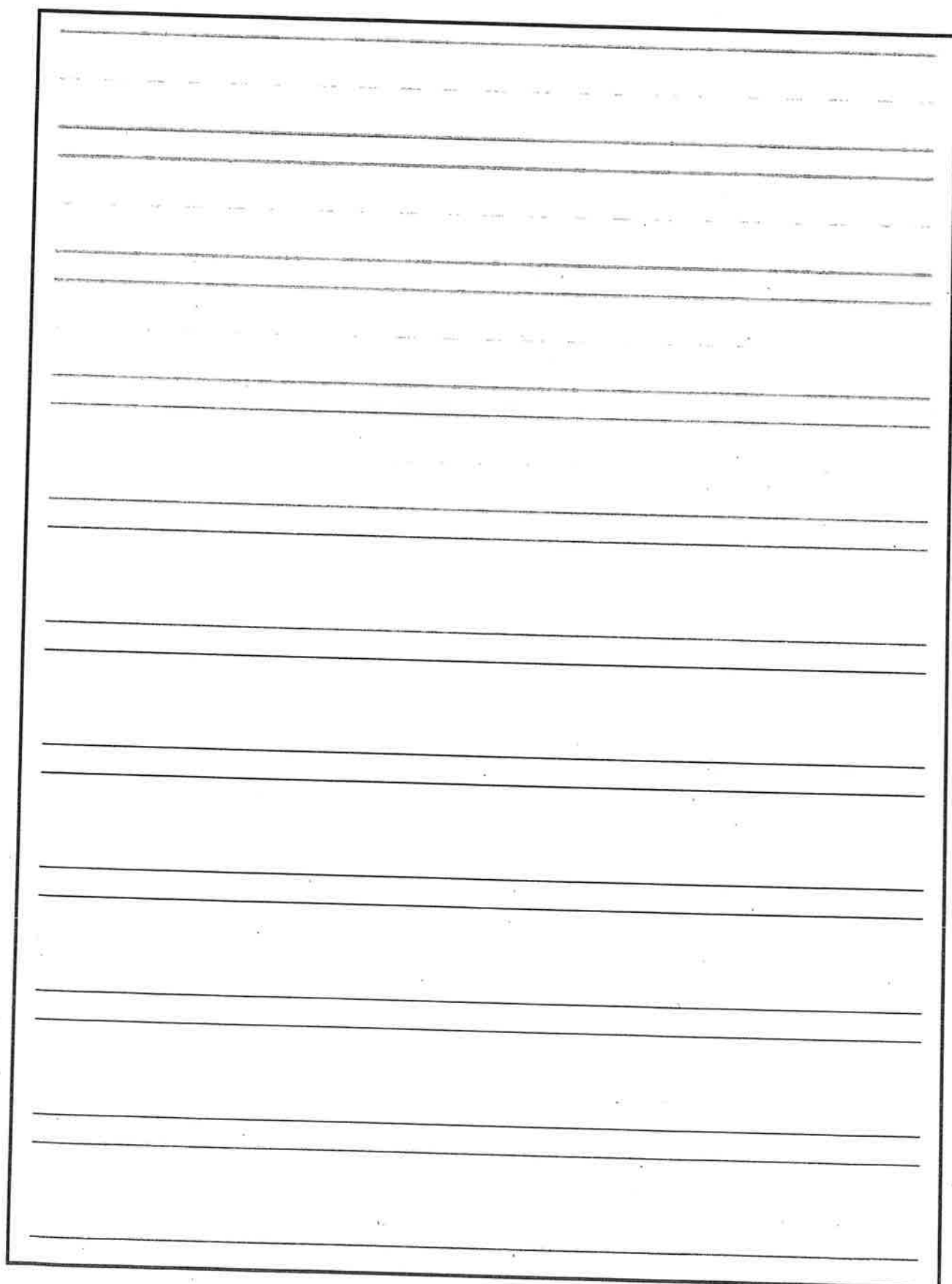
#1 - 1g



I like sla becus
because

it - has a light boor.

And the techrs are nice.

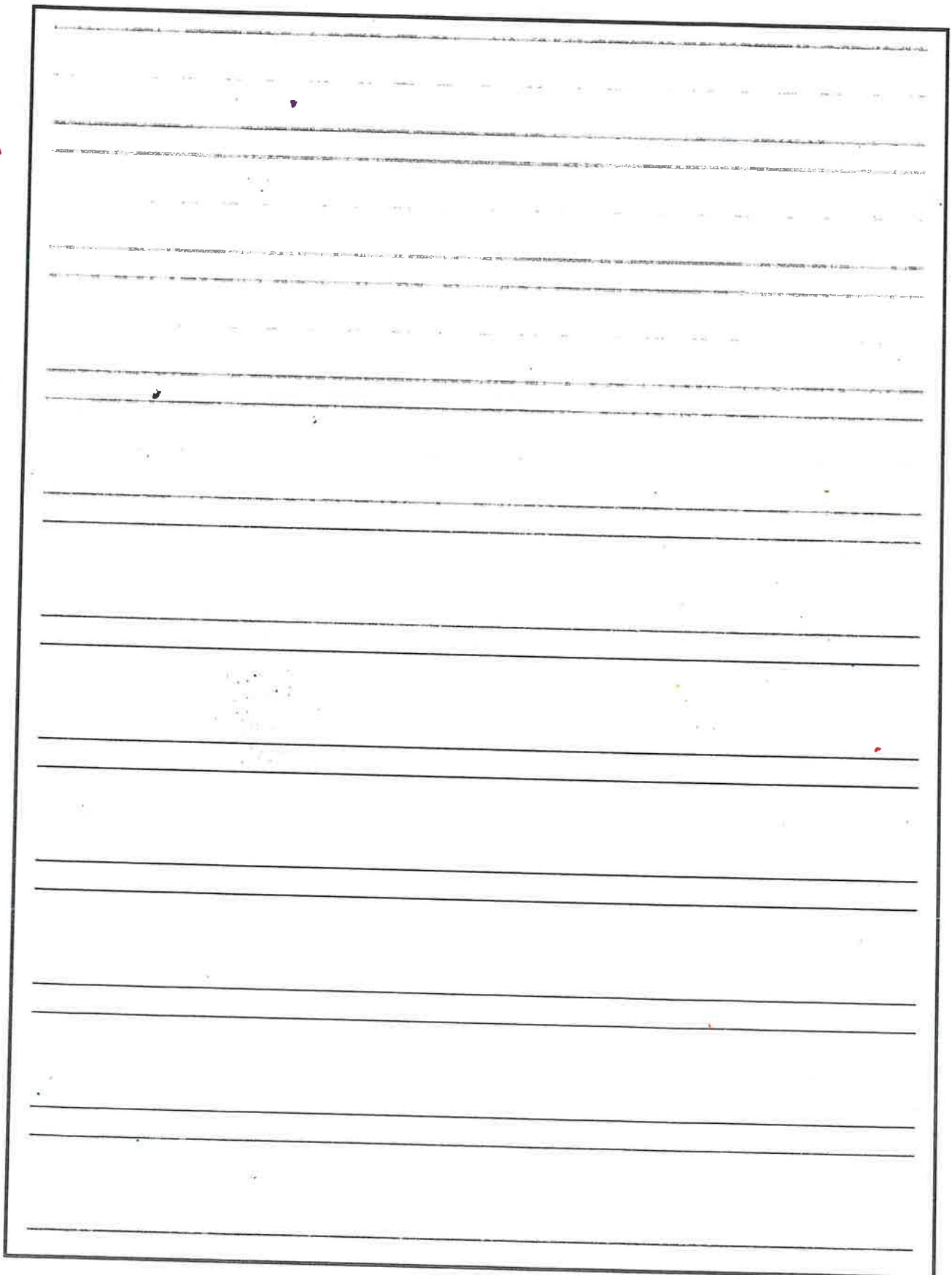


14 - 16



DUKÄ is - wie c huko +1-5 +1-0

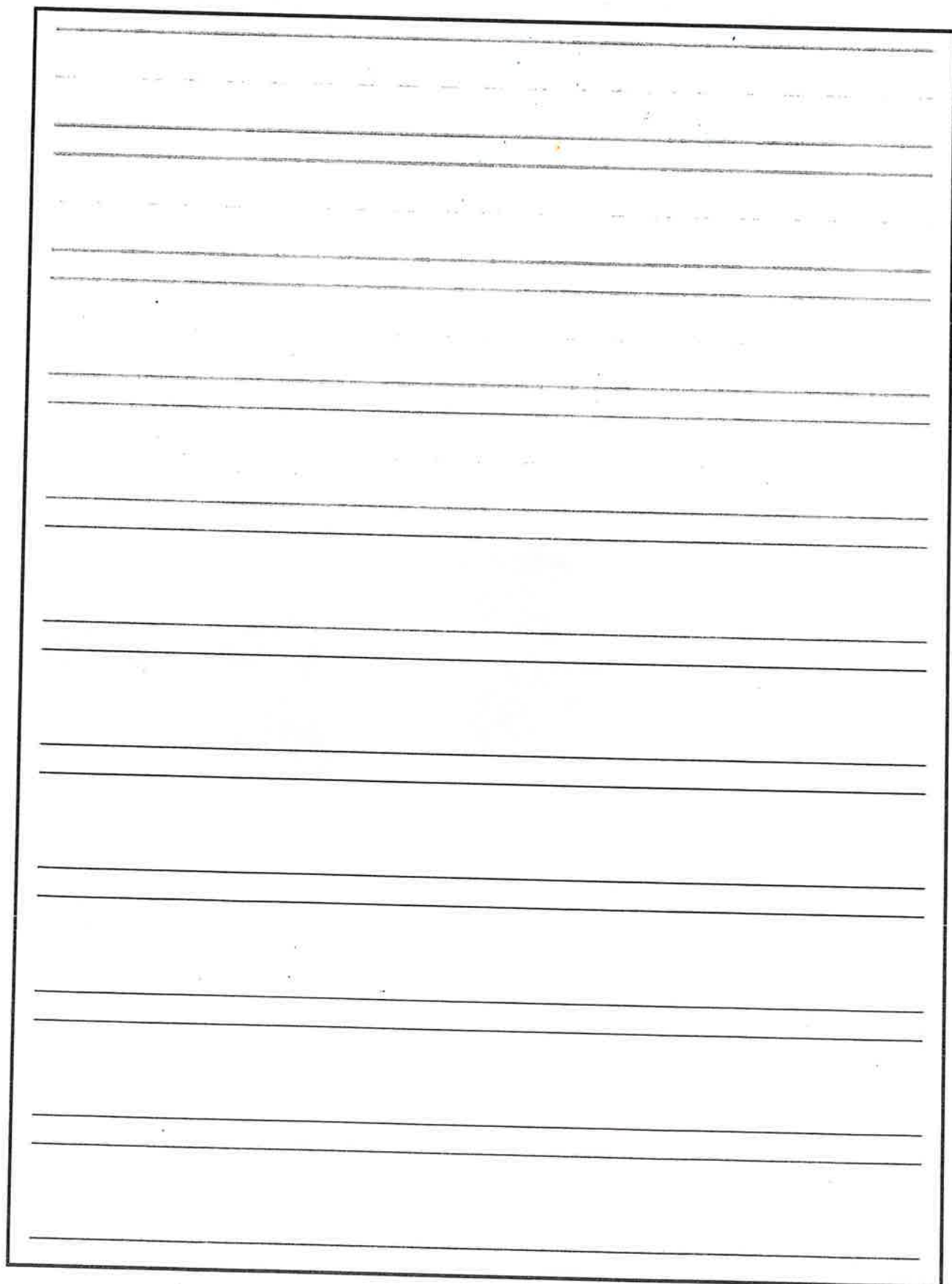
Kth +ut



#8 - 16



Below the drawing, there are several horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Dear Board members,
There are several amazing reasons Southwest Leadership should stay open. The first reason is this school is about being nice to each other and we have a great time here with other. The second reason why Southwest Leadership should stay open because there are some really nice people like MS.O and MS.A, and other people who work here even MS. Green and we also learn new thing and I like when we have parties.

401. MS.O.

Sincerely, Kaileah West School Open
P.S. Please leave the
☺

Dear School Board

I think SLA should
stay open because it
has awesome teachers
great staff and
great friends
and same gender
classes great people
and great teachers and
loving teachers and
and deans and I
love every thing
about this school
Sincerely
Mari 401 SLA

Dear board members



There are several amazing reasons Southwest Leadership should stay open. First, Southwest is a bully-free area. Next, Southwest is a loving zone. This school has very nice and lovely bright teachers that we love. Next, we are all honest and focus students. Also, we have fun and do work at the same time. We are respectful,

Self-aware, self-control, abundant-thinker, prideful, respectful. We are all of these at SLA. Next, we have a lot of field trips and I am so grateful. Then, all of us in this school are not invisible; we all take care of each other. We love SLA is the best school ever.

WE love
SLA

Sincerely,
Fifikiashie



♡ Dear Boardmembers ♡

There are several amazing reasons southwest leadership should stay open because the teachers need a job and the student need to learn. This school have ben here for year. I love this school I want to keep SIA. this have the goodest psascs in the united states.

Please Keep
SIA Open ♡401

4th 401 Sincerely Jada Shine
Ms. Okoth

Dear board members, Southwest Leadership should stay open because it's fun and we have recess and other schools don't have recess.

Even though we sometimes have silent lunch but we still have fun like today we did puzzles jump rope and silent ball.

In conclusion, that's why I think Southwest Leadership should stay open.

Sincerely,

Yasmeenah

MS. 401

Southwest Leadership stay open
because it is a good school and it has
same genders class and boys and girls
class and its about Leadership and this
school has good teachers and they do
a lot of fun stuff for us and they have
really good staff too and we be having
relay race. SIA is the best ever.

Sincerely, Jazic Hinson
401

Dear board members,
This school is so amazing I have many facts why SLA should stay open.

This school has respect and pride. Also, they give you Honor awards for doing something good, for example Leader Of the month.

The teachers, staff, and climate are sweet and nice. And I make great friends here. MS. Green and MS. Purnell are very great people.

In conclusion, SLA should stay open.

-Sincerely, Mawaeqah Kromah
401 MS. 310th class

SLA

teacher:MS

401

Dear board members,

Reasons SLA should
stay open because they
let us play outside
and do fun activities. we
have dance shows/concerts.
they have amazing teachers
they do clubs which
are really fun! you
can participate in
games/activities.

Sincerely, Amyel

Dear Board members,

There are several amazing reasons Southwest Leadership should stay open because, it's a very great school. Also they have lots of fun concerts, that are such a blast. We have fun activities to do. Also, for every end of the year trip we go to fun water parks. Additionally, the staff and teachers are nice and sweet. The staff that gives us lunch, the food is so good!

Especially the pizza it's so delicious and good. Also for recess we do relay races or games. In conclusion Southwest Leadership is a good school. Ms. O class ♡ Sincerely, ♡
401 mayamun

Dear Board members

There are several amazing reasons Southwest Leadership should stay open.

One reason is because I love how we get to if we want to be in a class with boys and girls or girls.

Also, because I love the teachers, and staff.

Also, because we learn new things everyday and this school has been here for years and it just wouldn't be the same.

In conclusion, this school is so go and I don't want it to close.

p.s. please keep this school open. (P)

Sincerely,

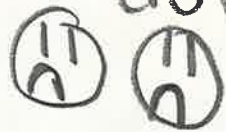
Aubri Felix
room 401

Dear board members,

It should stay open because
this school helps students
with special needs follow
the rules and get there
together.

Another reason why this school
should not close is because
it helps the students
get in check and
helps with home work.

Please do not
shut down!



Sincerely,
Laida DeVear

Dear Board members I love SLA because they sort the boys and girls in seperate classrooms. and The teachers are very nice and the staff at lunch lets us do relay races. lastly my favorite thing about SLA is that we have after school clubs. Room 401



Room 401 Sincerely, Aichata Kanneh

sla♥
rules!

Dear Board members;

There are several amazing reasons
southwest leadership should stay open stay
One reason why SLA should stay because
it's showing us how to be leaders,

Another reason why should SLA stay
I love my teachers/staffs and
friends here

Also cause it's one of the
best schools I have ever been
in ♥

Lastly cause it's amazing
and I love it here SLA

Sincerely

Sincerely Plz keep this
Nailah School (2)
Graves Room 401

Dear Board members
Southwest Leadership should
stay open because it's a amazing
School. And whoever come they will
love this School and they will love
to come and they will have
a amazing fun School Year.
And when we have Party's it's
some much fun and i bet your kids
would love this School and have
alot of fun so this is my
reasons why. And one more thing
i love this School so much
i want live here if i could.
And i be sad when we have
no school be cause i be miss ing
my teachers. I Love this School.

Sincerely,
Kayden Q
Room 401Q

Dear Board members,
there are many reasons
Southwest leadership should
stay open like: Because

1. Because the teachers are awesome. 😊

2. the students have leadership. 🧑

3. it's been here for many years. ⌚

4. work is fun and easy. 📅

5. compliments are cool. 🗣️

6. the classes have lots



of students and teachers
work very hard. 📚

Sincerely, (Alani) 401

401
Amina
Dear Board members Southwest
Leadership should stay
open because it's a
good school. Sincerely
Amina
401

Dear
Board members You need to know
they are a lot of amazing things
in this school. Please stay open
because you don't know how
hard these student work to
be in this school. Sincerely,
Alaysha Hol

Sincerely Alaysha Hol

♡ dear Board members,
Here are All of the super, duper
things About SLA to Insure that
you should keep open this school!

Here's why, the education
At SLA is top tier. ♡ We even
have the best testing in
Phillydelphia.

Another
reason why you should keep
this school open is because
we Accept All races to learn.
And have fun too!

My
last reason why SLA should
stay open is because this is A
B Anti-bullying school, so we Always
respect each other..

Sincerely, Ava lee Bryant

404..!! ♡ #SLA★

Dear Board members there
are many reasons why SLA
should stay open some are
we have such great staff and
all staff are so nice and kind.
I love all staff I have
been to this school for
3 years some of the staff
and teacher's left and I
was very sad but if this
school closes I will not
know what school to
go to so then I will have
to find another school and
this school has taught me so
much we have fun parties
and yummy pizza parties
the challenges that we have
as a class on art board
outside of the class room
this school has been
open for years and I don't
want it to close down.
—sincerely,

Nyla Dalton

401


MS.0 class


So There are several amazing reasons southwest leadership academy charter school to star open, the first reason is we have the highest psa score in the state also because our school, Additionall because we show how to have self-control how to be engaged and how to show respect so when the little kids get to the big building they know how to act. Lastly our school needs to stay open because we need to prove to the state that not all charter schools need to close.

SLACS

room
401
ms.0
sincerely surah brown

Dear Board Members,

There are a lot of amazing
reasons why I should stay open
Because it's a wonderful school
there's nice students I have a
amazing teacher and I love
the school I have the nicest
classmates that's all I got to
say 

Sincerely Fatmata 
401

DEAR BOARD members,
There Are Several AMAZING
Reasons Southwest
Leadership Should Stay
Open.

1. It's a great school

2. It's the most popular
school

3. We have MS.O

4. It's About Leadership

5. We have ALOT of AMAZING
TEACHERS

6. TEACHERS give out SNACKS

7. WE get more knowledge

8. WE take Selfies when we h
AVE PARTIES

9. MAKING friends

Sincerely
William?

Dear Board members



There are several amazing
Reasons Southwest leadership
should stay open because
they are for all safe are
Respect

kind, nice, sweet, and they
have nice teacher, and

this school have really
good teachers student,

friends, good's dean
and we learn more
love Southwest Leadership

Sincerely

Sincerely,
Lyric J



Room 401
Lyric J

Dear Board members

Room 401

Several reasons Southwest Leadership should stay open because there will be a lot to learn. We also have good board members. They tell you things that help you with math & ^{science} and many more. So you should come to Southwest Leadership.

Sincerely, Taylor Rae

Dear Board members,

There are several amazing reasons why SLA should stay open!

1. One reason why SLAs should stay open is because this school helps students that have attitudes become better, kinder, & more self-aware.

Another reason why SLAs should stay open is because students can succeed in life, get A's! They can be anything they want! I want to become a doctor when I grow up!

The last reason why SLAs should stay open is because the teachers and staff are really nice & kind and have their own personalities which make them unique.

P.S. Please keep this school open!



Sincerely, Angelina Hunda from 401

P.S. Please keep this school open!

there are several amazing
reasons Southw Leadership should stay open
because it is a loving school and members that
we love and safe and teacher that we love and
fun activities at lunch and we this school
and we can be better and be leader
and we will always love this
school because we love what

we
do and we love our friend
and we don't want to leave
the amazing school that we
are in and are really good school
the really good student/friend and
the really good teacher that helps
us what we needed help on
and to push us to where we need
to go.

Sincerely
Jayde



23 JANUARY 2024

Philadelphia Board of Education
Education Center, Suite 101
440 N. Broad Street
Philadelphia, PA 19130

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Mustafa Rashed

Vice President
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Executive Director
Tim Whitaker

June 14, 2022

RE: Letter of Support for Southwest Leadership Academy Charter School

Dear Board of Education,

Since July 2018, our company has served SLACS by providing after-school writing programs to their youth. Our staff and workshop leaders have visited the school several times/week to offer these programs in conjunction with other after-school offerings. Our communications with principal Leigh Purnell and her staff members have consistently indicated that there is a community of educators who care and are doing their best despite the challenges our youth bring to school daily.

Our Mighty Writers instructors spend time with staff and students during the school day. They report that the school is safe, welcoming and orderly. These staff members, who have extensive experience in local schools, are impressed with the visibility of leadership, the engagement of students, and the holistic approach to teaching and learning. It is obvious that academics and character building are at the center of the school's work. The focus on growing community leaders is evident in the environment and in the students themselves.

Given the health of the school environment, we think that the closure of the school would be a serious loss to the community. With the heightened violence rampant in communities across the city, this is not the time to shutter another school in the city of Philadelphia, especially if we have not exhausted all means to correct areas of improvement and to offer the necessary support.

Sincerely,

Rachel Loeper, Director of Operations & Impact

Grace Bernicker, Director of Partnership Programs



Received Date: January 22, 2024, 10:25am

Name: Redacted

Customer Type: Employee

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02979

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Israel/Hamas war

Original Message:

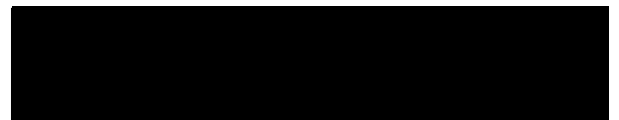
Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.



All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 10:12am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02975

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism in SDP

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:07am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Comment

Email: Redacted

Phone: Redacted

Dialogue #: 02957

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism in our PSD schools

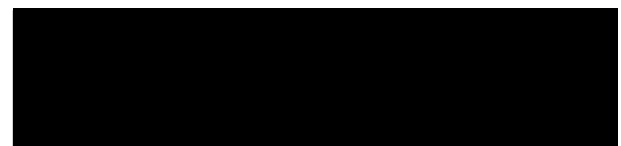
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:47am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02960

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism

Original Message:

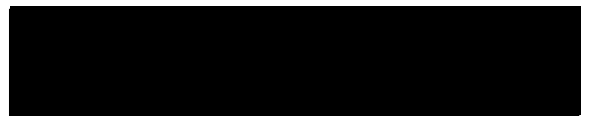
Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.



All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:47am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02960

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 10:24am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02977

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Israel/Hamas War

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 11:41pm

Name: Redacted

Customer Type: Employee

Dialogue Type: Comment

Email: Redacted

Phone: Redacted

Dialogue #: 02952

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti Semitism

Original Message:

Dear Board of Education members:

I am a concerned community member and teacher who works in enrolled in the School District of Philadelphia (SDP).

The District is failing its Jewish students, teachers and staff members many of whom – as a result of not only world events, but direct actions of other SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments. There have been incidents of professional development trainings deviating from the required subject area to the topic of Israel / Palestine.

Some SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, these teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students and staff a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, including myself tried to sign up for the Palestine Teach In, but were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students and staff members are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 11:06pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02951

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism from teachers

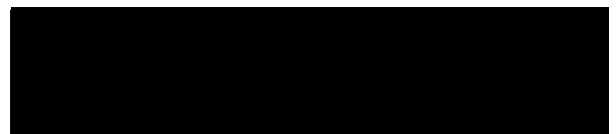
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:06am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02956

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: anti semitism

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 10:32pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02947

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism pervading our School

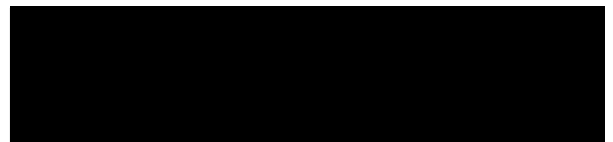
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.





Received Date: January 22, 2024, 6:00am

Name: Redacted

Customer Type: Parent/Guardian,
Community Member

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02955

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism is Philadelphia Schools

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 23, 2024, 9:18pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 03109

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Jewish Students

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.





Received Date: January 23, 2024, 9:21pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 03110

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Concerns About Biased Teaching in SDP

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.





Received Date: January 22, 2024, 10:25am

Name: Redacted

Customer Type: Employee

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02979

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Israel/Hamas war

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.



All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 10:12am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02975

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism in SDP

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 7:07am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Comment

Email: Redacted

Phone: Redacted

Dialogue #: 02957

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism in our PSD schools

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:47am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02960

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism

Original Message:

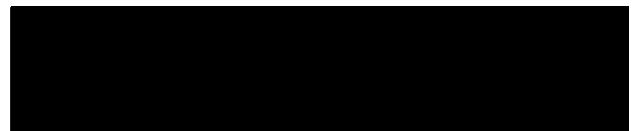
Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.



All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 7:47am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02960

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 10:24am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02977

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Israel/Hamas War

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 11:41pm

Name: Redacted

Customer Type: Employee

Dialogue Type: Comment

Email: Redacted

Phone: Redacted

Dialogue #: 02952

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti Semitism

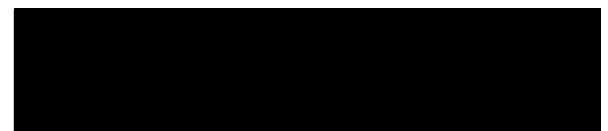
Original Message:

Dear Board of Education members:

I am a concerned community member and teacher who works in enrolled in the School District of Philadelphia (SDP).

The District is failing its Jewish students, teachers and staff members many of whom – as a result of not only world events, but direct actions of other SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments. There have been incidents of professional development trainings deviating from the required subject area to the topic of Israel / Palestine.

Some SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, these teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students and staff a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, including myself tried to sign up for the Palestine Teach In, but were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people - by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students and staff members are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 21, 2024, 11:06pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02951

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism from teachers

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 7:06am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02956

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: anti semitism

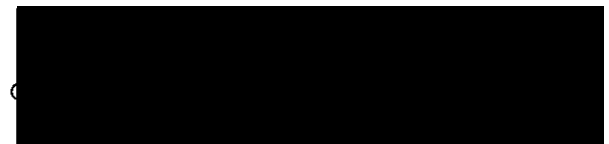
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 10:32pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02947

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Anti-Semitism pervading our School

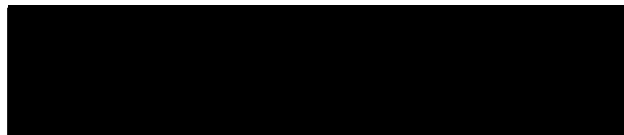
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 22, 2024, 6:00am

Name: Redacted

Customer Type: Parent/Guardian,
Community Member

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02955

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism is Philadelphia Schools

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 23, 2024, 9:18pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 03109

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Jewish Students

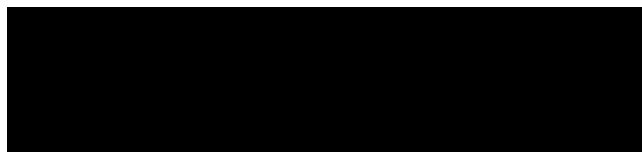
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Received Date: January 23, 2024, 9:21pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 03110

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Concerns About Biased Teaching in SDP

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

Received Date: January 23, 2024, 9:21pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 03110

Topic: BOE General Inquiries

Priority: P2(Normal)

Status: Closed

Message

Subject: Concerns About Biased Teaching in SDP

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 22, 2024, 6:00am

Name: Redacted

Customer Type: Parent/Guardian,
Community Member

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02955

Topic: BOE General Inquiries

Priority: Critical

Status: Closed

Message

Subject: Antisemitism is Philadelphia Schools

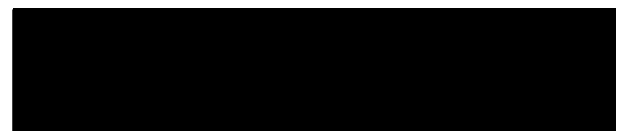
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.



Received Date: January 21, 2024, 6:13pm

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02941

Topic: BOE General Inquiries

Priority: Critical

Status: In Progress

Message

Subject: Please help us combat antisemitism in SDP

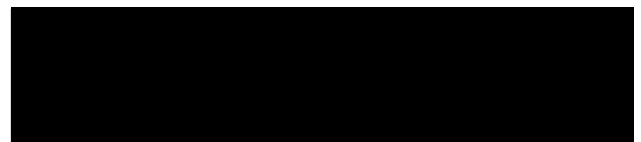
Original Message:

Dear Board of Education members:

I am a concerned community member and parent of 2 children enrolled in elementary school in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. When Jewish SDP teachers tried to sign up for the Palestine Teach In, they were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.



In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and sadly it's happening every day across schools at SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. We need your help to make sure this happen. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but that requires action now.



Received Date: January 22, 2024, 7:35am

Name: Redacted

Customer Type: Parent/Guardian

Dialogue Type: Concern

Email: Redacted

Phone: Redacted

Dialogue #: 02959

Topic: BOE General Inquiries

Priority: Critical

Status: In Progress

Message

Subject: Antisemitism in the District

Original Message:

Dear Board of Education members:

I am a concerned community member and parent of children enrolled in school/s in the School District of Philadelphia (SDP).

The District is failing its Jewish students, many of whom – as a result of not only world events, but direct actions of SDP employees – are currently afraid to disclose their Jewish identities at school and are being faced with ridicule by other students and SDP employees. There are numerous incidents occurring throughout the District's schools that have contributed to unsafe learning conditions in our children's classrooms and learning environments.

SDP teachers are blurring the lines between their personal opinions and misconceptions and their professional roles. Given a wide latitude for Social Studies curriculum within the District, SDP teachers are bringing and sharing their anti-Semitic views in the classrooms, making Jewish students a target for hate. The recent "Palestine Teach-In," hosted on January 13, 2024, by SDP teachers, for SDP teachers, is an example of this. SDP teachers, who are Jewish, and who tried to sign up for the Palestine Teach In, were not permitted to attend. Jewish voices were silenced so that the dangerous mischaracterizations of Israel as a white, colonist oppressor, could be perpetuated without context or counterpoint.

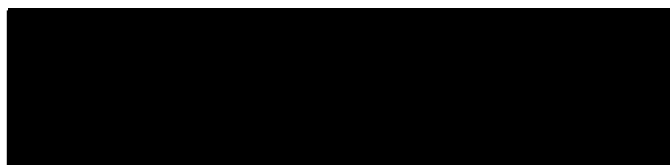


In the current environment, American Jews, Zionists, Israel, and Israelis, have been conflated into one group - Jewish people – by SDP employees. Negative commentary about any one, or all, of these groups results in anger, violence, and harassment against Jewish people in America, and in SDP.

All teachers and administrators should be required to keep biased, false narratives out of their classrooms and schools; explicitly required to maintain and uphold peace and civility, inside and outside of the classrooms; and prohibited from inciting hate and violence of any form, against any person or people, inside or outside of their classrooms. Any deviation from this code of conduct should be disciplined accordingly and not tolerated. The Board's and the District's continued silence in the face of widespread anti-Semitism is unacceptable. Your students are counting on you to protect them.

We still believe that the School District can live up to its goal of equity, but we know that this requires action now.

Hilary Young



Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Ashley Rosario, Community Member
Topic: Camp Akili
2. Caroline Tiger, Parent/Guardian
Topic: Parent input about School Climate
3. Tashi Grant, Parent/Guardian
Topic: Exclusion Letter
4. Taleen Hamad, Community Member
Topic: Comprehensive sex education
5. Midnight Lyons, Community Member
Topic: Comprehensive sex education
6. Dawn Chavous, African American Charter School Coalition
Topic: Charter Investigation Report and Support for our Member Schools
7. Shirlene Thomas-Moore, Parent/Guardian
Topic: Southwest Leadership Academy Charter School
8. Claudia Lyles, African American Charter School Coalition
Topic: Charter Investigation Report and Support for our Member Schools
9. Aima Arogundade, Charter School Staff Member
Topic: Southwest Leadership Academy
10. Inella Ray, Community Member
Topic: Camp Akili - Healing Centered Engagement
11. Cee Crowner, Charter School Staff Member
Topic: Southwest Leadership Academy
12. Liz Fitzgerald, Parent/Guardian
Topic: School Librarians and Libraries
13. Leigh Purnell, Charter School Staff Member
Topic: Southwest Leadership Academy
14. Jason Holtzman, Community Member
Topic: Curriculum
15. Kristyn McCrohan, District Staff Member
Topic: School Selection Process
16. Joshua Fortune, Community Member
Topic: Camp Akili Funding
17. Dominique Hampton, Parent/Guardian
Topic: Unfair Treatment at School
18. Stacey Mandel, Parent/Guardian
Topic: Curriculum and Instruction



19. Shawn Ginwright, Community Member
Topic: Action Item 21, Amendment of Contract with Flourish Agenda, Inc.
20. Johanna Bogdan, District Staff Member
Topic: High School Application Process/Individualized Review
21. Horace Clouden, PCAC
Topic: Junior High School
22. Thomas Quinn, District Staff
Topic: Staff Voter Champions and Civics Curriculum
23. Mariyam Walker, Community Member
Topic: Student Placement
24. Tameko Torres, Community Member
Topic: Activities for Students
25. Marvin Reese, Community Member
Topic: Sports and After School Activities
26. Donisha Williamson, Community Member
Topic: Student Enhancement Opportunity
27. Camille Bell, Parent/Guardian
Topic: Creating Junior High Schools
28. Charisma Presley, Philly Aquatics
Topic: Restoring Indoor Pools

29. May Freda Watson, Community Member
Topic: Save the Children

30. Lisa Haver, APPS
Topic: Item 25, Board Reversal on SWLA Non-Renewal

Primary Waitlist Speakers

1. Lynda Rubin, Community Member
Topic: Charter School Oversight
2. Barbara Dowdall, APPS
Topic: NCTE African American Read-In 2024
3. “Mama” Gail Clouden, Community Member
Topic: Parent Involvement
4. Leah Clouden, Community Member
Topic: Junior High Schools and Importance of Community
5. Anne Dorn, Parent/Guardian
Topic: Criteria Based School Admissions Process

Action Item Questions and Answers - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 1/25/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Action Item Questions and Answers - Updated

Type

Supporting Document



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

Table of Contents

Page

Action Item Questions

1

General Questions

18

Action Item Questions	Submitted by:	Response
<p>3). Ratification of Contract Amendment with Philadelphia Higher Education Network for Neighborhood Development - VISTA Project (No Cost Extension)</p> <p>1. Why was this contract not brought before the Board in September of 2023?</p>	Vice President Fix-Lopez	<p>1. There was a misunderstanding about the timing of the contract end date and the availability of funds beyond the original end date which led to this oversight. By extending the contract end date, we will allow schools to leverage the remaining \$580,091.46 in funds that have previously been approved to support VISTA partnership coordinator positions over the next 5 years.</p>
<p>9). Contract with Benefits Consultant: Marsh and McClennan Agency (\$750,000)</p> <p>1. What is the rationale for the number of automatic renewals?</p>	Board Member Salley	<p>1. The renewals would not be automatic and are options that would be considered by the District if the Consultant met the agreed upon performance standards. The renewal</p>



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		provision gives the District an opportunity to maintain a guaranteed five year pricing but the District is not required to remain with the Consultant for five years unless they meet service standards.
<p>10). Contract with Drexel University for Computer Science Teacher Professional Development (\$84,061)</p> <ol style="list-style-type: none"> 1. Who is the targeted group for this training? Is this action item specifically for teachers who are teaching computer science? 2. Did this action item go through the RFP process? If no, why not? 3. Does the District provide this type of training opportunities for other staff? If so, whom? 4. Approximately how many educators will engage in this training? 	<p>Vice President Fix-Lopez Board Member Salley</p>	<ol style="list-style-type: none"> 1. The target group is both teachers who are teaching Computer Science (CS) and teachers interested in teaching CS. Starting January 2023, any new CS course can only be taught by a teacher who has this certification. 2. PDE offered a grant opportunity for advancing CS. When responding to this PDE grant, (1) the District was required to name partners and (2) the District had to show it had an existing CS project that it would use these funds to advance. At the time, Drexel was approximately 1 year into a National Science Foundation (NSF) grant to support teacher development and CS certification within the District. Partnering with Drexel allowed SDP to meet both of the PDE grant requirements noted above.



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<ol style="list-style-type: none"> The District has opened this opportunity to all teachers, with priority given to teachers already teaching CS so that they would be certified in their subject. Approximately 60 high school educators will engage in this training.
<p>11). Contracts with Various Vendors for IT Contracted Staffing Services (\$11,800,000) - Updated 01.08.2024</p> <ol style="list-style-type: none"> What is in bounds and out of bounds (within the scope of the contract) for the work that the vendors will perform? Why is this a 1 year contract? What proportion of OITDM staff does this contract comprise? 	<p>Vice President Fix-Lopez</p> <p>Board Member Lam</p> <p>Board Member Salley</p>	<ol style="list-style-type: none"> Contracted staff support extends to all areas of IT. Specific access to data and systems is limited to what is needed for areas of responsibility, which is the same practice IT uses for its full-time staff members. Additionally, contracted staff are issued District-managed computers so all access is controlled through standard District protocols. This action item is written to allow IT to extend contracts with approved vendors into each 1-year extension should the resources be needed. Approximately 40-50% of OITDM staff is contracted staff at any given time. This is dependent on several factors, such as a strategic means to fill IT vacancies, special projects, and needed short term technical experience. Staffing for various



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		technical roles in implementing the District's new payroll and Talent ERP is a good example.
<p>12). Contracts with Various Vendors for Network and Telecommunications Equipment, Maintenance, and Support (\$7,750,000)</p> <p>1. Is this for equipment or maintenance of networks? If the latter, how do these complement our telecomm service contracts?</p>	Board Member Lam	<p>1. Yes, this action item supports the equipment and maintenance of networking and telecommunications systems within District managed schools and buildings. This includes hardware (phones, speakers, wireless access points, etc.) that is installed in our schools and District managed buildings. Our existing/recent Telecom and Internet Service provider contracts are centered around the underlying signals and connectivity to connect the District's network to the broader internet. The recent cellular service provider contract with T-Mobile is completely independent of our network and provides the District's mobile phone service.</p>



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

<p>13). Contract with Funds for Learning LLC for Universal Service (E-rate) Consulting and Support Services (\$2,387,500)</p> <p>1. What is the E-Rates program?</p>	<p>Vice President Fix-Lopez</p>	<p>1. The Universal Service Support Mechanism for Schools and Libraries (commonly known as the “E-rate Program”) was established by the federal Telecommunications Act of 1996 and is administered by the Federal Communications Commission (“FCC”) with the aid of the Universal Service Administrative Company (“USAC”). The E-rate program optimally awards approximately \$4.276 billion in subsidies annually. The E-rate program establishes an annual fund and associated eligibility guidelines weighted towards the Nation’s most economically disadvantaged families through which schools and libraries may compete for discounts on networking and telecommunications products and services. To date, the School District of Philadelphia has realized an estimated total of \$331 million in matching federal subsidies since the inception of E-rate. These subsidies have allowed the District to build out the robust internet connections</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		that allow for 1:1 online learning and ubiquitous internet access for all students and staff.
<p>18). Contract with O Z Collaborative for Services Creating Floor Plans and Site Plans for Twelve Schools in the CCTV Transformation Program (\$88,920)</p> <p>1. Please provide information on the total expenditure related to the working being done in the CCTV Transformation Program.</p>	Board Member Salley	<p>1. Total estimated cost of the entire project is inclusive of prior funding to perform a comprehensive assessment of CCTV systems and develop a program for a complete transformation of CCTV infrastructure. The total program expenditure to date is \$1,099,900. Prior and current January 2024 Action Items for the CCTV Transformation Program include:</p> <ul style="list-style-type: none"> • Technical and Design Professional Services for CCTV Assessment, the development of a program plan and structure for the Transformation Program, and initial work supporting the execution of the CCTV Transformation Program, Atriade, LLC, (Action Items: January 25, 2024 #20, June 29, 2023 # 81 April 21, 2022 #16), total \$510,000.



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<ul style="list-style-type: none">• CCTV System Update Northeast High School, R. F. Design & Integration, Inc. (Action Item November 16, 2023 #15), total \$500,980.• Professional drawing services for floor and site plans, O Z Collaborative (Action Item: January 25, 2024 #18), total \$88,920. <p>The approved Capital funds budget for the CCTV Transformation, broken out over three years, is \$47,426,215.</p> <ul style="list-style-type: none">• Year 1: \$13,425,005• Year 2: \$22,927,105• Year 3: \$11,074,105 <p>The project has three core elements:</p> <ul style="list-style-type: none">• Establish new Districtwide video management system (VMS) infrastructure which will unify all digital CCTV systems, allowing for major improvements in operational functionality, overall
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<p>usability, and system maintenance.</p> <ul style="list-style-type: none">• Update analog CCTV systems in 158 schools to modern, digital systems integrated with the new video management system.• Integrate current digital CCTV systems in 59 schools with the new video management system.
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

<p>21). Amendment of Contract with Flourish Agenda, Inc. (\$1,466,183)</p> <ol style="list-style-type: none">1. Please provide additional information related to how many more district staff will be involved with this work?2. How many more schools and students do these expanded services support?	<p>Board Member Lam</p>	<ol style="list-style-type: none">1. The additional funds are required to expand the Camp Akili program from one session last year to two sessions this year. This expansion aims to accommodate an additional 150 students and involve 50 additional staff members. There will also be programming during spring break for the 70 campers that participated in the camp last summer. Continued support will be given to the 250 plus staff who are currently enrolled in the Flourish Agenda Healing Centered Engagement (HCE) certification program, and there is planned continued training for staff through the HCE Creative Labs offering.2. The expanded services will support 150 more students in the same 16 participating schools, expand adult training to 50 additional staff, and student programmatic offerings (spring break session, two summer sessions) for returning and new students at the participating schools.
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

<p>23). Amendment of Contract with Multiple Vendors - Interpretation and Translation Services (\$2,400,000) - Added 01.10.2024</p> <ol style="list-style-type: none"> 1. How are schools able to access these resources? What efforts are made to communicate these resources are available to schools? 2. Can some of this work be supplemented or replaced by Artificial Intelligence technology? 3. What is the total authorized spend District-wide for translation services across all offices and contracts? 4. Has the District performed an analysis to assess if it may be cost effective to consider bundling some services? 5. What is the difference in translation services being provided between the Office of Student Support Services and the Office of Specialized Services? Please provide a bulleted list clearly distinguishing how the funds are being 	<p>Board Member Fix-Lopez</p> <p>Board Member Lam</p> <p>Board Member Salley</p>	<ol style="list-style-type: none"> 1. School-based and central office staff can request written document translation from English into another language, by visiting this page on the district's website and completing the Translation Request Form. If a scheduled meeting, conference, or event requires interpretation, school and central office staff complete the Interpretation Request Form. In addition, a message is sent annually to all district and central office staff, about the process for requesting interpretation services and resources are promoted on the Family & Community Engagement website. The annual message to all district staff also includes the codes to access three-way telephonic interpretation services that the Board has authorized in addition to the services in Action Item 24. Moreover, throughout the year messages are sent to specific groups of employees, for example school counselors, reminding them of the availability and requirement to translate documents.
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<p>spent (services being provided) in both departments.</p> <p>6. How is the District working to ensure that the services and efforts are not being duplicated across departments?</p> <p>7. Does the District have clear expectations on how these services are to be used with families? If so, what are they? How are they being communicated?</p>		<p>2. Yes, Artificial Intelligence (AI) technology, in some instances, can and has replaced the work currently performed by district translation staff and contracts. The PCG EasyIEP special education data and IEP management system now include automatic document translations in 7 primary languages. Now most special education documents are automatically translated using EasyIEP. In addition, the Translation and Interpretation unit staff are constantly researching ways to provide quality service while reducing the cost and time to translate documents and interpret spoken words. AI for translation and interpretation continues to improve and we are encouraged that it will replace certain aspects of translation and interpretation work. We are currently piloting in 12 schools the use of AI with Ipads using an interactive application to interpret for users. We think this technology can assist with school-based meetings, the enrollment process, and more. If the quality of</p>
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		<p>translations and interpretations is what we anticipate and the context and cultural nuances are not compromised, AI potentially could replace human translators and interpreters.</p> <ol style="list-style-type: none"> 3. ■ Interpretation and Translation Servi... 4. We carefully and frequently consider ways to reduce the cost of providing translation and interpretation services. All work previously was “bundled” in the FACE office and the requirements of another office required a different approach to managing the work. 5. The difference in translation services provided by the Office of Student Support Services and the Office of Diverse Learners is as follows: <ul style="list-style-type: none"> ● Provides the translation of special education documents, to translate special education language in certain circumstances, in connection with IDEA regulations, short deadlines, due process hearing officer requests, and court orders.
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<ul style="list-style-type: none">• Manages the contracts and invoices for two contracts used to translate special education documents.• Contracts sign-language interpretation services that support the Office of Diverse Learners and the BOE and other district offices and schools.• Oversees implementation of BOE Policy 139, and the associated administrative procedure
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<ul style="list-style-type: none">• Manages contracts for all district wide translation and interpretation requests to include invoice processing, problem solving, triaging documents requests, obtaining completion time and cost estimates; communicating and coordinating with staff across the district; communicating process information; maintaining and distributing interpretation request codes; and researching best-practices in similar-sized districts,• Supervises the staff of district employees providing translation and interpretation services• Provides and coordinates interpretation and translation service requests for all district offices and all schools to include real-time interpretation services.• Implementing an AI project in 12 district schools
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<ul style="list-style-type: none">• Maintaining a database of all district wide requests to track requests, expenditures by district office and school, and annual trends <p>6. The Office of Diverse Learners solely manages translation requests for special education IEP and evaluation documents and sign-language interpreters. The Office of Student Support Services manages all interpretation and translation services for the entire School District of Philadelphia, including requests from the Office of Diverse Learners that are not related to special education documents.</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<p>7. Yes. The district's expectations on how translation and interpretation services are to be used with families are detailed in the administrative procedure for BOE Policy 139 found here administrative procedure, In addition, a communication is annually sent to all school district staff, most recently on December 1, 2023, informing employees about the policy requirements, informing them of their office codes for interpretation services, and informing all how to request translation services. The most recent communication is linked HERE.</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

<p>24). Contract with Square Button for IT Needs Assessment for the Office of Environmental Management and Services (\$330,000) - Added 01.10.2024</p> <p>1. How was this vendor chosen?</p>	<p>Board Member Lam</p>	<p>1. The vendor was chosen utilizing a scoring matrix completed by a panel of subject matter experts from OEMS and the IT department following the review of written proposals from four firms that responded to the RFP, and the separate one-hour long virtual presentations by each firm.</p> <p>The chosen vendor, Square Button, had the highest score and excellent references. Square Button is a minority-owned business whose owner graduated from Wharton and whose staff have a history in the Philadelphia community.</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

General Questions	Submitted by:	Response
<p>Update on measles outbreak</p> <ol style="list-style-type: none"> 1. What is the District doing to inform families of the current measles outbreak? 2. How are we mandating that students are up to date with immunizations? 3. What other efforts are in place (coordination with City/partners) to address the measles outbreak? 	Board Member Wilkerson	<ol style="list-style-type: none"> 1. In the coming weeks the school district, in partnership with the Philadelphia Department of Public Health (PDPH), will host a virtual town hall for parents on the measles outbreak. This will be similar to the town hall events that we held for COVID-19 during SY 22-23. The town hall will be recorded and translation will be available. We are also planning direct-family communication to the parents and guardians of non-vaccinated students via text message, email and/or robocall. This messaging will also be translated into the District's 9 languages. 2. The Office of Student Health Services developed the SY 2023-2024 Exclusion Process, which outlines the process to be used when excluding students who are non-compliant with state-mandated immunizations. The exclusion process is based on SDP BOE Policy 203 and state regulations. Of note, certain latitudes



The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<p>exist, for example pertaining to students in foster care and eligible students who are experiencing homelessness. School nurses work with families of non-compliant students to connect them with health care providers and immunization clinics. School nurses also identify children who are eligible for exclusion. School principals are responsible for enforcement of the exclusion process and should work with school nurses to exclude non-compliant students. The school district and PDPH continue to share immunization data so school staff can cross the PhilaVax database for a student's immunization records. Weekly data updates by network, school and student are shared to inform the compliance and exemption rates. As of January 18th, 2024, the average noncompliance rate is 4.27%; the average exemption rate is 6.12%. The measles outbreak is an evolving situation and per the Philadelphia Department of Health, at this time, the</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<p>outbreak is contained and there is no widespread community transmission. At this time, no cases have been in SDP schools or in school-aged children. PDPH could mandate school exclusion of a student(s) with <2 doses of MMR vaccine, if there is concern for exposure within an individual school or classroom setting. This is different from SDP's regular exclusion process (as referenced above), in which any enrolled student who is noncompliant with their state-mandated vaccinations can be excluded from school under the PA School Code.</p> <p>3. PDPH is the lead agency for the measles outbreak. We are working closely with PDPH around guidance development, student vaccination data and communications/messaging. Student Health Services developed measles guidance for PreK - 12th grade school nurses and Employee Health Services. School nurses and Employee Health Services should contact PDPH if there is</p>
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The School District of Philadelphia

Board of Education Action Item Questions and Responses January 25, 2024

		<p>concern for suspected measles or exposure to measles. School nurses have received communication on where to refer unvaccinated students for measles-specific clinics throughout the city.</p> <p>School nurses are participating in PDPH lead health provider calls to receive updates on the measles outbreak. SDP has held 10 in-school vaccination events with CityLife Health at our middle and high schools with the highest vaccine non-compliance rates. To date, CityLife Health has administered 99 measles vaccines to SDP students in addition to all the many other vaccines administered. We will continue to hold in-school vaccination events throughout January and February. This month CityLife Health is having vaccine clinics at Fels (1/9), Lincoln (1/22), Bartram (1/24), Propel (1/29) and Baldi (1/31). The MMR vaccine is administered to non-compliant students at these clinics.</p>
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Action Item - 1.

Title: Acceptance of Grants from Various Public Sources for the Operation of Preschool Programs (\$127,600,000) - Updated 01.12.2024

Board of Education Meeting Date: 1/25/2024

Action under consideration

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

From:

The U.S. Department of Health and Human Services, for Head Start Basic grant funding, in an amount not to exceed \$50,600,000 to serve 4,046 eligible students;

The Pennsylvania Departments of Education and Human Services, for Pre-K Counts (PKC) grant funding, in an amount not to exceed \$43,500,000 to serve 3,950 eligible students, and for Head Start Supplemental Assistance Program (HSSAP) grant funding, in an amount not to exceed \$25,000,000 to serve 2,075 eligible students; and

The City of Philadelphia, for PHLPReK grant funding, in an amount not to exceed \$8,500,000 to serve 770 eligible students.

Purpose:

To continue to support the provision of high-quality, comprehensive preschool ("preK") programming to age- and income-eligible children and their families throughout Philadelphia.

Grant Start Date: 7/1/2024

Grant End Date: 6/30/2025

Amount up to: \$127,600,000

Location:

Citywide deployment in locations directly staffed and managed by the School District, as well as those sites operated by community-based preK partner agencies that qualify through the District's competitive procurement process.

Description:

Why are these grants needed?

For over two decades, the School District of Philadelphia has been the single largest provider of quality preK programming for three- and four-year-olds in Philadelphia. This action item seeks authorization to continue to apply for and accept targeted federal, state and city funding that is available to continue the provision of preK services to approximately 11,000 children and their families annually. *This number of total seats funded through these grants include a small reduction of currently vacant federal Head Start seats as well as an anticipated increase in the number of state PreK Counts and City PHL-PreK seats.* The District's preK programming is provided through internally-operated programs at District buildings (primarily elementary schools) as well as partner-operated programs at state-licensed early learning centers, the latter of which have (1) qualified for this work through a rigorous competitive procurement process run by the District, and (2) maintained high quality status ratings within the Commonwealth of Pennsylvania's system for authorizing and monitoring preK, known as Keystone STARS.

How is this work connected to the 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 socio-emotional skills and behaviors than their non-participating peers. Local data replicate these national findings: children who participate in District-managed preK programs enter Kindergarten better prepared academically and socially than their non-participating peers, positively contributing to the Board of Education's overall Goals and Guardrails for academic performance and child development.

How will the success of this work 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 annually to assess results as well as inform future programming and support needs.

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).

Related resolution(s)/approval(s):

March 23, 2023; #1

Office Originating Request: Academic Support

Action Item - 2.

Title: Acceptance of Donation from Philadelphia Mural Arts Advocates; Amendment to the Memorandum of Understanding; License and Right of Entry Agreements for Various Schools (\$104,375)

Board of Education Meeting Date: 1/25/2024

Action under consideration

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to accept 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 Murals

Value of Donation of an Additional Amount up to: \$ 104,375

Memorandum of Understanding Start Date: 4/21/23

Memorandum of Understanding Original End Date: 3/31/25

Memorandum of Understanding Amended End Date: 12/31/25

Purpose: Accept donation of and add design, installation, and donation of nine (9) 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: 12/8/23

License/Right of Entry Agreements End Date: 12/31/25

Locations:

Edmonds, Franklin S. School;

Finletter, Thomas K. School;

Furness, Horace High School;

Gideon, Edward School;

Hartranft, John School;

McDaniel, Delaplaine School;

Northeast, High School;

Parkway West, High School; and

Tilden, William T. Middle School.

Description:

The District seeks authorization to accept a donation of nine (9) additional mural projects valued at \$104,375 for a combined total of thirty (30) mural projects.

The Board previously approved the acceptance of donation of (21) mural projects, as follows:

- April 20, 2023 - 17 mural projects; \$465,000
- Sept 21, 2023 - 4 mural projects; \$138,000

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 nine 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, following the District's procedure for submitting, reviewing, and approving murals through the building improvement process. The School District will engage the Office of Diversity, Equity, and Inclusion in 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 - 3.

Title: Ratification of Contract Amendment with Philadelphia Higher Education Network for Neighborhood Development - VISTA Project (No Cost Extension)

Board of Education Meeting Date: 1/25/2024

Action under consideration

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

With:

The Trustees of the University of Pennsylvania; Philadelphia Higher Education Network for Neighborhood Development (PHENND)

Purpose:

To place qualified individuals as Volunteers In Service to America (VISTA) in, up to sixteen, schools and/or offices to manage and coordinate school-based partnerships

Original Start Date: 7/1/2018

Original End Date: 9/30/2023

Amended End Date: 9/30/2028

Currently Authorized Compensation: \$801,000

Additional Compensation: \$0

Total Authorized Compensation: \$801,000

Location(s):

Schools and offices apply and are selected through a review process managed by PHENND in collaboration with the Office of Strategic Partnerships

Renewal Options: No

Description:

Schools need to recruit, onboard and maintain their external partnerships in a manner that aligns programs and services to the needs and priorities of the school. Philadelphia Higher Education Network for Neighborhood Development (PHENND) has secured and administered an Americorps VISTA grant since 2013, which has been used to significantly subsidize the costs of placing Americorps VISTAs in schools to address long standing capacity gaps related to the work of coordinating school-based partnerships. The VISTA program provides a full-time coordinator in a school for three years, thereby building capacity to manage and coordinate external resources aligned with the school's goals and priorities. Schools apply to PHENND to host a VISTA in their school for three years and designate

school funds for this. Administrative offices also have this opportunity to apply for a VISTA to build capacity of that office.

This will be the 10th year that the District will be using school-based VISTAs. A 2015 study by Abt Associates, funded by the William Penn Foundation, found that positive school level outcomes resulted from partnership coordination efforts, especially in schools that previously lacked any such coordination. Further, the study found that coordinators were able to facilitate a school's identifying their partner needs, support the further alignment of existing partners to those needs, and identify new partners according to needs. In the 2022 SDP Transition Team Report, a specific long term recommendation included strengthening "community partnerships to increase student-centered supports to schools," and to "invest in partnership coordinator positions... to better identify, implement, manage, and sustain co-curricular and extracurricular programs that strengthen student engagement." Americorps VISTAs have identified, aligned and managed increased partnership programming in schools, in addition to securing additional grant funding to support school communities.

This program also brings other mutual benefits to the District and VISTAs. Through their work, VISTAs learn more about the strengths, assets, needs and challenges in public schools and some are offered and take jobs in our schools to continue the partnerships work and/or continue on to graduate school or work in the related fields.

The District is seeking ratification because the contract expired before renewal. The Office of General Counsel is working with the Superintendent's Office to get the amendment processed as quickly as possible to continue this vital work at the currently enrolled schools and offices. This contract is to authorize additional time, and is not requesting an increase in funds.

Goal(s) & Guardrail(s) Supported:

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

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.

Goal 1 – Every student reads on or above grade level.

Goal 2 – Every student performs on or above grade level in math.

Goal 3 – Every student graduates ready for college and careers.

Related resolution(s)/approval(s):

April 26, 2018; A-9

Funding Source(s):

FY 24 Operating – school budget/central office

FY 25 Operating – school budget/central office

FY 26 Operating – school budget/central office

Office Originating Request:

Superintendent's Office; Office of Strategic Partnerships

Additional Information:

Why vendor was selected:

The District has a strong partnership with PHENND and The University of Pennsylvania.

The supplier has been a leader in this program offering and supportive to the District for ten (10) years.

Charge Account(s): TBD – from selected schools and district administrative offices

Office Originating Request: Superintendent

Description	Type
Policy 210: Use of Medication/Medical Technology	Supporting Document
Procedures: Use of Medication/Medical Technology	Supporting Document
Policy 210.1: Possession/Use of Emergency Medications	Supporting Document
Procedures: Possession/Use of Emergency Medications	Supporting Document
Policy 217: High School Graduation Requirements	Supporting Document
Procedures: High School Graduation Requirements	Supporting Document
Policy 313: Employee Evaluations [NEW POLICY]	Supporting Document
Policy 314.1: HIV Infection in Employees [PROPOSED FOR ELIMINATION]	Supporting Document
Policy 324: Personnel Files	Supporting Document
Procedures: Personnel Files	Supporting Document
Policy 804: Mandatory Instructional Time	Supporting Document
Procedures: Mandatory Instructional Time	Supporting Document
Policy 815: Acceptable Use of Internet, Technology, and Network Resources	Supporting Document
Procedures: Acceptable Use of Internet, Technology, and Network Resources	Supporting Document
Policy 829: Information Security [NEW POLICY]	Supporting Document
Procedures: Information Security [NEW POLICY]	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200 Pupils

TITLE: Use of Medication/
Medical Technology

ADOPTED: August 24, 2011

REVISED: October 13, 2016

210 USE OF MEDICATION/MEDICAL TECHNOLOGY

Purpose

The Board of Education (“Board”) ~~School Reform Commission~~ is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia (“District”) schools. The purpose of this Policy is to guide District staff, parents/guardians, and students about the administration of medication or medical technology to students during school time. ~~The School Reform Commission shall not be responsible for the diagnosis and treatment of student illness. The administration of medication or utilization of medical technology should take place at home; however, students with health problems may require medication or medical technology as defined in this policy in order to permit them to function at as close to a normal level as possible in the classroom.~~

Definitions

Medication - ~~all medicines, including over-the-counter medicines prescribed by a licensed prescriber and executed on a medical consent form by the parent and licensed prescriber.~~

Medical technology - ~~suction, oxygen, or other types of equipment used to treat or respond to a student's medical condition.~~

Licensed prescribers - ~~licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.~~

Authority

~~The SRC directs all district employees to comply with the Pennsylvania Department of Health’s Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care.~~

~~Before any medical technology may be utilized and before any medication may be administered to or by any student Pursuant to Pennsylvania law, the Board shall enact policy and procedures regarding the administration of medication, medical technology, and treatment of students during school hours or during school related activities., the Board~~ SRC shall require the written request of the parent/guardian, giving permission for such administration, and the written order of the licensed prescriber.[1]

Delegation of Responsibility

The **Board directs the Superintendent or their** designee, in conjunction with the Office of **Student**School Health Services, ~~shall to~~ develop **a**Administrative ~~p~~Procedures for the administration and self-administration of students' medications and use of medical technology, **including the delivery, storage, and disposal of medications and medical technology. The District shall inform all parents/guardians, students, and staff about the Policy and Administrative Procedures governing the administration of medications and use of medical technology.**

~~All medications and/or use of medical technology shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy or the Administrative Procedure.~~

In the event of an emergency, any ~~d~~District employee may administer emergency care, first aid, or rescue when ~~they~~he believes, in good faith, that a student needs emergency care, first aid, or rescue.^[2] **Pursuant to Pennsylvania law, school officers or employees, physicians or other practitioners, and any person who acts in good faith are not liable for civil damages as a result of any acts or omissions during emergency care, first aid, or rescue. [2][3][4]**

~~The policy and administrative procedures for administration of medications and use of medical technology shall be reviewed, at least every two (2) years, by a committee consisting of the School Health Coordinator, Certified School Nurse, school physician, and designated administrators, and revised as necessary.~~

The Office of Student Health Services shall reference the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Health Care in developing Administrative Procedures.

The Office of Student Health Services, or its designees, must receive a parent/guardian consent and a valid prescription annually at the start of the school year in order to be able to administer medication or medical technology.

Mandatory Regulatory Procedures

~~The district shall inform all parents/guardians, students, and staff about the policy and administrative procedures governing the administration of medications and use of medical technology.~~

~~All standing medication orders and parental consents shall be renewed at the beginning of each school year.~~

The policy shall be distributed with the Student Code of Conduct as required under 22 Pa. Code § 12.3(c)(relating to school rules) and made available on the District's publicly accessible Internet website.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations, the Department of Health Guidelines, and **BoardSRC** policies and ~~a~~Administrative ~~p~~Procedures.~~[35][46]~~

~~Students may possess and use asthma inhalers, epinephrine auto-injectors and other emergency medications in accordance **BoardSRC** policy.[5]~~

The administration of medication or utilization of medical technology shall be consistent with ~~the school health program established by the **BoardSRC** and, where applicable, any~~ accommodations outlined in a student's Individualized Education Plan (IEP) or Section 504 Service Agreement.~~[7][8]~~

~~Delivery and Storage of Medications and Medical Technology~~

~~Procedures shall be developed for the delivery and storage of Medication and Medical Technology specifying:~~

- ~~1. Procedures for delivering to District facilities for storage.~~
- ~~2. The appropriate manner of storage and the supply on hand.~~
- ~~3. District approved forms for delivery and storage.~~
- ~~4. Procedures for proper record keeping.~~

~~Disposal of Medications~~

~~Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:~~

- ~~1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.~~
- ~~2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.~~
- ~~3. Methods for safe and environmentally friendly disposal of medications.~~
- ~~4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.~~

~~Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities~~

~~The district directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[6]~~

~~Decisions regarding administration of medication/medical technology during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.~~

Legal References:

1. 22 Pa. Code §12.41
2. [42 Pa. C.S. §8337.1](#)
3. [42 Pa. C.S. §8332](#)
4. [42 Pa. C.S. §8331](#)
5. 24 P.S. §1409
6. Policy 216 - **Student Records**
5. Pol. 210.1
6. Pol. 121
7. Policy 103.1 - **Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students**
8. Policy 113 - **Special Education**

Related Information:

~~24 P.S. 510~~
~~24 P.S. 1401~~
~~24 P.S. 1402~~
~~24 P.S. 1414.1~~
~~Philadelphia Home Rule Charter - 12-300~~
~~55 PA Code 3270.133~~
[Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010](#)

Administrative Procedures for Use of Medication/Medical Technology
(Attachment for Policy No. 210)

Purpose

The Board of Education (“Board”) is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia (“District”) schools. The purpose of these Administrative Procedures is to provide guidance to District staff, parents/guardians, and students about the administration of medication or medical technology to students during school time.

Definitions

Medication: A substance used to treat a medical condition that is either prescribed by a licensed provider, or is sold over-the-counter.

Medical technology: Medical equipment or devices used to treat a medical condition.

Licensed prescribers: A person who is licensed, registered or otherwise lawfully authorized to distribute, dispense or administer a controlled substance, other drug or device in the course of professional practice or research in this Commonwealth.

Procedures

Delivery and Storage of Medications and Medical Technology

All medication and medical technology shall be brought to the nurse’s office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. **If a student has obtained necessary approvals for self-administration, then the medication or medical technology may be kept on their person.**

The pharmacy label must contain the following information:

- Name, address and telephone and federal DEA number of the pharmacy
- Patient’s name
- Name of medication and amount dispensed
- Directions for use of the medication
- Name and registration number of the licensed prescriber
- Prescription serial number
- Date originally filled
- Controlled substance statement, if applicable

Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The ~~ed~~District shall not store more than a thirty-day supply of an individual student's medication.

Medication and medical technology should be recorded and logged in to SIS by the school nurse with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and/or medical technology and the school health personnel receiving the medication and/or medical technology.

~~All medication and medical technology shall be accompanied by the appropriate district-approved form, or other written communication from the licensed prescriber.~~

Parents/guardians must take the following steps in order to have medications/medical technology available to students in school:

- 1.) Complete and submit [Request for Administration of Medicine](#) form to the school nurse
- 2.) Bring the medication to school properly labeled and packaged by a Registered Pharmacist. The medication bottle must have a Saf-T Closure Cap and labeled with information provided above

Nonprescription medication must be delivered **to the nurse or main office** in its original packaging and labeled with the student's name.

An inventory of the medication, dosage used, and supply remaining shall be properly recorded in the ~~ed~~District's student information system. Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

Student Self-Administration

In specific cases, individual students shall be allowed to be directly responsible for the maintenance and administration of their medication with minimal supervision. Prior to allowing a student to self-administer medication, the ~~ed~~District shall require the following:

1. ~~An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.~~ **The following completed form with signatures of the parent/guardian and licensed prescriber: MED-1 Form ([Request for Administration of Medicine](#)).**
2. ~~Written parent/guardian consent.~~
3. An Individual Health Plan including an Emergency Care Plan.

4. A baseline assessment of the student's health status, conducted by the nurse. **That will focus on the student's ability to:**

~~In order to self-administer medication, the student must demonstrate the ability to:~~

- a. Respond to and visually recognize ~~his/her~~**their** name.
- b. Identify ~~his/her~~**their** medication.
- c. Wash hands properly.
- d. Measure, pour and administer the prescribed dosage of the medication.
- e. Sign the medication sheet as acknowledgment of having taken the medication/treatment.
- f. Demonstrate a cooperative attitude in all aspects of self-administration of medication/treatment.
- g. Notify the school nurse and parent/guardian when medication is gone.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills using the [Self Medication Assessment tool](#)

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Privileges for self-administration of medication will be revoked if school **or Board** policies are abused, ignored, or the student is otherwise not willing or able to follow the established **requirements.**~~and procedures.~~

Disposal of Medications

1. Contaminated needles or other contaminated sharp materials should not be bent, recapped or removed. Contaminated needles should be placed immediately in a puncture resistant container that is labeled with a fluorescent or orange-red biohazard symbol or in a red container that is closable, **that will be located in the nurse's office or main office.**
2. All discontinued or outdated medications should be returned to the parent/guardian ~~immediately.~~
 - a. **The nurse, or other responsible individual, shall document disposed or returned medication that Document of disposition** should include the date, time, amount of medication, and signatures of the parent/guardian and school personnel. **This should be recorded in the Student Information System (SIS).**

- b. If the parent/guardian does not retrieve the medication at the end of the school year, the licensed personnel (CSN, RN, LPN) should drop off the medication at a pharmacy for disposal **and update the Student Information System.**
3. Medications should not be disposed of down the drain, they should be returned to the parent/guardian or pharmacy for disposal.

Administration of Medication/Medical Technology During Field Trips and Other School-Sponsored Activities

Students on field trips are entitled to the same health services, including medication administration, to which they are entitled while attending school. Prior to allowing a student to attend a field trip, the ~~ed~~District will require the following documentation:

1. Notification of school trips should occur at least 2 weeks, ~~but no later than one week~~ prior to the planned trip.
 - a. Whenever it is possible the nurse should receive from the school administration a list of all planned school trips at the beginning of the school year or at regular agreed upon intervals. This will allow for proactive planning of student needs as early as possible before the trip.
 - b. The prescribed medications should be clearly described and outlined in a plan of care form for the entirety of the field trip by the nurse for the trip. The medications should be labeled by the school nurse with the following information:
 - i. Formulation
 - ii. Dosage
 - iii. Route of administration
 - iv. Frequency or time for taking the medication (i.e., “every 12 hours”; “take at 1 pm”)
 - v. Medications should be provided to the district in an original container with the student’s name clearly labeled.
2. The plan of care form should clearly state who will be responsible for the administration of the student’s medication while on the field trip. The possibilities for medication administration on a field trip; are as follows:
 - a. Agency nurse: ~~→~~If notified with an appropriate amount of time **and depending upon available staffing of those agencies and District resources**, the ~~ed~~District ~~can often~~**may be able to** provide an agency nurse to accompany the student on the trip and to administer the medication.
 - b. Parent/Guardian: ~~→~~The school may ask a parent/**guardian** to accompany their student on a field trip to provide the necessary care, but it cannot require the parent/**guardian** to do so. When a parent/**guardian** is unable to accompany ~~his or her~~**their** child, the parent/**guardian** may designate, in writing, a responsible adult to accompany the child with the following restrictions.
 - i. The parent/**guardian** must provide the supplies and training if the parent/**guardian** delegates treatments or medication administration to a



- responsible adult. The school nurse may not participate in any way in the selection of a parent/**guardian** designee for the trip, nor in the training of the designee or in the provision of the supplies and medications.
- ii. The parent/**guardian** may not choose a school staff member, school-designated trip chaperone or secondary student as a designee.
 - iii. The parent/**guardian** may not prescribe or alter treatments or medication administration orders for the school nurse or other licensed professional unless the parent/**guardian** is a Pennsylvania licensed provider.
- c. Licensed volunteer: ~~→t~~The ~~d~~District may choose a licensed volunteer to administer the student's medication. The licensed volunteer's assigned duties must be within their professional scope of practice. The volunteer's license must be active and in good standing. The licensed volunteer should be provided with the student's plan of care and order for the medication. Additionally, the licensed volunteer should have the necessary training to perform the treatment the student requires, utilizing the equipment/medication that the student routinely uses to receive the treatment. See [Policy 121 - Field Trips, Social Events, and Class Trips](#) for more information about volunteers.
- d. Student: ~~→t~~The only medications a student may self-carry and self-administer are an asthma rescue inhaler, insulin, glucagon and an epinephrine auto-injector. Students that are allowed to self-carry should already have a self care plan on file with signed statements by parent/**guardian** and health care provider, allowing for the self-carry/self administration. Prior to the trip the school nurse should perform an assessment of the student's ability to self-administer the medication.
3. Out-of-state field trips: ~~→t~~The school must ensure that the nurse and/or licensed volunteer is permitted to practice in the state under their Pennsylvania license.
4. Out-of-country field trips: ~~→t~~The school must contact that country's consulate to ensure the nurse and/or licensed volunteer is permitted to practice in the country under their Pennsylvania license.
5. Other considerations:
- a. The school should verify that each volunteer has had child abuse clearance
 - b. Volunteers expected to have more than 10 hours a week in direct contact with students will require a TB test.

Communication

The District shall inform all parents/guardians, students, and staff about this Policy and Administrative Procedures governing the administration of medications and use of medical technology. Related information should be translated into student and parent/guardian preferred language in conformity with [Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is Not English](#).

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 210.1
SECTION: 200 Pupils
TITLE: Policy 210.1 - Possession/Use of Emergency
Medications
ADOPTED: August 24, 2011
REVISED: October 13, 2016

POLICY 210.1 - POSSESSION/USE OF EMERGENCY MEDICATIONS

Purpose

The Board of Education ("Board") is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia ("District") schools. The purpose of this Policy is to guide District staff, parents/guardians, and students about the administration of emergency medications **(including, but not be limited to asthma inhalers, epinephrine auto-injectors, prolonged seizure nasal spray and other medication prescribed to immediately treat or respond to a student's acute medical condition in an emergency)** during school time.

Definitions

Asthma inhaler: ~~a~~ A prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[3]

Emergency medications: ~~Includes, but not be limited to asthma inhalers, epinephrine auto-injectors, and other medication prescribed to treat or respond to a student's medical condition in an emergency.~~

Self-administration: A student's use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner, or physician assistant.

Licensed prescribers: ~~Licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physician assistants.~~

Authority

Pursuant to Pennsylvania law, the Board may enact policy and procedures regarding the emergency administration of medication, medical technology, and treatment of students during school hours or during school related activities.

Furthermore, the Board ~~The School Reform Commission~~ shall permit students to possess asthma inhalers, epinephrine auto-injectors, and other emergency medications and to self-administer the prescribed medication ~~in accordance with state law, SRC policy, and administrative procedures.~~[1][2]

In the event of an emergency, any District employee may administer emergency care, first aid, or rescue when they believe, in good faith, that a student needs emergency care, first aid, or rescue.[3]

Delegation of Responsibility

The Board directs the Superintendent or their designee, ~~in conjunction with~~ through the Office of School Student Health Services, ~~shall to develop a~~ Administrative Procedures for student possession and self-administration of emergency medication, **including, but not limited to, asthma inhalers; and epinephrine auto-injectors and other emergency medications.**

The ~~D~~ District shall annually inform staff, students, and parents/guardians **of this Policy and its Administrative Procedures** ~~about the policy and procedures governing student possession and use of asthma inhalers, epinephrine auto-injectors, and/or other emergency medication.~~

The certified school nurse shall develop an individualized healthcare plan for each student prescribed emergency medication from a licensed prescriber, which shall include an emergency care plan component. **A student's individualized healthcare plan neither replaces nor necessarily requires other individualized plans for accessing the education program, including an Individualized Education Plan (IEP) or 504 Plan.** [2]

Legal References:

1. 24 P.S. §1414.1
2. [Policy 103.1 - Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students](#)
3. 42 Pa. C.S. §8337.1
4. 22 PA Code 12.41
5. Pol. 113
6. ~~24 P.S. 1409~~

7. ~~Pol. 216~~

8. ~~Pol. 218~~

Related Information:

~~22 PA Code 12.3~~

~~Pol. 113.1~~

~~Pol. 227~~

Administrative Procedures:

Policy 210.1 Administrative Procedures

Administrative Procedures for Possession/Use of Emergency Medications
(Attachment for Policy No. 210.1)

Purpose

The Board of Education (“Board”) is committed to providing safe, welcoming, and healthy learning environments in all School District of Philadelphia (“District”) schools. The purpose of these Administrative Procedures is to provide guidance to District staff, parents/guardians, and students about the administration of emergency medications during school time.

Definitions

Asthma inhaler: A prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[1]

Emergency medications: Includes, but not be limited to asthma inhalers, epinephrine auto-injectors, prolonged seizure nasal spray and other medication prescribed to immediately treat or respond to a student’s acute medical condition in an emergency.

Epinephrine auto-injector: A single-use device used for the automatic injection of a premeasured dose of epinephrine into the human body (the thigh), used to treat life-threatening allergic reactions. Whenever epinephrine is given, 911 must be called. [2]

Self-administration: A student’s use of medication in accordance with a prescription or written instructions from a physician, certified registered nurse practitioner, or physician assistant.

Licensed prescribers: Licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners, and physician assistants.

Procedures

The possession/use of emergency medications shall be consistent with ~~the school health program established by the Board of Education (“Board”) and, where applicable, any accommodations outlined in a student’s Section 504 Service Agreement or Individualized Education Plan (IEP),~~ in accordance with Board policy. ~~[1][2][3][4]~~

Before a student may possess or use emergency medications in the school setting, **they must provide** ~~Board shall require~~ the following: ~~[2][3][5][6]~~

1. A written request from the parent/guardian that the school complies with the order of the ~~physician, certified registered nurse practitioner or physician assistant~~ **licensed prescriber by completing the following form: [Request for Administration of Medicine](#)** (also known as the Med-1 form).~~[4][6]~~
- ~~2. A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.~~~~[4]~~
3. An order from the **licensed prescriber on the form linked in number 1, above. Please be sure to note the following:** ~~physician, certified registered nurse practitioner or physician assistant that states:~~~~[4][6]~~
 - ~~a. Name of the drug.~~
 - ~~b. Prescribed dosage.~~
 - ~~c. Times medication is to be taken.~~
 - ~~d. Length of time medication is prescribed.~~
 - ~~e. Diagnosis or reason medication is needed, unless confidential.~~
 - f. Potential serious reaction or side effects of medication.
 - g. Emergency response.
 - h. If the child is qualified and able to self-administer the medication.

The certified school nurse shall conduct a baseline assessment of the student's health status before creating a plan for self-administering prescribed emergency medication.

The student shall notify the school nurse immediately following each use of an asthma inhaler, epinephrine auto-injector, prolonged seizure nasal spray or other emergency medication.~~[4]~~ If the student is ~~physically incapacitated and unable to notify the school nurse~~, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector, or other emergency medication. **If a school nurse is not available to respond to a medical emergency then the witnessing adult staff member should immediately call 911 and an adult staff member should remain with the student until 911 arrives.[6] The student's parent/guardian should also be contacted.**

The certified school nurse shall provide periodic **(at least 1-2 times a year)** and ongoing assessments of the student's self-management skills during the time in which a plan for administering prescribed emergency medication exists.

Students shall be prohibited from sharing, giving, selling, and using an emergency medication in any manner other than which it is prescribed during school hours, at any time while on school

property, at any school-sponsored activity, and during the time spent traveling to and from school or school-sponsored activities.

~~Violations of self administration requirements and guidelines by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto-injector, or other emergency medication and loss of privileges.[4]~~ **The District reserves the right to withdraw a student's authorization to self-administer and to make that decision in conformity the Student Code of Conduct and other Board policies.[6]**

For students who are not able and students who lose the privilege to carry and self-administer emergency medications, the District shall provide a **safe, accessible storage** location in ~~the school building~~**close proximity to the student**, so that the prescribed medication is appropriately stored and inform the ~~student's teacher(s)~~**appropriate staff, including classroom teachers**, of where the medication is located and the means to access the medication.~~[4]~~**[6]**

An inventory of the medication, dosage used, and supply remaining shall be properly noted in the ~~the District's Student Information System (SIS)~~ by the school nurse. The District reserves the right to require a statement from the physician, certified registered nurse practitioner, or physician assistant for the continued use of a medication beyond the specified time period. Permission for possession and use of emergency medication by a student shall be effective for the school year for which it is granted and shall **not** be automatically renewed each subsequent school year, unless **the District is provided a new written request**~~revoked by parent or guardian in the form of a written request signed by a parent or guardian.[4]~~**[6]**

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.~~[5]~~~~[6]~~~~[7]~~**[8]**

A student whose parent/guardian completes the written requirements for the student to possess emergency medication and self-administer the prescribed medication in the school setting shall demonstrate to the certified school nurse the competency for self-administration and responsible behavior in use of the medication.~~[4]~~**[6]**

The District shall develop criteria to determine a student's competency to carry and self-administer emergency medications, which shall be based on the student's:~~[4]~~**[6]**

1. Age.
2. Cognitive function.
3. Maturity.
4. Demonstration of responsible behavior.

Information about the possession and use of emergency medications shall be distributed with the **Student Code of Student Conduct** and made available on the [District website](#).~~[4][7][6][9]~~

Use of Emergency Medications Requiring Follow-Up in Hospital Emergency

The student shall notify the school nurse immediately following each occurrence of self-administration of medication. If the student is physically incapacitated ~~and unable to notify the nurse~~, a witnessing adult staff member should notify the nurse immediately about the use of the asthma inhaler, epinephrine auto-injector, or other emergency medication. In the case of a child that has self-administered an emergency medication while in school and the nurse has been notified of the use of the medication, the student will require an immediate assessment by the school nurse in the following instances:

1. Self-administration of epinephrine auto-injector: In the event a student is believed to be having an anaphylactic reaction, the school nurse or an individual in the school who is responsible for the storage and use of epinephrine auto-injectors shall contact 911 as soon as possible.~~[1][8][6][10]~~
2. Repeated administration of rescue inhalers: If a child has reported self-use of the rescue inhaler two or more times within a day, the school nurse must assess the child for need of hospital emergency follow-up. If the nurse assesses the student as in respiratory distress, the nurse shall immediately contact 911. If the nurse assesses the student as not in respiratory distress, the parent should be contacted and informed of their child's repeated usage of the medication while in school.~~[4][6]~~
3. Administration of nasal spray for prolonged seizure activity: Seizures lasting longer than five minutes, where students have been prescribed an emergency seizure medication by their physician in the form of a fast acting nasal spray, may be self administered or by school staff in the absence of a school nurse. 911 and the parents will be immediately contacted with each use.

Rectal administration of a medication for prolonged seizure activity is not included and must be administered by a nurse.

The school leader and/or nurse should notify the parent/guardian of the event. The event and parent/guardian communication should be documented in SIS. The school nurse should advise the parent/guardian to have the student follow up with their primary care physician. Follow-up with the child's primary medical provider should be strongly encouraged.

Managing Emergency Medications in Schools without a Nurse:

Schools can not accept medications until a school nurse is assigned. Exceptions to the policy are emergency medications below. In order for these emergency medications to be accepted by the school and administered a student must have a completed [Request for Administration of Medicine](#) form on-file. The form must be signed by a physician.

Emergency Medications that can be accepted and administered by school staff:

- EpiPen (Epinephrine auto-injector)
- Asthma inhaler
- Prolonged seizure nasal spray

The school leader should notify the parent/guardian of the event. The event and parent/guardian communication should be documented in SIS.

Naloxone nasal spray is an emergency medication that can be administered by school staff, but does not require a completed Request for Administration of Medicine form. See [Naloxone Policy 823](#) for additional information.

School staff are not compelled to treat medical emergencies. In the case of a medical emergency all school staff should be instructed to call 911. Health and PE teachers are CPR and First Aid certified and may act as support when feasible.

The Office of Student Health Services provides support and training for schools without a school nurse. Schools without a nurse can request support and training **about use/administration of emergency medications** by emailing studenthealth@philasd.org.

Use of Undesignated Emergency Medications for Students with Known or Unknown Conditions

Training school employees to administer emergency medications to a student with known or unknown conditions, such as asthma or severe allergic reaction, is life saving and helps prevent emergencies. The following protocols allow trained employees to administer albuterol to any student experiencing an asthma episode or respiratory distress, or auto-injection epinephrine (EpiPen) to any student experiencing a severe allergic reaction also known as anaphylaxis.

- [Protocols for Use of Undesignated Albuterol Inhaler for Student with Known or Unknown Asthma and Respiratory Distress](#)
- [Protocols for Use of Undesignated Auto-Injection Epinephrine for Student with a Known or Unknown Risk for an Anaphylactic Reaction](#)

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Legal References:

1. [24 P.S. §1401](#)
2. [35 Pa. C.S. §5502](#)
3. [Policy 103.1 - Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students](#)
4. [Policy 113 - Special Education](#)
5. [22 Pa. Code §12.41](#)
6. [24 P.S. §1414.1](#)
7. [24 P.S. §1409](#)
8. [Policy 216 - Student Records](#)
9. [Policy 218 - Student Conduct and Discipline](#)
10. [24 P.S. §1414.2](#)

Related Information:

[Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 217

Section: **200** Pupils

Title: **High School**
Graduation Requirements

Adopted: April 27, 1981

Revised: March 28, 2019

217 HIGH SCHOOL GRADUATION REQUIREMENTS

Purpose

The Board of Education (“Board”) is committed to preparing every School District of Philadelphia (“District”) student to graduate ready for college and career. The purpose of this ~~p~~**Policy is to provide equitable opportunities for each student** and to acknowledge each student's successful completion of a ~~School~~ District approved **high school** instructional program by an award of a diploma or certificate.

Authority

The Pennsylvania School Code directs the Board to issue a certificate to each pupil satisfactorily completing the prescribed course of instruction in the high school program and to set the requirements of graduation in conformity with law.[1]

~~The Board of Education sets the policy and the Superintendent has the authority to determine the criteria for high school graduation. The high school principal certifies to the Superintendent students’ successful completion of the established graduation requirements.~~

Guidelines

~~The Board shall award a high school diploma to every student who meets the requirements for graduation.~~

~~Such requirements shall include:~~

- ~~1. The successful completion of a minimum of 23.5 credits;~~
- ~~2. The completion of a service learning project; and~~

3. ~~Any standards set by Commonwealth laws and regulations.~~

~~Any standards set by Commonwealth laws and regulations shall be described and outlined in the administrative regulations accompanying this policy.~~

~~A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent. A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes but may be denied participation in graduation ceremonies upon the decision of the principal.~~

Delegation of Responsibility

The **Board directs the Superintendent or their designee, through the Division of Academic Services, is authorized to develop Administrative pP**rocedures for implementing this **pP**olicy which include **the following:**

- ~~a~~**A** detailed description and outline of all graduation requirements **that conform with law; and**
- ~~procedures for the careful recording of each student's progress and accumulation of graduation requirements;~~
- **pP**rocedures and standards for counseling of students to know what is expected of them for completion of their schooling;
- ~~procedures for issuance of periodic notifications to students in danger of not fulfilling graduation requirements;~~
- ~~procedures for the preparation and submission to the Board for its approval a list of all candidates for the award of a diploma or certificate;~~
- ~~standards for the preparation of suitable diplomas and certificates; and~~
- ~~procedures for the planning and execution of graduation ceremonies which fittingly mark this important achievement.~~

Mandatory Regulatory Procedures Guidelines

A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent. A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes, but may be denied participation in graduation ceremonies upon the decision of the Superintendent or their designee.

The District shall **publicly** post ~~on its publicly accessible Internet website~~ its Graduation requirements **on the District website.**

Legal References:

1. [24 P.S. §1613](#)

- ~~1. Pa. School Code, 24 P.S. § 1504(e)~~
- ~~2. Pa. School Code, 24 P.S. § 1611~~
- ~~3. Pa. School Code, 24 PS § 1613~~
- ~~4. Pa. School Code, 24 P.S. § 510.2~~
- ~~5. Pa. SB 1095~~

Administrative Procedures for High School Graduation Requirements

(Attachment for Policy No. 217)

Purpose:

The **purpose of these Administrative Procedures is to effectuate Policy 217 - High School Graduation Requirements and to ensure** provide consistency ~~across the District~~ for graduation requirements for students in the School District of Philadelphia (**“District”**).

Definitions:

~~For graduation from high school, students must meet all subject and credit requirements established by state law and must satisfy all policies and regulations established by the Board.~~

Procedures:

For graduation from high school, students must meet all subject and credit requirements established by Pennsylvania state law and must satisfy all Board Policies and other requirements established by the District.

District Graduation Requirements

A student shall ~~graduate~~ **satisfy District requirements for graduation** if the following requirements are met:

- Successfully completes a Multidisciplinary Project or a Service Learning Project
- Earns a total of 23.5 credits, which include:
 - 4 in English
 - 3 in Mathematics; **one must be Algebra 1, or students must complete locally established grade-based requirements for academic content associated with the Algebra 1 Keystone Exam.¹**
 - 3 in Science; **one must be biology, or students must complete locally established grade-based requirements for academic content associated with the Biology Keystone Exam.¹**
 - 3 in Social Studies
 - 1 in African American History
 - 2 in World Language
 - 2 in Arts and Humanities
 - 1 in Physical Education
 - 0.5 in Health
 - 4 in Electives

¹ Please see [HERE](#) for a comprehensive list of courses that satisfy these requirements



Electives are choice courses selected by students as an optional course of study. ~~One elective must be a college preparatory Mathematics or Science course, an International Baccalaureate (IB) course, an Advanced Placement (AP) course, or a terminal Career Technical Education (CTE) course. Schools or programs may predetermine specific subject area elective credits.~~ **Students may take elective courses above and beyond the 4 required credits. One of the four required elective credits must satisfy one of the following:**

- [College preparatory Mathematics or Science course](#)
- **Math or Science elective course**
- **International Baccalaureate (IB) course**
- **Advanced Placement (AP) course**
- **Terminal Career Technical Education (CTE) course**

No course may count as satisfying more than one requirement. Scheduling errors and/or missing transfer transcripts do not exempt a student from completely fulfilling District graduation requirements. ~~The Chief of Schools~~ **Associate Superintendent of Secondary Schools or their designee** must approve any substitutions for requirements in writing.

All children with disabilities in Pennsylvania have the right to earn a regular high school diploma. **Students with disabilities may be enrolled in school and make progress toward fulfilling their graduation requirements until their 22nd birthday.** ~~Children can earn a diploma by completing the same courses and earning the same number of credits as regular education children. Or, a high school diploma can be awarded to a child with a disability who completes the special education program developed by the Individual Education Plan (IEP) Team, graduation by IEP goals. Children with disabilities can earn a diploma by:~~

- **Completing the course and credit requirements listed above; or**
- **Completing the special education program developed by the Individual Education Plan (IEP) Team.**

All high school programs that facilitate the attainment of graduation requirements will provide high school diplomas.

[Pennsylvania State Graduation Requirements](#) regarding course subject matter are included in the District requirements above. In other words, if a student meets District graduation requirements, that student also meets State graduation requirements.

A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent.

A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes.

[Act 158 - Statewide High School Graduation Requirements](#)

Beginning in the 2021-22 School Year:

~~The statewide graduation requirement will apply, in addition to locally established policies and requirements.~~ Keystone Exams are the statewide assessment that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA).

Students will meet the statewide graduation requirement by satisfying one of the following:

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology **(Pathway I)**.
- Earning a satisfactory composite score **of 4452** on the Algebra I, Literature, and Biology Keystone Exams and performance must include at least **a score of Proficient or 2-Basic Advanced on one Keystone (Pathway II)**. ~~The passing composite score will be available in August 2019.~~
- ~~● Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.~~
- Earning a passing grade on the courses associated with each Keystone Exam, and the Career and Technical Education (CTE) Concentrator must meet one of the following **(Pathway III)**:
 - Attainment of an Industry-Based Competency Certification related to the CTE concentrator's program of study

OR

- Demonstration of high likelihood of success on approved industry-based competency assessment NOCTI or the National Institute of Metalworking Skills (NIMS) in an approved Career and Technical Education concentration consistent with the CTE concentrator's goals and career plan. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.
 - i. High likelihood of success means that the student does the following:
 1. Participating in all levels of programming, through terminal year;
 2. Attaining a minimum of one certification;
 3. Participating in pre-NOCTI and NOCTI; or
 - a. Passing a final Exam if they do not participate in NOCTI.

OR

- **Demonstration of readiness for continued meaningful engagement in a CTE Concentrator Program of Study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the**

CTE concentrator's goals and career plan. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

NOTE: Standards for completion of Career and Technical Education (CTE) programming can be found in [Policy 115 - Career and Technical Education](#).

- ~~● Earning a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration~~
- **Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following (Pathway IV):**
 - **Attain the necessary score (or higher) on any of these alternative assessments: SAT (1010), PSAT 10 (970), PSAT/NMSQT (970), ACT (21), ASVAB (31), ACT WorkKeys (Gold Level), advanced coursework (AP (3), IB(4))**

OR

- **A concurrent course (dual-enrollment) for each Keystone that a student did not score proficient**

OR

- **An approved pre-apprenticeship**

OR

- **Acceptance in a 4-year nonprofit institution of higher education for college-level coursework.**
- **Earning a passing grade on the courses associated with each Keystone Exam, and demonstrating readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. ~~Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.~~**

- Evidence shall include at least one of the following:
 - ACT WorkKeys (Silver), AP (3), IB (3)
 - Successful completion of concurrent coursework (dual-enrollment)
 - Successful completion of a postsecondary course
 - Acceptance in an accredited nonprofit institution of higher education or other than 4-year institution with ability to enroll in college-level coursework
 - Attainment of an industry-recognized credential
 - Evidence shall include up to two of the following:
 - Service learning project
 - Completion of an internship, externship or co-op or full-time employment
 - Letter guaranteeing military enlistment
 - Compliance with NCAA's course for college bound student athletes regardless of postsecondary intent. (Pathway V)
- Students must earn a passing grade (60 percent or higher) in content areas where students did not score proficient on a Keystone exam.

Act 1 - Experiencing Education Instability

Act 1 of 2022 (Act 1) promotes timely high school graduation and facilitates equal access to academics and extracurricular activities and the removal of systemic barriers for students who experience education instability as defined by the legislation.

School Responsibilities

- Identify eligible students who experience “education instability,” if a student has not already been identified as such. The criteria for education instability is set forth in [Act 1](#).
- Keep information about educational instability confidential.
- For students in grades 9-12, develop and execute a graduation plan in collaboration with the student to support the student’s on-time graduation. Said graduation plan needs to be included in the Student Information System and/or EasyIEP.
- Establish a Point of Contact for all eligible students. The Point of Contact’s information is recorded in District systems.
 - The Point of Contact is responsible for completion of all tasks required by Act 1.
 - A Point of Contact must work with school staff to arrange consultations and facilitate academic placement of students.

If a student is experiencing instability defined under Act 1, they or a parent/guardian should reach out to a counselor or the Act 1 point of contact at their school for support in graduation planning.

Central Office Responsibilities

The Office of Graduation Pathways in collaboration with the Office of School Organization and Management is responsible for the following actions:

- Develop policies and procedures that enable equal access to educational activities.
- Provide information and documentation related to best practices for tracking and communicating student progress toward graduation.
- Award full or partial credits for work satisfactorily completed at prior school entities, including those issued from a school associated with a residential placement.
- Align graduation requirements for Act 1 eligible students to District graduation requirements.
- Determine if a student has met graduation requirements.

Note: Policy 217 is about Graduation Requirements. For graduation ceremonies, schools must give students and parents/guardians advance notice regarding the conditions under which a student's participation in a graduation ceremony may be withheld. Such advance notice may be provided to students and parents/guardians through a student handbook or a letter to seniors and their parents/guardians.

Act 1 and Special Education

- If the mandates of Act 1 conflict in any way with the rights a student has under an IEP or 504 Plan, a school entity implements the requirements specific to the student with a disability under applicable disability laws.
- Students may still graduate either through credit acquisition or through the completion of IEP goals.
- Importantly, students who have IEPs may still elect to remain in school, until the age allowed by law, and graduate with the current graduating class.

Graduation Supports and Resources

Graduation requirements and the District's [marking guidelines](#) are publicly accessible and posted on the District's [website](#).

The [Office of Postsecondary Readiness/Pathways to Graduation](#) offers support to schools around transcript reviews and course approvals, Dual Enrollment opportunities, Advanced Placement courses, Career and Technical Education (CTE) programming and certifications, College and Career Readiness guidance, career planning, non-CTE credentials and certifications, Career Connected Learning opportunities, and credit recovery opportunities.



The Office of Student Support Services

(OSSS) offers services to assist students who are encountering barriers to their academic success or personal growth, and helps students negotiate situations by connecting them with appropriate internal staff and outside resources. Specifically, OSSS provides services for unhoused students, students transitioning into the District, and ELECT (Education Leading to Employment and Career Training).

School Responsibilities

Schools are responsible for counseling students to know what is expected of them for meeting their subject and credit requirements and completion of their schooling in alignment with Policy 213 - Assessment of Student Progress, Policy 215 - Promotion and Retention, and their related Administrative Procedures. Schools should refer to the information included in Policy 212 - Reporting Student Progress and its Administrative Procedures around providing periodic notifications to students in danger of failing.

Information and guidance related to planning and execution of graduation ceremonies is provided in Policy 222 - Field Trips, Social Events, and Class Trips and its Administrative Procedures.

Mandatory Regulatory Procedures:

~~For graduation from high school, students must meet or exceed all subject, credit attainment, and assessment requirements established by state law and must satisfy all policies and regulations~~

~~established by the District and the School Board. Such requirements shall include the successful completion of courses of study for a high school approved by the Board and which meet the standards set by State laws and regulations.~~

~~A certificate of achievement in specially designated official programs of study may be awarded upon the approval of the Superintendent.~~

~~A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes.~~

~~Graduation requirements must be posted on the Board of Education's website ([here](#)) and be publicly accessible.~~

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Satisfaction of graduation requirements will be assessed annually for eligible students attending District high schools and approved by the high school principal.



Legal References:

~~State School Code Sections 1504(c), 1611, 1613; Pa. SB 1095~~

**Cover Page for
Proposed Policy 313: Employee Evaluations**

The following proposed Policy 313: Employee Evaluations will replace the current Policy 313: Evaluation of Professional Employees.

The Evaluation of Professional Employees policy will be renumbered to be Policy 313.1: Evaluation of Professional Employees.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. **313**

Section: 300 Personnel

Title: (New Policy) -
Policy **313** Employee
Evaluations

Adopted:

Revised:

[NEW POLICY] - POLICY **313** EMPLOYEE EVALUATIONS

Purpose

The Board of Education (“Board”) is committed to giving each student what they need to reach their fullest potential, including access to employees who have the skills, training and mindsets necessary to support the achievement of the District’s goals and objectives. The purpose of this Policy is to promote professional growth, positive behavior, and attainment of District goals and objectives through a regularized evaluation of employee performance.

Authority

As authorized by the Pennsylvania Public School Code, the Board may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper regarding the management of its school affairs.[1] This Policy does not replace the requirement set forth for the evaluation of employees as defined by law.[2][3][4]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Talent, to develop administrative procedures, effective for central office employees beginning in the 2024-2025 school year and other employees not already evaluated in the 2025-2026 school year, that guide the District in evaluating employees. At a minimum the criteria must:

1. Be clear and unambiguous in intent and language;
2. Establish objectively reasonable standards;
3. Apply in a consistent and uniform manner to all employees in comparable positions; and
4. Place emphasis on the identification and development of the knowledge, skills, and attitudes which improve employee competency.

Evaluations shall comply with the law and utilize the applicable rating criteria for the employee’s position.[3]

Each department chief or school principal is responsible for the evaluation of each employee in their school or department in accordance with this Policy and its Administrative Procedures. Each employee shall be evaluated by their direct supervisor, unless the department chief or school principal has directed otherwise.[4] Objective and observable criteria will be used during evaluations.

All draft or completed evaluation materials shall not be subject to public access and will be disclosed only as permitted by the law and Board policies. [5][6][7]

Legal References:

1. [24 P.S. § 5-510](#)
2. [24 P.S. 11-1125.1](#)
3. [24 P.S. 11-1138.7](#)
4. [24 P.S. 11-1138.9](#)
5. [65 P.S. § § 67.101—67.3104](#)
6. [43 P.S. §1331, et seq.](#)
7. [Policy 234](#) - Personnel Files

Related Information:

[Policy 313.1 - Evaluation of Professional Employees](#)

~~THE SCHOOL DISTRICT OF PHILADELPHIA~~

SECTION: 300 Employees

TITLE: HIV Infection in
Employees

ADOPTED: November 18,
1985

REVISED: December 14,
2017

314.1 HIV INFECTION IN EMPLOYEES

Purpose

~~The School Reform Commission (SRC) is committed to providing a safe, healthy environment for its students and employees and adopts this policy to safeguard the health and well-being of students and employees while protecting the rights of employees. In fulfillment of that commitment, the SRC has and shall continue to seek guidance from appropriate medical, educational, legal and government authorities.~~

Definitions

HIV Infection/Diagnosis ~~refers to the disease caused by the HIV or human-immunodeficiency virus. HIV is the virus that causes Acquired Immune Deficiency Syndrome (AIDS).~~

HIV Status ~~refers to a positive, negative or undetectable result in a lab test to detect HIV presence in the body.~~

HIV positive employee ~~refers to individuals medically diagnosed as having HIV Infection.~~

Health condition ~~the noted level of wellness in a person as it relates to their physical state and ability to participate in their routine and expected daily activities.~~

Bodily fluid ~~a fluid or fluid secretion (such as blood, lymph, saliva, semen, rectal fluid, drainage from cuts, vomitus, respiratory secretions or urine) of the body.~~

Authority

~~The SRC directs that the established SRC policies and administrative procedures relative to illnesses among district employees shall also apply to HIV positive employees.[1][2][3] Other provisions specific to HIV positive employees shall also be addressed in accordance with SRC Policy 203.1 HIV Infection. [4]~~

~~The SRC shall not require routine HIV screening tests in the workplace, nor will such tests be a condition for employment.~~

~~The district is committed to a policy of nondiscrimination based on actual or perceived HIV status.[2]~~

Delegation of Responsibility

~~The SRC directs that the established SRC policies and administrative procedures governing attendance relative to illnesses and other diseases among employees shall also apply to HIV positive employees.[1]~~

~~The Office of Employee Health Services shall be responsible for developing and releasing all procedures concerning HIV infection and HIV positive employees.~~

~~All district employees shall maintain a respectful working climate and shall not participate in physical or verbal harassment of any individual or group, including HIV positive (or perceived positive) employees.[2][5]~~

~~An HIV positive employee whose employment is interrupted or terminated shall be entitled to available medical leave and medical disability benefits on the same eligibility basis as any other district employee who is qualified for such leave or benefits due to illness.[1][5]~~

Confidentiality

~~Every employee must treat as highly confidential any knowledge or speculation concerning the HIV status or diagnosis of an employee. Violation of medical privacy shall be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.[2]~~

~~No information regarding a person's HIV status or diagnosis will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person who is HIV positive.~~

~~Employees shall not make inquiries regarding the HIV status or diagnosis of any employee.~~

~~The Office of Employee Health Services shall securely maintain any hard or electronic copy health records, notes or other documents that references a person's HIV status or diagnosis.[7]~~

Legal References:

- ~~1. Pol. 334 – Sick Leave~~
- ~~2. Pol. 104 – Nondiscrimination in Employment Practices~~
- ~~3. Pol. 348 – Unlawful Harassment~~
- ~~4. Pol 203.1 – Student HIV Infection~~
- ~~5. Pol. 317 – Conduct/Disciplinary Procedures~~
- ~~6. Pol. 314 – Physical Examination~~
- ~~7. Pol. 324 – Personnel Files~~

Related Information:

~~24 P.S. 510~~

~~35 P.S. 7601 et seq~~

~~Philadelphia Home Rule Charter – 12-300~~

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 324

Section: 300 **Employees**

Title: Personnel Files

Adopted: April 27, 1981

Revised: August 17, 2017

324 PERSONNEL FILES

Purpose

The Board of Education (“Board”) recognizes its legal duty to make certain records in a personnel file available to School District of Philadelphia (“District”) employees. The purpose of this Policy is to describe what information is contained in a personnel file, who can access information contained in a personnel file and under what circumstances, and how to access that information in conformity with law.

Authority

Pennsylvania state law and federal law requires that the District contain certain information in a personnel file and that they make that information accessible in conformity with law. [1][2]

~~Orderly operation of the school district requires maintaining a file for the retention of all records relative to an individual's duties and responsibilities as an administrative, professional or support employee of the district.~~

~~The School Reform Commission requires that sufficient records be maintained to ensure an employee's qualifications for the job held; compliance with federal and state laws and regulations and local benefit programs; conformance with SRC policies, administrative procedures, and rules; and evidence of completed evaluations.~~

Definitions

~~**Employee** – any person currently employed and paid for full- or part-time work through the district's payroll system, laid off with re-employment rights, or on an approved leave of absence. The term employee shall not include applicants for employment or any other person.[1]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Talent, to maintain personnel files in conformity with law and to develop Administrative Procedures

regarding the material to be incorporated into personnel files, who can access personnel files and under what circumstances, and how to do so.

The Office of Talent shall maintain personnel records centrally. It also shall not maintain employee medical records in a personnel file.[2][3]

The Office of Talent is the only authorized custodian determining the documents in the personnel file and shall clearly outline how an employee may access their own personnel file and request changes to the same in the Administrative Procedures to this Policy.

The Office of Talent shall specify how employees who wish to challenge the material in their personnel file may do so and describe the process in the Administrative Procedures to this Policy.

~~The SRC delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative procedures defining the material to be incorporated into personnel files.~~

Mandatory Regulatory Procedures

~~A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.~~

~~Medical records shall be kept in a file separate from the employee's personnel file.[2][3]~~

~~Only information that pertains to the professional and legal role of the employee and is submitted by duly authorized district staff or the SRC may be entered in the official personnel file. A copy of each entry shall be made available to the employee, except for matters pertaining to pending litigation or criminal investigation. Personnel records shall be available to the SRC but only as required in the performance of its designated functions as a School Board.~~

~~Personnel files shall be reviewed periodically, and material no longer required shall be destroyed.~~

Employee Access

~~Employee Access - All active employees shall have access to one (1) copy of their personnel file per school year (July through June). Employees must submit a signed written request identifying the requesting individual employee including Employee ID. Information relative to confidential employment references/recommendations are not part of the personnel file and shall not be available for review by the employee.[4]~~

~~Former employees shall have access to their personnel file upon written request. Former employees must submit a signed written request identifying the requesting individual employee.~~

Appeals

~~Employees wishing to appeal material in their personnel file shall submit a written request to the administrator delegated to maintain the records and shall specify:~~

- ~~1. Name and date.~~
- ~~2. Material to be appealed.~~
- ~~3. Basis or reason for appeal.~~

~~The responsible administrator shall consider the appeal and make a determination for the Superintendent's review.~~

Title I Schools

~~In **conformity** accordance with law, the **d**District shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child **and at a school receiving Title I funds.** The district shall annually notify parents/guardians at the beginning of the school year about their right to request such information.[5][6][7][8] The district shall notify parents/guardians of students attending Title I schools when their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified appropriately state certified, as defined by federal law.[4][5][6][7]~~

~~In **conformity** accordance with law, the **d**District shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child **at a school receiving Title I funds.** The **d**District shall annually notify parents/guardians at the beginning of the school year about their right to request such information.[5][6][7][8][9]~~

Delegation of Responsibility

~~The SRC delegates the establishment and maintenance of official personnel records to the Superintendent or designee, who shall prepare administrative procedures defining the material to be incorporated into personnel files.~~

~~A central file shall be maintained; supplemental records may be maintained only for ease in data gathering.~~

~~Medical records shall be kept in a file separate from the employee's personnel file.[2][3]~~

Legal References:

1. [43 P.S. §1321](#)
2. [42 U.S.C. §12112](#)
3. [42 U.S.C. §2000ff, et seq.](#)
4. ~~43 P.S. 1321 et seq~~
5. [22 Pa. Code §403.4](#)
6. [20 U.S.C. §6311](#)
7. ~~20 U.S.C. 7801~~
8. [Policy 304 - Employment of District Staff](#)

9. [22 Pa. Code §403.5](#)

Related Information:

24 P.S. 111

24 P.S. 510

22 PA Code 8.1 et seq

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

42 U.S.C. 12101 et seq

8 CFR 274a.2

Policy 800 - Records Management

Philadelphia Home Rule Charter-12-30

Administrative Procedures for Personnel Files

(Attachment for Policy No. 324)

Purpose

The Board of Education (“Board”) recognizes its legal duty to make certain records in a personnel file available to those who have legitimate legal reason to request access. The purpose of these Administrative Procedures is to effectuate Policy 324 - Personnel Files and describe what information is contained in a personnel file, who can access information contained in a personnel file and under what circumstances, and how to access that information in conformity with law.

Definitions

Employer: Any individual, person, partnership, association, corporation, the Commonwealth, any of its political subdivisions or any agency, authority, board or commission created by them. For purposes of these Administrative Procedures, employer means only the Board of Education and/or School District of Philadelphia (“District”).

Employee: Any person currently employed and paid for full- or part-time work through the District’s payroll system, laid off with reemployment rights, or on leave of absence. The term employee shall not include applicants for employment or any other person.

Procedures

Contents of Personnel Files

The contents of a personnel file kept by the Office of Employee Records may vary depending upon the particular circumstances of individuals and the nature of their requests, choices, and position. As part of day-to-day school operations, there may be files kept by school administrators which may not be elevated to a staff member’s central personnel file. These may include, but are not limited to, recorded verbal unsatisfactory incidents that do not rise to the level of the Office of Labor Relations’ involvement.

The Office Of Employee Records maintains the following categories of documents:

1. Category B: This is what is considered the official personnel file. It may include:
 - i. Applications for employment and other new hire documents
 - ii. Resumes
 - iii. Clearances
 - iv. Certifications
 - v. Offer letters
 1. Position and pay changes
 - vi. Information about paid or unpaid leave
 - vii. Notices of commendations

- viii. Disciplinary documentation
- ix. Authorization for a deduction or withholding of pay
- x. Fringe benefit information
- xi. Retirement records
- xii. Attendance records
- xiii. Performance evaluations
- xiv. IRS forms W-4

The term “personnel file” shall not include records of an employee relating to the investigation of a possible criminal offense, letters of reference, documents which are being developed or prepared for use in civil, criminal or grievance procedures, medical records or materials which are used by the employer to plan for future operations or information available to the employee under the Fair Credit Reporting Act (84 Stat. 1127-1136, [15 U.S.C. § 1681 et seq.](#)).

Documents in a personnel file will be maintained in conformity with any applicable collective bargaining agreement and/or applicable law.

- 2. Category I: This information is maintained separately from the personnel file.
 - a. I-9 form

Other categories of employee-related records are maintained by other program offices.¹

Employee Access

All employees, or their agent, shall have reasonable access to copies of their personnel file. Employees must submit a signed written request via the [Employment Verification Records Request Form](#) identifying their Employee ID and other required personally identifiable information.

Former employees may access their personnel file upon by submitting a signed written request, identifying the requesting individual employee, to the Office of Employee Records at employeeerecords@philasd.org.

Records will be maintained in conformity with [Policy 800-Records Management](#), its Administrative Procedures, and associated retention schedules and records protocols.

Third Party Access to Personnel Files

Any requests for full unredacted personnel files by third parties must be accompanied by written authorization from the subject employee.

¹ Category A records are payroll records that are maintained by payroll. Category R records are retirement and benefit records that are maintained by Employee Benefits. Category D records are medical records maintained by Employee Health Services.

Third party requests for personnel files not accompanied by written authorization from the subject employee shall be processed in conformity with [Policy 801- Public Records](#).

The District shall comply with any lawfully issued subpoena.

Requests for Amendment of Personnel File Contents

Employees wishing to request an amendment of the contents of or material in their personnel file shall submit a written request to the [Office of Employee and Labor Relations](#) at employeerelations@philasd.org to maintain the records and shall specify:

1. Name of the employee and date of the request;
2. Material the employee desires to alter; and
3. Basis or reason for the request.

The Deputy of Employee and Labor Relations, or their designee, shall consider the request and make a determination. The Office of Employee and Labor Relations shall report data regarding the number of requests and the results of those requests to the Deputy Superintendent of Talent, Strategy, and Culture on an annual basis.

As always, any individual alleging or witnessing harassment and discrimination may report these incidents in conformity with [Policy 348- Harassment and Discrimination of Employees](#), or they can email employeeintitleixcomplaints@philasd.org.

Title I Schools

In conformity with law, the District shall release to parents/guardians, upon request, information regarding the professional qualifications and academic degrees of any teacher providing instruction to their child. To make such a request, parents/guardians should contact the principal of the student's school. Parents/guardians are notified of this right at the beginning of each school year through a letter home that is also available on the Parent Portal. The letter is available in conformity with [Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English](#).

If a child has been taught for four (4) or more consecutive weeks by a teacher who is not appropriately certified, parents/guardians shall be notified by the student's school. The letter is available in conformity with [Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English](#).

In conformity with law, the District shall release to parents/guardians, upon request, the qualifications of any paraprofessionals who provide instructional support to their child. The District shall annually notify parents/guardians at the beginning of the school year about their right to request such information. Parents/guardians are notified of this right at the beginning of each school year through a letter home that is also available on the Parent Portal. The letter is

available in conformity with [Board Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English](#).

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon the occurrence of a triggering event.

Related Information:

[Policy 801 - Public Records](#)

[Policy 348 - Harassment and Discrimination - Employees](#)

[Policy 139 - Supporting Language Accessibility for Parents/Guardians Whose Primary Language is Not English](#)

[Parent and Family Right to Know Information](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 804

Section: **800** Operations

Title: **Mandatory
Instructional Time
School Day**

Adopted: April 27, 1981

Revised: March 28,
2019

804 MANDATORY INSTRUCTIONAL TIME ~~SCHOOL DAY~~

Purpose

The Board of Education (“Board”) recognizes that upholding the legal requirements for instructional hours is necessary for the efficient operation of the School District of Philadelphia (“District”) and that the organization of the school day promotes a well-rounded education for all District students. The purpose of this Policy is to provide the necessary guidance to meet instructional time requirements provided by Pennsylvania law.

~~State law and Board Policy shall determine normal school day for the instruction of pupils in the School District of Philadelphia.~~

Definitions:

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

~~**School Term** - Public pre-kindergartens, when offered, and kindergartens, elementary and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for students. Days may not be counted as days taught on which the schools are closed, and time may not be counted as a student session for an activity to which admission is charged. However, when a meritorious educational program warrants, the Secretary may, upon request, approve a school term containing a minimum of 990 secondary or 900 elementary and 450 kindergarten hours of instruction as the equivalent of 180 school days. A Prekindergarten Program may be exempted from this requirement when approval as a meritorious prekindergarten is granted as provided in § PA Code 4.20(8).~~

~~**School Day** - Instruction time for students shall be time in the school day devoted to instruction and instructional activities provided as an integral part of the school program under the direction of certified school employees. The beginning and ending hours for student attendance each day inclusive of both instructional and non-instructional time.~~

~~**Instructional Time**~~ as required by the PA School Code for 180 days is 900 hours at the elementary school level and 990 hours at the secondary school level.

~~**Minimum required hours**~~ - Minimum hours of instruction time for students shall be as follows:

Grade	Hours
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PreK—K	2 hours, 30 minutes, each day of the school term, unless exempted from the minimum hours of instructional time under § PA Code 11.1 (relating to school term)
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K	2 hours, 30 minutes, each day of the school term
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1—6	900 hours for the school term
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7—12	990 hours for the school term
-----------------	------------------------------------------

~~Schools with grade level configurations that differ from those outlined in subsection (for example, K-8), are required to meet the minimum annual hourly requirements for each specified grade level.~~

~~Non-instructional time - lunch, recess, and student transition.~~

Authority

The Pennsylvania School Code directs that the Board keep all District public schools, including public kindergartens, open in conformity with law and directs the Board to fix the date of the beginning of the school year and duration of daily sessions. [1][2]

Delegation of Responsibility:

The Board directs the Superintendent or their designee, through the Division of Academic Services and in conjunction with other appropriate District departments, is authorized to determine, in accordance with this Policy and applicable laws, the configuration of the school day and maintain Administrative Procedures that define instructional and non-instructional time. [1][2][3][4][5]

The Superintendent or their designee, through the Division of Academic Services, shall develop Administrative Procedures which allow students to enter schools, and to leave schools, under exceptional conditions so that variances with the normal school schedule may be accommodated.

Mandatory Regulatory Procedures:

The school day will be established by the Superintendent in accordance with the following:

- A. A school day includes instructional and non-instructional time, **as explained in the Administrative Procedures** ~~defined as such lunch, recess and student transition~~. The minimum instructional time required by the ~~PA~~ **Pennsylvania** School Code for 180 days is 900 hours at the elementary school level and 990 hours at the secondary school level. [4]
- B. The normal school day may be altered temporarily by the Superintendent when such alteration is in the best interests of the students and the District. [1][2][3][6]
- C. The Superintendent may close the schools, delay the opening of schools, or dismiss schools early for emergency reasons in order to protect the health and safety of students and staff. The Superintendent or ~~his/her~~ **their** designee shall prepare procedures for the proper and timely notification ~~of concerned persons~~ in the event of such an emergency closing. [1][2][3][5]

The regular school session may be temporarily altered when such alternation is in the best interest of the District by the Superintendent with the approval of the Board president **and as allowed by law**. [1][2]

~~The Superintendent shall develop administrative procedures which allow students to enter schools, and to leave schools, under exceptional conditions so that variances with the normal school schedule may be accommodated.~~

Legal References:

1. 24 P.S. § 15-1501
2. 24 P.S. § 15-1504
3. 24 P.S. § 15-1502
4. 22 Pa. Code § 11.2
5. 22 Pa. Code § 11.3
6. **Policy 805 - Emergency Preparedness**

Administrative Procedures for Mandatory Instructional Time~~School Day~~
(Attachment for Policy No. 804)

Purpose:

~~This~~**The purpose of these Administrative Procedures is to outline requirements for the School District of Philadelphia (“District”) and school administrators related to mandatory instructional time on the school day.**

Definitions

~~School term: As defined by the School Code, the period of time elapsing between the opening of the public schools in the fall of one year and the closing of the public schools in the spring of the following year.~~

School day: The combination of instructional and non-instructional time that makes up the total hours students participate in the educational program.

Instructional time: As required by the PA School Code, 900 hours for a 180 day school year at the elementary school level and 990 hours at the secondary school level. Schools that span both elementary and secondary grades (e.g., K-8 schools) adhere to the state-required instructional hours by grade.

Non-instructional time: lunch, recess, and student transition.

~~**Procedures for exceptional conditions or extreme weather:**~~

Instructional v. Non-Instructional Time

Examples of Instructional Time (including, but not limited to)

1. Pupil personnel services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and pupil health services conducted during school hours;
2. Opening exercises, including circle time in pre-K and kindergarten, homeroom periods, supervised study halls and time when students are eating breakfast during the regularly scheduled homeroom periods or during classroom instruction;
3. Assemblies, clubs, student councils, and similar activities conducted during school hours;
4. School, group or class educational trips, to which admission is not charged to students or parents, if accompanied by a certificated school employee;
5. Civil defense, fire and other similar drills;
6. Pre-K and kindergarten orientation activities, snack-time and play-time if they are an integral part of the pre-K and kindergarten curriculum as long as they take place under the direction of a certified teacher and are used for students’ learning

experiences (Note: "Recess" time conducted with the same parameters as primary grade recess is not counted as instructional time);

7. For pupils in graduating classes, up to three days for graduation preparation within 60 days of the commencement ceremony under the supervision of certified school employees. Graduation preparation may be held on Saturdays; and
8. Early dismissal and delayed opening due to inclement weather.

Examples of Non-Instructional Time

1. Lunch period. However, an exception is made for:
 - a. Special education students identified as moderately to severely handicapped if their Individualized Education Program (IEP) includes teaching social and motor skills related to meal-time activities such as the use of eating utensils; and,
 - b. Pre-K students if lunch is an integral part of the pre-K curriculum, takes place under the direction of a certified teacher and is used for student learning experiences.
2. Recess and time for passing from class to class
3. Early dismissal or delayed opening for reasons other than inclement weather
4. Teacher meetings dealing with routine matters, such as record keeping responsibilities, and other similar activities
5. Transportation of pupils; for example, time spent transporting students to an area vocational-technical school
6. Celebrating, picnicking, hunting, fishing, or harvesting crops
7. Any activity for which admission is charged to students or parents
8. Viewing or reviewing material that has as its purpose the marketing of commercial products.

Act 80 Exceptions

The Division of Academic Services can provide additional information about exceptions to the 180-day requirement or daily schedule. The requirement for minimum instructional hours for the school year must still be met. Depending on the amount of instructional time lost, the Division of Academic Services will work within the State's guidelines to determine whether or not time will need to be made up, and how and when that instructional time will be made up.

Please see the [Basic Education Circular](#) on this topic for more information.

Requirements

- A. The Division of Academic Services shall fix the date of the beginning of the school term and set bell schedules in conformity with applicable law.



- B. The minimum length of an instructional school day for certain grade levels shall be as follows:¹**
- 1. *Nursery schools*—2 hours.**
 - 2. *Kindergarten*—2 1/2 hours.**
 - 3. *Grades 1 through 8*—5 hours.**
 - 4. *Grades 9 through 12*—5 1/2 hours.**
- C. In grades K through 12, schools shall be in session a minimum of 180 days of instruction or the equivalent clock hour requirements containing a minimum of 990 secondary (grades 7-12) or 900 elementary (grades 1-6) and 450 kindergarten hours of instruction as the equivalent of 180 school days.**
- D. Schools with grade level configurations that differ from those outlined in subsection (for example, K-8), are required to meet the minimum annual hourly requirements for each specified grade level.**
- E. Instruction time for pupils shall be the time during the school day which is devoted to instruction and activities provided as an integral part of the school program under the direction of certified school employees.**
- 1. The Superintendent or their designee, the Division of Academic Services shall identify the required starting and ending time of a school day for students and certified staff.**
- F. Represented employees shall receive break and lunch times in conformity with their applicable collective bargaining agreement and applicable law.**

Alterations to Normal Instructional Schedule

The School District of Philadelphia must follow the State guidelines regarding alterations to normal instructional schedules and emergency closures. State guidelines for Districts may differ from guidelines for charter schools and private schools.

Procedures for the District will be provided to Principals annually so that they can be clearly communicated to school staff and families.

Flexible Instructional Days

Local education agencies (LEAs) access and submit the Flexible Instructional Day (FID) application using the [Future Ready Comprehensive Planning Portal \(FRCPP\)](#). The Board must approve the District's statement in the application for flexible instructional days (FID). The Superintendent also must sign the application and provide assurances for the District's program for the application to be submitted. If the application is accepted, then it is valid for three (3) years.

Completed applications for the following school year are due annually by June 1. The Pennsylvania Department of Education (PDE) must notify applicants by no later than August 1.

¹ [22 Pa. Code § 51.61](#): Instructional school day and school year.

A FID may be used in place of in-person instruction for any one of the following reasons:

- a disease epidemic,
- a hazardous weather condition,
- a law enforcement emergency,
- the inoperability of school buses or other equipment necessary to the public-school entity's operation, damage to school buildings, or
- another temporary circumstance rendering any portion of a school building unfit or unsafe for use.

The District must still arrange for services to provide, or make arrangements to provide in the future, a free and appropriate education (FAPE) to students, despite the District using a FID.

Attendance must be tracked during a FID.

The District must complete an annual survey provided by PDE regarding FID usage. PDE sends the survey annually on or before April 30. The deadline to return the survey to PDE is June 30.

Procedures for ~~Exceptional Conditions or Extreme Weather~~

When the District is compelled to close any school(s) because of contagious disease, natural disaster, or other emergency, the general procedures in the [Department of Education Basic Education Circular entitled “Emergency School Closings”](#) are to be followed in asking PDE to exercise its discretion and grant a waiver to allow the school entity to receive full subsidy reimbursement for providing less than a minimum term of 180 days because of the emergency closing.

For exceptional conditions or extreme weather, the District works with the City of Philadelphia and other partners to determine whether or not schools and/or administrative offices will have a delayed opening, early closure, or full closure. The District will determine whether or not a closure due to exceptional conditions or extreme weather becomes a full closure day or a remote day depending on the circumstance.

In the event of ~~exceptional conditions or extreme weather~~, **information about closure decisions, dismissal, and transportation can be found on the District’s [Inclement Weather website](#).** Any impact of emergency closures on scheduled athletic activities will be communicated to schools through the Division of Athletics. ~~the Superintendent and/or designated administrators has outlined the following procedures:~~

- ~~• Closed: transportation to and from school will not be provided by the District or its vendors.~~
- ~~• Early dismissal: all buses will run on an early dismissal schedule.~~
- ~~• Two-hour delay: all buses for all schools will run on a two-hour delay.~~

~~You can call the District's hotline at 215-400-INFO or visit the District's website (www.philasd.org).~~

In the event that schools are closed due to extreme weather, a decision will be made in each instance as to whether administrative offices, including regional offices, will remain open. Unless it is announced that administrative offices are closed, assume they will be open. ~~Details will also be made available via Facebook and Twitter. Follow us on [Twitter](#) @PHLschools.~~

Closure details will also be made available on all School District websites and social media platforms, on the District hotline (215-400-INFO) as well as through the City of Philadelphia's broadcast news stations and channels.

Related Information:

[PDE Flexible Instructional Day Webpage](#)

[PDE Flexible Instructional Days Guidance and Considerations](#)

[PDE Flexible Instructional Day Frequently Asked Questions](#)

[PDE Basic Education Circular - Instructional Time and Act 80 Exceptions](#)

[PDE Basic Education Circular - Emergency School Closings](#)

[Policy 805 - Emergency Preparedness](#)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 815

Section: 800 Operations

Title: Acceptable Use of
Internet, Technology, and
Network Resources

Adopted: March 15, 2012

Revised: May 18, 2017

815 ACCEPTABLE USE OF INTERNET, TECHNOLOGY, AND NETWORK RESOURCES

Purpose

The Board of Education (“Board”) recognizes the importance of providing students and staff with access to internet and technology resources as a necessary piece of building core academic knowledge and promoting safe and welcoming learning environments. The purpose of this Policy is to provide students, staff, and other authorized persons using the School District of Philadelphia (“District”) networks and equipment with the standards on using these resources safely and inform stakeholders of these standards.

~~The School District of Philadelphia provides students, staff, parents/guardians, and other authorized individuals with access to technology, computing equipment, electronic communication systems, and network resources, which includes Internet access, whether wired or wireless, or by any other means. This access has a limited education purpose for students and is to facilitate employees’ work productivity.~~

~~For instructional purposes, the use of Internet, technology and network resources shall be consistent with the curriculum adopted by the district, as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.~~

Authority

The Pennsylvania Public School Code permits the Board to adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the appropriate use of internet and technology resources provided by the District. [1]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management (OITDM), to develop Administrative Procedures that mandate the standard of acceptable use of District internet and technology resources in conformity with applicable law and Board policies. [1][2][3][4][5][6][7][8][9][10][11][12][13][14]

These Administrative Procedures shall at a minimum include the following:

- 1. Acceptable Use Agreements accessible for various types of users;**
- 2. Guidelines regarding good digital citizenship accessible for various types of users;**
- 3. Webmaster Agreements for those authorized individuals;**
- 4. Wireless Internet Access Terms and Conditions;**
- 5. Protocols for reporting suspicious activities and/or conduct that violates this Policy; and**
- 6. Protocols for requesting exceptions to this Policy and related documents, in conformity with law and Board policy.**

Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the District's internet, applications, systems, computers or network resources, including personal files or any use of the District's internet, computers or network resources, including stored files and email. The District reserves the right to monitor, track, and log network access and use; monitor file server space utilization by District users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The District shall cooperate to the extent legally required with the Internet Service Providers (ISPs), local, state and federal officials in any investigation concerning or related to the misuse of the District's internet and technology resources. [6][7][8]

Mandatory Regulatory Procedures

The District shall inform staff, students, parents/guardians and other users about this policy annually, at a minimum.[17]

The District-provided email is the official email of record for the District and must be used by employees and authorized users for all official District business, including but not limited to email communication with District staff, students, parents/guardians, family members, associates, contractors, external agencies, and service providers. Similarly, students are encouraged to use District email to communicate in connection with educational, extracurricular, and cocurricular activities only.

Users are prohibited from directly registering or obtaining Internet domain names, Internet address space, security certificates or other related Internet services on behalf of or representing any school, administrative office or the district as a whole.

~~The district has the right to place restrictions on the use of equipment, resources and material users access or disclose through the district's Internet, computers and network resources. Users~~

~~are expected to follow School Reform Commission policies and administrative procedures governing conduct and discipline, and law and regulations, in their use of the district's Internet, technology and network resources. This access has not been established as a public access service or a public forum.~~

~~All district employees and students shall have access to the Internet through the district's private network. Parents/Guardians may specifically request that their children not be provided such access by notifying the district in writing.~~

~~The district makes no guarantee that the functions or the services provided by or through the district Internet, computers or network resources will be error-free or without defect. The district is not responsible for any damage suffered, including, but not limited to, loss of data or interruptions of service.~~

~~The district is not responsible for the accuracy or quality of the information obtained through or stored on the Internet or network resources. The district shall not be responsible for financial obligations arising through the unauthorized use of the Internet or network resources.~~

~~The SRC declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor fileserver space utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Providers (ISPs), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources. [6][7][8]~~

~~Users must utilize the district's wired and wireless networks for access to the Internet when operating in or attending district schools and facilities. No other method or means of network access (e.g., modem, WiFi hotspot, personal Internet access, open WiFi networks, etc.) is permitted while connected to a district network or while using a district technology resource.~~

~~The **Board**SRC requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.~~

~~The Superintendent and Chief Information Officer shall, by mutual agreement be permitted to make an exception to any provision contained within this policy, provided that such exception is:~~

- ~~1. In full compliance with all state and federal laws and regulations; and~~
- ~~2. Required to ensure the safety or security of district students, staff, parents/guardians, associates, technology systems or services; or~~

- ~~3. Deemed a critical operational necessity.~~

Filtering/Inappropriate Material

~~The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established policy, or the use of software and/or online server blocking. Specifically, as required by law and in recognition of the need to establish a safe environment, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and other electronic devices with Internet access.~~[3][4][9]

~~The SRC authorizes the Superintendent or designee to establish a list of materials that are inappropriate for access by users, which shall include but not be limited to:~~[4]

- ~~1. Obscene.~~
- ~~2. Child pornography.~~
- ~~3. Harmful to minors.~~
- ~~4. Other materials prohibited by law or this policy.~~

~~Upon request by staff, the Filtering Review Committee shall expedite review and may authorize the adjusting of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures, in accordance with applicable law.~~ [10][3][9]

Definitions

~~The term child pornography is defined under both federal and state law.~~

~~Child pornography—under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:~~[1]

- ~~1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;~~
- ~~2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or~~
- ~~3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.~~

~~Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]~~

~~The term harmful to minors is defined under both federal and state law:~~

~~Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]~~

- ~~1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;~~
- ~~2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and~~
- ~~3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.~~

~~Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:[5]~~

- ~~1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;~~
- ~~2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and~~
- ~~3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.~~

~~Obscene - any material or performance, if:[5]~~

- ~~1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;~~
- ~~2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and~~
- ~~3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.~~

~~Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]~~

Delegation of Responsibility

~~The district shall make every effort to ensure that students and staff use this resource responsibly.~~

~~The district shall inform staff, students, parents/guardians and other users about this policy through posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[9]~~

~~By accessing the district's Internet, technology and network resources, users acknowledge awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and may use tracking systems to track and recover lost or stolen equipment. [11]~~

~~The Chief Information Officer shall be responsible for the development, publication, implementation and ongoing administration and enforcement of the procedures, processes and techniques required to protect the district's technology systems and services from unauthorized access, loss or misuse.~~

~~School principals have the responsibility to establish a plan to ensure adequate supervision of students and are also responsible for interpreting and enforcing this policy at the local level.~~

~~Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.~~

~~Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.~~

~~The Superintendent or designee shall be responsible for recommending technology and developing procedures and plans used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include, but not be limited to:[12][3][4]~~

- ~~1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the SRC.~~
- ~~2. Maintaining and securing a usage log.~~
- ~~3. Monitoring online activities of minors.~~

~~The Superintendent or designee shall develop and implement administrative procedures that ensure students are educated on network etiquette and other appropriate online behavior, including:[4]~~

- ~~1. Interaction with other individuals on social networking websites and in chat rooms.~~

~~2. Cyberbullying awareness and response. [13][14]~~

Guidelines

Safety

~~It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening, unwelcome or inappropriate electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator.~~

~~Users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc. Personal information includes, but is not limited to, name, email address, home address, telephone number, school address, work address, pictures or video clips.~~

~~Internet safety measures and administrative procedures shall effectively address the following: [12][4]~~

- ~~1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.~~
- ~~2. Safety and security of minors when using email, chat rooms, and other forms of direct electronic communications.~~
- ~~3. Prevention of unauthorized online disclosures or access by minors, including "hacking" and other unlawful activities.~~
- ~~4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.~~
- ~~5. Restriction of minors' access to materials harmful to them.~~

Security

~~The electronic transfer or transmission of confidential information shall require the use of secure and encrypted communication protocols.~~

~~Use of employee ID numbers (EIDNs) and Social Security numbers (SSNs) shall be in accordance with SRC policy and administrative procedures. [22]~~

~~Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends or family.~~

~~Every user ID, system account and application account must be authenticated with a password. System security is protected through the use of passwords. Failure to adequately protect or~~

~~update passwords in accordance with established procedures could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:~~

- ~~1. Users shall not reveal their passwords to another individual.~~
- ~~2. Users are not to use a computer that has been logged in under another student's, employee's or guest's name.~~
- ~~3. Every account shall be limited to one (1) active session at a time.~~
- ~~4. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.~~
- ~~5. Unauthorized attempts to log on to the district's network or systems, or any other network or systems, as a system administrator is prohibited.~~
- ~~6. Users should immediately notify a teacher or system administrator of any possible security problem.~~

Email

~~The district provided email is the official email of record for the district and must be used by employees for all official district business, including but not limited to email communication with district staff, students, parents/guardians, family members, associates, and external agencies and service providers.~~

~~Users shall not post, advertise or disclose for public viewing in either print or electronic form, the email address of any person or persons without their explicit permission.~~

~~Students may be given access to district-provided email with the explicit approval of the Superintendent or designee.~~

~~Guests/Contractors are not automatically eligible for a district email account. Email or network access accounts may be granted if directly sponsored by a district administrator and it has been determined by the Superintendent or designee that a technical need exists.~~

~~Users shall not utilize district-provided email or network accounts to register for any online service or social media platform that is not specifically authorized or sanctioned by the district. Additionally, users shall not utilize email to transmit sensitive information including, but not limited to, social security numbers, credit card numbers, bank account numbers, or passwords.~~

~~All electronic systems, hardware, software, temporary or permanent files and any related systems or devices used in the transmission, receipt or storage of email are the property of the district. Email messages are considered to be district property and may be retrieved, if necessary, from servers or individual computers even though deleted by the sender and receiver. Email~~

~~communications that qualify as district records shall be maintained in accordance with applicable policy, administrative procedures and/or record retention schedule(s).[15]~~

~~Use of the district email system is subject to all applicable laws, regulations, SRC policies and district administrative procedures.~~

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with ~~SRC~~**Board** policy and ~~d~~**District** administrative procedures, accepted rules of network etiquette, and federal and state laws and regulations. ~~Specifically, the following uses are prohibited: [1][2][3][4][5][6][7][8][9][10][11][12][13][14]~~

- ~~1. Users shall not use the district's Internet, technology or network resources to access, send, receive, transfer, view, share, or download material that is profane, obscene, pornographic, advocates illegal acts, or that advocates violence or discrimination towards other people (e.g. hate literature).[16]~~
- ~~2. Users shall not attempt to gain unauthorized access to any computer system or network. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of browsing, snooping, or electronic discovery.~~
- ~~3. Users shall not deliberately disrupt or harm hardware, systems or files; interfere with computer or network performance; interfere with another's ability to use equipment and systems; or destroy data.~~
- ~~4. Users shall not use the district's Internet, technology or network resources to engage in illegal acts, such as arranging for a drug sale or the purchase of weapons; engaging in criminal gang activity; threatening the safety of persons; and accessing, sharing, distributing or reproducing unauthorized copyrighted materials.[17][18][19][24][6]~~
- ~~5. Users shall not utilize peer-to-peer computer applications, file sharing services, or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized materials.[19]~~
- ~~6. Users shall not solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.~~
- ~~7. Users shall not post or distribute information that could endanger an individual, cause personal damage or cause service disruption.~~
- ~~8. Users shall not knowingly or recklessly post false or defamatory information about a person or organization.~~

- ~~9. Users shall not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users.~~
- ~~10. Users shall not directly or indirectly make network or computer connections that create backdoors to the district, other organizations, community groups, etc., thus allowing unauthorized access to the district's network or information systems.~~
- ~~11. Users shall not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening or disrespectful language.~~
- ~~12. Users shall not engage in personal attacks, including prejudicial or discriminatory attacks.~~
- ~~13. Users shall not harass another person.[20][21]~~
- ~~14. Users shall not repost or distribute a message that was sent to them privately without the permission of the person who sent the message.~~
- ~~15. Users shall not forward or post chain letters or engage in spamming. Spamming is sending an annoying or unnecessary message to a large number of people.~~
- ~~16. Users shall not install, use or reproduce unauthorized or unlicensed software on district resources.[19]~~
- ~~17. Users shall not plagiarize works that they find on the Internet or other resources.[19]~~
- ~~18. Users shall not use district Internet, technology, or network resources for private business activities, commercial or for-profit purposes, product advertisement, or unreasonable personal use.~~
- ~~19. Users shall not use the district's Internet, technology, or network resources for political lobbying, politically oriented advocacy, or for matters related to the business of a collective bargaining unit or employee union.~~
- ~~20. Users shall not engage in bullying/cyberbullying.[13][14]~~
- ~~21. Users shall not transmit material likely to be offensive or objectionable to recipients.~~
- ~~22. Users shall not engage in impersonation of another user, anonymity, and pseudonyms.~~
- ~~23. Users shall not disable or bypass the Internet blocking/filtering software without authorization. This includes, but is not limited to, the use of proxy avoidance software and hardware, network tunneling, or file sharing software.~~
- ~~24. Users shall not access, send, receive, transfer, view, share or download confidential information without authorization.~~

- ~~25. Users are prohibited from directly registering or obtaining Internet domain names, Internet address space, security certificates or other related Internet services on behalf of or representing any school, administrative office or the district as a whole.~~
- ~~26. Users may not acquire, contract with, or utilize unauthorized technology-based software, hardware, systems or external hosting services on behalf of or representing any school, administrative office or the district as a whole. Authorization for such use shall require explicit approval by the Superintendent or designee.~~
- ~~27. Students shall not agree to meet with someone they have met on the Internet without their parent's/guardian's approval and participation.~~
- ~~28. Students shall not access material that is harmful to minors or is determined inappropriate for minors in accordance with SRC policy.~~
- ~~29. Students shall not download files unless approved by their teacher.~~

Copyright

~~The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.[19][23]~~

Consequences for Inappropriate Use

~~Users shall be responsible for damages to technology equipment, systems, and software resulting from deliberate or willful acts.[9]~~

~~Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.~~

~~General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.[6]~~

~~Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes, but is not limited to, uploading or creating computer viruses.~~

~~Failure to comply with this policy or inappropriate use of the Internet, district network or technology shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings, in accordance with applicable law, regulations and SRC policies.[6][7][8]~~

Legal References:

1. [20 U.S. Code § 1232g, et seq.](#)

2. [47 U.S.C. § 254](#)
3. [47 CFR § 54.520](#)
4. [15 U.S.C. §§ 6501–6506](#)
5. [Policy 300- Employee Code of Ethics](#)
6. [Policy 218- Student Conduct and Discipline](#)
7. [Policy 233 - Suspension and Expulsion](#)
8. [Policy 317- Employee Conduct and Reporting Requirements](#)
9. [Policy 717- District-Issued Mobile Communications Devices](#)
10. [Policy 717.1- District-Issued Computers and Mobile Computing Devices](#)
11. [Policy 317- Employee Conduct and Reporting Requirements](#)
12. [Policy 316- Staff Use of Social Media and Electronic Communications](#)
13. [Policy 249- Bullying/Cyberbullying](#)
14. [Policy 237- Student Use of Electronic Devices](#)
15. [Policy 235- Student Rights and Responsibilities](#)
16. [Policy 220- Student Expression](#)
17. [24 P.S. §4604](#)

Related Information:

[24 P.S. §4601, et seq.](#)

[Policy 103 - Nondiscrimination in School and Classroom Practices](#)

[Policy 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students](#)

~~Pol. 104 – Nondiscrimination in Employment Practices~~

~~Pol. 220 - Student Expression/Distribution~~

Administrative Procedures for Acceptable Use of Internet, Technology, and Network Resources

(Attachment for Policy No. 815)

Purpose

These Administrative Procedures are directed to employees, contractors, students, parents/guardians, and other authorized parties who use internet, technology, and/or network resources managed by the School District of Philadelphia (“District”). The goal is to provide clear expectations to all parties regarding the use of District internet, technology, and/or network resources.

Definitions

Acceptable Use Agreement (AUA): An electronic agreement that establishes the rules and guidelines that govern use of District technology resources, including but not limited to, District internet, applications and systems, and other technologies. An AUA must be reviewed and accepted by any authorized user accessing a District-issued account through a web portal (e.g., District staff, students, guardians) in order to be granted access to the system.

Website Publisher/Web Publisher: Any District staff member who has completed the necessary website accessibility training and been granted access to one or more District websites for content creation and management purposes.

Procedures

Acceptable Use Agreements

Acceptable Use Agreements (AUA) are issued electronically to **all authorized users** who access District systems using a web portal, including the Employee Portal, Student Portal, and Parent Portal. Review and acceptance of the appropriate AUA is required at the following times:

1. The first time an authorized user logs into their District-managed account
2. The start of each school year on or around September 1.

Failure to accept an Acceptable Use Agreement will result in an inability to access all District systems and technology resources.

AUAs are managed for three major user groups who review and agree via the following web portals:

- Students via the Student Portal
- Staff (Employees, Non-District staff, other authorized users) via the Employee Portal
- Guardians via the Parent Portal

Below are the key tenets for acceptable use within each population.

Students

1. **Understand and Respect Rules:** Students should understand and adhere to the rules set forth in the Acceptable Use Policy (AUP), including those related to privacy, safety, and respect for others. Students should also keep in mind that the District's Student Code of Conduct may also apply to online behaviors both in and out of school per the Student Code of Conduct.
2. **Secure Personal Information:** Students should protect their personal information and not share login credentials or other sensitive details with others.
3. **Cyberbullying:** Students must understand that cyberbullying will not be tolerated, and that they should report any instances they encounter to a teacher or other school staff member. Students may also make a report following the protocols found on the Bullying, Harassment, and/or Discrimination reporting website:
<https://www.philasd.org/studentrights/bhd/>.

Links to Student Acceptable Use Agreements by Grade Band

Grades K - 2: IN DEVELOPMENT FOR AUGUST 2024

Grades 3 - 5: IN DEVELOPMENT FOR AUGUST 2024

Grades 6 - 8: IN DEVELOPMENT FOR AUGUST 2024

Grades 9 - 12: IN DEVELOPMENT FOR AUGUST 2024

Staff

1. **Model Good Behavior:** Teachers, school staff, and any other District staff in routine contact with students should model appropriate and safe online behavior for students.
2. **Data Privacy:** Staff must adhere to applicable guidelines, [Internet Privacy Policy](#), [student data privacy recommendations](#), and Board Policies (e.g. [Policy 216-Student Records](#), [Policy 324- Personnel Files](#)) and protect the privacy of student and employee data at all times, only accessing and sharing data as required by their role. Administrators should understand their role in data governance, ensuring data is managed and used in a way that complies with legal and ethical obligations, and promoting a culture of data security within the District.
3. **Multi-Factor Authentication and Secure Access:** Staff who have access to sensitive student data either through the Student Information System, or Easy IEP should enable and utilize this service to protect against cyber security threats. You can set up multi-factor authentication here: <https://www.philasd.org/technologyservices/mfa/> Staff are also expected to use strong, unique passwords.
4. **Reasonable Usage of District Technology Resources:** Usage of streaming services is largely prohibited at the District. Use of YouTube and similar services should be limited to instructional and educational needs. Please also be aware that personal licenses for streaming services may restrict certain uses of these services in certain situations (i.e. using Netflix in a classroom).

Link to Employee Acceptable Use Agreement: IN DEVELOPMENT FOR AUGUST 2024

Guardians

1. **Model Good Behavior:** Guardians should model appropriate and safe online behavior for their children.
2. **Secure Personal Information and Student Information:** Guardians should protect their personal information and the personal information and educational data of children they have authorized access to. Guardians should not share login credentials or other sensitive details with others.

Link to Guardian Acceptable Use Agreement: IN DEVELOPMENT FOR AUGUST 2024

Guidelines for Digital Citizenship

1. **Digital Etiquette:** Users must understand the need for respectful and responsible behavior when interacting with others online. This includes avoiding behaviors such as cyberbullying, posting disrespectful comments, and intentionally spreading false information. Some lapses in digital etiquette may give rise to discipline.
2. **Privacy and Security:** Users should be good stewards of digital information being shared online and only make files available to those with an explicit need to know. They should use strong, unique passwords and keep them confidential.
3. **Intellectual Property and Copyright:** Users must respect the intellectual property of others and not share copyrighted material without permission, and properly citing sources when using others' work. See [Policy 814- Copyright Material](#).
4. **Generative AI Use:** Users should be aware of the ethical considerations and potential misuse of generative AI technologies, including the possibility of generating misleading or harmful content and/or plagiarism.
5. **Responsible Content Sharing:** Users should understand the importance of considering the validity and potential impact of information before sharing it online. This includes recognizing and not sharing "deepfake" content, or content generated or manipulated by AI to mislead or harm others. See [Policy 320- Freedom of Speech](#) and Political Activities.
6. **Cybersecurity Awareness:** Users should report any suspicious activity or perceived threats to the District's cybersecurity team using helpdesk@philasd.org.

Website Publisher Agreements

The District's Webmaster team within OITDM establishes the agreements for web publishers and sponsoring administrative superiors [here](#).

Identified web publishers must complete a mandatory webinar, which includes content on website accessibility requirements, found [here](#) before being granted access to edit any District website.

School-based web publishers are assigned by their school administrator using Role Access Delegation.

Central Office-based web publishers must submit the web publisher authorization form found [here](#) in coordination with the Chief or cabinet-level executive that oversees the department or division website.

Wired and Wireless Internet Access

Staff and students are expected to connect to the District's internet on District-issued devices using their District-issued username and password.

The School District of Philadelphia does not provide any technical support for any individual (staff, student, guest, etc) who chooses to use a personal device on the District's internet network.

Access to the District's wired and wireless internet networks is governed by the following tenets:

1. **Secure Connections:** Users should only connect to secure, authorized District wireless networks or private, secure home networks used for remote work and avoid using public, unsecured networks when accessing sensitive data.
2. **Device Security:** Any District issued device connecting to the District's wireless network should have up-to-date antivirus software and operating systems to minimize security risks.
3. **Network Etiquette:** Users should respect network resources and not engage in activities that intentionally disrupt network performance or security, such as excessive downloading, streaming, or the use of unauthorized or illegal applications. The District controls web filtering and monitors network usage.
4. **Security Incidents:** If a user suspects that the security of their District-issued device or the wireless network has been compromised, they should report the incident immediately to helpdesk@philasd.org.
5. **Compliance with Policies:** Use of the wireless internet implies acceptance of and compliance with the District's security policies, procedures, and protocols as well as any applicable laws and regulations. See Policy 829 - Information Security for more information.
6. **Network Monitoring:** Users should be aware that the school district reserves the right to monitor network usage for the purpose of maintaining network security and performance.

Guest Access to the District's Wireless Network

Guest access to the District's wireless network must be sponsored by an existing active District staff member for:

- Individual Users
 - Maximum duration of access is 30 days

- An on-site event (such as a Back To School Night)
 - Maximum duration of access is 5 days

Information on sponsoring Guest Accounts can be found at <https://www.philasd.org/ithelpdesk/nac/>.

Digital Access Requests

Any District staff member may submit a request to block or unblock an internet resource (website, application, or extension) using the Digital Access Request application found in the Employee Portal (<https://www.philasd.org/login>).

In most cases, the school or department administrator must approve the filtering request prior to its review by the Office of Information Technology and Data Management. Submissions that identify ways staff or students are circumventing District security methods are directed immediately to the Information Security team for review.

Submissions are reviewed on a rolling basis.

Reporting Potential Policy Violations and/or Suspicious Activity

Protocols for reporting suspicious activities and/or conduct that violates this Policy:

1. **Identification:** Users should be alert for what constitutes suspicious activity or policy violation, such as phishing attempts, unauthorized system access, misuse of data, or inappropriate online behavior.
2. **Immediate Reporting:** Any suspicious activities or policy violations should be reported immediately to abuse@philasd.org to mitigate potential damage. Delays in reporting can escalate the impact of a security incident.
3. **Non-Retaliation:** There should be no retaliation for reporting suspicious activities or violations of the Acceptable Use Policy.
4. **Confidentiality:** Maintain the confidentiality of the reporter to the greatest extent possible under law and other Board Policies.

Maintenance Schedule

These Administrative Procedures will be reviewed upon review of the Policy, or upon a triggering event.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 829

SECTION: 800 Operations

TITLE: (New Policy) - Policy 829
Information Security

ADOPTED:

REVISED:

(NEW POLICY) - POLICY 829 INFORMATION SECURITY

Purpose

As a custodian of sensitive data belonging to students, employees, and parents, the Board of Education ("Board") recognizes its responsibility to safeguard this data from unauthorized use, disclosure, disruption, modification, or destruction. While data loss or compromises can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be completely preventable, the Board enacts this Policy to promote confidentiality, integrity, and availability of the information assets owned and operated by the School District of Philadelphia ("District"). This Policy directs the District to establish a framework for risk management in the information security arena and sets the strategic and operational security activities in-line with business objectives.

Authority

As authorized by the Pennsylvania Public School Code, the Board may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper regarding the management of its school affairs. [1]

Furthermore, as required by the Family Educational Rights and Privacy Act (FERPA), the Board shall protect all personally identifiable information in education records from disclosure to unauthorized parties and without parental consent. [2]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Information Technology and Data Management (OITDM), to develop Administrative Procedures and other protocols that outline how the District will manage security risk to information assets across the following domains:

- Identify
- Protect
- Detect
- Respond
- Recover

OITDM shall develop these Administrative Procedures and protocols to take into account industry best practices.

OITDM shall outline the plan for training of users of District information assets and systems in Administrative Procedures.

OITDM shall report on the information security strategy and implementation periodically to the Superintendent and the Board.

The Board emphasizes the shared responsibility of people and teams across the District to uphold the principles and administrative procedures set forth within this policy.

Legal References:

1. [24 P.S. § 5-510](#)
2. [20 U.S.C.A. §1232g](#), et seq.

Administrative Procedures:

Information Security Policy Cover Sheet

Policy 829 Information Security Administrative Procedures

Administrative Procedures for Information Security

(Attachment for Policy No. 829)

Purpose

As a custodian of sensitive data belonging to students, employees, and parents, the Board of Education (“Board”) recognizes its responsibility to safeguard this data from unauthorized use, disclosure, disruption, modification, or destruction. While data loss or compromises can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be completely preventable, the purpose of Policy 829 and its Administrative Procedures is to promote confidentiality, integrity, and availability of the information assets owned and operated by the School District of Philadelphia (“District”). These Administrative Procedures and the protocols linked within establish a framework for risk management in the information security arena and sets the strategic and operational security activities in-line with business objectives.

Definitions

The following definitions apply to these Administrative Procedures and all individual protocols linked within:

Confidentiality: The assurance that information resources are only accessible to those authorized to have access and is protected throughout its lifecycle.

Integrity: The safeguarding of the accuracy and completeness of information and the processing methods that are applied to a given piece of information or data set.

Availability: The guarantee that authorized users have access to information and IT services when required.

Information Asset: Any data, information, or IT service, in any format, that the District owns or manages for which the District is responsible. This can include software, hardware, data, intellectual property, and personal information.

Information Systems: The IT infrastructure, networks, and applications enabling the processing, transfer, and storage of information used as a part of the District’s core operations.

National Institute of Standards and Technology (NIST): Agency of the United States Department of Commerce whose mission promotes U.S. innovation and industrial competitiveness by advancing measurement science, standards, and technology.

NIST Cybersecurity Framework: A security and policy framework of computer security guidance for how organizations can assess and improve their ability to identify, protect, detect, respond, and recover from cyber attacks.

Cybersecurity Risk: The potential that a given threat might exploit a vulnerability associated with an asset or group of assets, resulting in harm to the organization.

Unauthorized Access: Any access to District information or information assets that has not been explicitly approved by the appropriate authority (e.g., person, team, etc.).

Non-Compliance: Failure to act in accordance with a stated rule, regulation, or policy.

Procedures

The District is committed to managing security risk to information assets across five domains: Identify; Protect; Detect; Respond; Recover. Under each domain, the Office of Information Technology and Data Management (OITDM) maintains protocols that take into account industry best practices.

Many of these protocols are available to the public and linked below. However, due to security risks associated with publicizing the District's entire information security plan, several protocols remain confidential and accessible only to designated OITDM staff. Publicly accessible protocols include details about providing training to users of District information assets and systems, where applicable.

Information Security Protocols

I. Identify

- A. [Software Use](#): Sets forth the rules for the use of software on systems within the District's information technology environment.
- B. Vulnerability Management (Internal & Confidential): Defines the process for identifying, evaluating, treating, and reporting vulnerabilities on systems within the District's information technology environment.
- C. Risk Management (Internal & Confidential): Establishes a framework for identifying, assessing, mitigating, and monitoring risks associated with the use, processing, storage, and transmission of information within the District's systems and networks.
- D. Change Management (Internal & Confidential): To establish a controlled and coordinated approach for managing changes to the District's information systems and technology environment, to minimize the potential negative impact on services, data, and users.
- E. Monitoring and Reporting (Internal & Confidential): To establish guidelines for the monitoring of network and system activities and for reporting any suspicious or unauthorized activities across the District's information systems and networks.
- F. Identification and Authentication (Internal & Confidential): To establish requirements for identifying and authenticating users who seek access to the District's information systems and data, assessing whether each user is appropriately identified and validated before access is granted.

- G. Supply Chain Risk Management (Internal & Confidential): To manage and mitigate the risks associated with the District's reliance on suppliers, vendors, and third parties. This Protocol aims to establish structure for the District to manage these relationships in a way that they do not introduce unacceptable risk into the District's operations or compromise the security of its data and systems.

II. *Protect*

- A. [Security Awareness and Training](#): Provides all individuals within the District who have access to information systems with the necessary awareness, knowledge, and skills to protect these systems and the associated data.
- B. [Equipment Disposal](#): Outlines the responsibilities and procedures for the disposal of District-owned equipment, including computing and electronic devices, to prevent sensitive data from being exposed and to outline how to dispose of equipment in an environmentally responsible manner.
- C. [Information Technology Planning](#): Establishes a structured, strategic approach to the planning and implementation of information technology (IT) initiatives and budgeting within the District.
- D. [Network and Systems Access](#): Defines requirements for and control user access to the District's network and systems
- E. Network and Wireless Security (Internal & Confidential): To establish guidelines for securing the District's network and wireless services, protecting them from unauthorized access, disruption, or misuse, and ensuring the confidentiality, integrity, and availability of information. This is inclusive of networks within the schools and administrative buildings across the District.
- F. Systems Security (Internal & Confidential): To provide guidelines for managing the security of the District's information systems, providing guidance on security controls that protect these systems against unauthorized access, disruption, modification, or destruction.
- G. Email Security (Internal & Confidential): To define the security standards for systems used to send, receive, and store email across the District. This Protocol aims to protect the District's information systems and data from threats delivered by or associated with email, including spam, phishing, and malware.
- H. Encryption and Data Protection (Internal & Confidential): To provide guidelines for the proper handling, storage, and transmission of sensitive data using encryption and other data protection methods to help prevent unauthorized access or disclosure.
- I. Physical and Environmental Protection (Internal & Confidential): To establish measures to physically protect the District's information resources. This Protocol aims to support the security, availability, and integrity of these resources by mitigating threats from physical and environmental factors and resources located within physical property owned or leased by the District.

- J. **System Maintenance (Internal & Confidential):** To establish a framework for the consistent, effective maintenance of the District's IT systems. This Protocol aims to set a standard that systems remain secure, reliable, and efficient in supporting the District's operations and objectives.
- K. **Mobile Device Access (Internal & Confidential):** To establish rules for the use of mobile devices, including smartphones and tablets, to access, store, transmit, or receive District resources or data. This Protocol aims to reduce the risks, such as data loss or unauthorized access, that arise from the use of mobile devices.

III. Detect

- A. **[Data Accountability](#):** Defines the rules for creating, protecting, and retaining information system audit records to enable the monitoring, analysis, investigation, and reporting of unlawful or unauthorized system activities.
- B. **Cloud Services Security (Internal & Confidential):** To provide guidance on the secure use of cloud services within the District, including how data is stored, accessed, shared, and protected in the cloud.
- C. **Application Security Development Lifecycle (Internal & Confidential):** To support application services being developed within the District with a firm security foundation. This Protocol focuses on managing the risk of software applications developed and maintained by the District within their pre-production and operational environments.

IV. Respond

V. Recover

- A. **[Information Processing and Release](#):** Guides the secure handling, processing, and release of information within the District, with a particular focus on how information is handled when it may be released to the public.
- B. **Backup and Recovery (Internal & Confidential):** To define the steps necessary to maintain data backups and support the District's ability to recover data in the event of a loss. This Protocol is intended to protect the School District's data assets and the availability thereof.

Maintenance Schedule

These Administrative Procedures and the protocols designated within shall be reviewed upon the review of the Policy, or upon the occurrence of a triggering event.

Related Information:

[NIST Cybersecurity Framework](#)

Action Item - 5.

Title: Approval of Personnel Hires (Updated 01.18.2024)

Board of Education Meeting Date: 1/25/2024

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 December 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 5

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 **December 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

ACOSTA, FRAILYN	SPECIAL EDUCATION ASSISTANT	FELTONVILLE ARTS & SCIENCES	12/04/23	\$23,474.00 ANNUAL SALARY
ADAMS, YARALIS	CLASSROOM ASST	FELTONVILLE INTERMEDIATE	12/04/23	\$23,474.00 ANNUAL SALARY
ADJOUD, CHABHA	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	12/18/23	\$23,474.00 ANNUAL SALARY
AHMAD-YANKOWY, THAKIYAH	TEACHER, FULL TIME	CREATIVE AND PERFORMING ARTS	12/13/23	\$51,568.00 ANNUAL SALARY
ALICEA, JASMARIE	SPECIAL EDUCATION ASSISTANT	TAYLOR, BAYARD SCHOOL	12/11/23	\$23,474.00 ANNUAL SALARY
ANTONACCI, AUSTIN	ASSOCIATE, ANALYTICS	DISTRICT PERFORMANCE OFFICE	12/04/23	\$67,273.00 ANNUAL SALARY
ARCE, EVA	TEACHER, FULL TIME	SHEPPARD, ISAAC A. SCHOOL	12/18/23	\$51,568.00 ANNUAL SALARY
BANAJ, VALENTINA	SPECIAL EDUCATION ASSISTANT	MCCALL, GEN. GEORGE A. SCHOOL	12/18/23	\$23,474.00 ANNUAL SALARY
BARNES, JAMIE	TEACHER, FULL TIME	PARKWAY WEST HIGH SCHOOL	12/21/23	\$74,034.00 ANNUAL SALARY
BARNES-SEAWRIGHT, AMANI A	SPECIAL EDUCATION ASSISTANT	ELLWOOD SCHOOL	12/04/23	\$23,474.00 ANNUAL SALARY
BARRON, PRECIOUS R	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/18/23	\$23,474.00 ANNUAL SALARY
BARTON, HEATHER	SPECIAL EDUCATION ASSISTANT	HANCOCK DEMONSTRATION SCHOOL	12/11/23	\$23,474.00 ANNUAL SALARY
BECK, ANDREW	TEACHER, FULL TIME	MASTERMAN, JULIA R. HIGH SCHOOL	12/11/23	\$53,085.00 ANNUAL SALARY
BETHEA, JIBRIL	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	12/11/23	\$23,474.00 ANNUAL SALARY
BEZATI, DENISA	SPECIAL EDUCATION ASSISTANT	NORTHEAST COMMUNITY PROPEL ACD	12/04/23	\$23,474.00 ANNUAL SALARY
BIONDI, MARISSA LYNN	ASST PRINCIPAL	PHILADELPHIA MILITARY ACADEMY	12/19/23	\$115,572.00 ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 2 of 8

BIZZOCO, ELENA	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	12/11/23	\$53,085.00	ANNUAL SALARY
BLAYLOCK, MOSI	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
BROCKINGTON, JABRIAH	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
BROCKINGTON, JAYUANA	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
BROWN, HEIDI	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
BROWN, JASMINE	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
CARROLL, SHERMAN	SPECIAL EDUCATION ASSISTANT	PHILA JUV JUSTICE SVCS CTR	12/11/23	\$23,474.00	ANNUAL SALARY
CARSON, CHEYENNE B	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
CHAK, SAROUN	SCHOOL NURSE	HOPKINSON, FRANCIS SCHOOL	12/18/23	\$58,109.00	ANNUAL SALARY
CHOICE, NASHIRA SHARON	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	12/04/23	\$23,474.00	ANNUAL SALARY
COLEMAN, CARINA	SPECIAL EDUCATION ASSISTANT	FURNESS, HORACE HIGH SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
COPELAND, TAJ AMIR ISIAIAH	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
COSTANZO, SIENA C	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
COTTMAN, TIERA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
CRAVEN, CATHLEEN	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
CRAWFORD, DESTINY	SPECIAL EDUCATION ASSISTANT	FELTONVILLE ARTS & SCIENCES	12/04/23	\$23,474.00	ANNUAL SALARY
CURTIS, JENIA	SPECIAL EDUCATION ASSISTANT	SPRING GARDEN SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
DALICANDRO, MICHELLE L	SPECIAL EDUCATION ASSISTANT	SHAWMONT SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
DAVIS, RENNAYA	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
DAVIS - CORBIN, LAUREN	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
DE LA OSA, ONYX	TEACHER,FULL TIME	CENTRAL HIGH SCHOOL	12/11/23	\$55,644.00	ANNUAL SALARY
DECARLO, LAURA ANNE	TEACHER,SPEC EDUCATION	GIRARD ACADEMIC MUSIC PROGRAM	12/18/23	\$65,694.00	ANNUAL SALARY
DEVINE, ANNTINETTE LATOYA	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	12/06/23	\$80,223.00	ANNUAL SALARY
DIPASQUALE, MEGAN ANN	ACCT COMPLIANCE CONTROL MONTR	GENERAL ACCOUNTING	12/04/23	\$86,000.00	ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 3 of 8

DIXON, LINDA	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
DREDDEN- BUTLER, JE'ANI	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
EDWARDS, TYNEISHA T	SCHOOL SAFETY OFFICER	OFFICE OF SCHOOL SAFETY	12/04/23	\$33,849.00	ANNUAL SALARY
FELTON, AMIRAH NASHAE	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	11/20/23	\$23,474.00	ANNUAL SALARY
FOBBS, JOY	TEACHER,SPEC EDUCATION	KELLEY, WILLIAM D. SCHOOL	12/04/23	\$70,147.00	ANNUAL SALARY
FRANCKS, BRITTNEY	SPECIAL EDUCATION ASSISTANT	NEBINGER, GEORGE W. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
FRANCOIS, BARBARA	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	12/12/23	\$51,568.00	ANNUAL SALARY
FREDERICK, IRIS L	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	12/18/23	\$23,474.00	ANNUAL SALARY
GALLMAN, SHAYLA	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	11/20/23	\$23,474.00	ANNUAL SALARY
GIDDINGS-PRESTON, TIESHIA N	FOOD SVCS ASSISTANT	MARSHALL, THURGOOD SCHOOL	12/04/23	\$18,365.87	ANNUAL SALARY
GOTLIEB, WAYNE S	TEACHER,FULL TIME	SAYRE, WILLIAM L. HIGH SCHOOL	12/11/23	\$58,109.00	ANNUAL SALARY
GRIMMER, COURTNEY MORGAN	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	12/07/23	\$51,568.00	ANNUAL SALARY
GROBE, JENNIFER	ASSOCIATE GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	12/04/23	\$105,500.00	ANNUAL SALARY
HALL-HUGER, NADIRA F	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GROVER JR. MIDDLE	12/04/23	\$23,474.00	ANNUAL SALARY
HAMILTON, KENYA S	SPECIAL EDUCATION ASSISTANT	HESTON, EDWARD SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
HARDING, AALIYAH T	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
HARRIS, LEOLA K	SPECIAL EDUCATION ASSISTANT	TILDEN MIDDLE SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
HARRIS, TERRASHIA L	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
HARRIS, DAJAH	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
HAUSER-BELL, ALAYZA	SPECIAL EDUCATION ASSISTANT	LUDLOW, JAMES R. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
HAYNES, NAIESHA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
HEGGS, AALIYAH	SPECIAL EDUCATION ASSISTANT	COMEGYS, BENJAMIN B. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
HILL, SANDRA	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
HIPP, THERESA ANN	SCHOOL NURSE	KENSINGTON HIGH SCHOOL	12/11/23	\$83,507.00	ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 4 of 8

HOBSON, MAXINE M	PRG CD, MULTIPLE OFFICES	EVALUATION, RESEARCH & ACCT.	12/05/23	\$65,000.00	ANNUAL SALARY
HOLLEY, TYHIRA	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
HUFFMAN, RAHMEISHA	STUDENT CLIMATE STAFF,3 HOURS	WASHINGTON, MARTHA SCHOOL	12/04/23	\$10,164.00	ANNUAL SALARY
HUNTER, BRIANNA E	SPECIAL EDUCATION ASSISTANT	RHAWNHRST SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
HUNTER, MIKAYLAH	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
HUNTER, SARAH	TEACHER,FULL TIME	CRAMP, WILLIAM SCHOOL	12/04/23	\$56,405.00	ANNUAL SALARY
HUSSEIN, MANAR	SPECIAL EDUCATION ASSISTANT	MAYFAIR SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
JACKSON-SCHMIDT, MELISSA G	TEACHER,FULL TIME	ROOSEVELT ELEMENTARY SCHOOL	12/11/23	\$90,478.00	ANNUAL SALARY
JOHNSON, JAHAD	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	12/18/23	\$23,474.00	ANNUAL SALARY
JOHNSON, SHELBY	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
JONES, ANTEYA	EXECUTIVE ASSISTANT	DIVERSITY, EQUITY & INCLUSION	12/04/23	\$60,885.00	ANNUAL SALARY
JONES, JALEEL	BUILDING CONSTRUCTION INSP II	CAPITAL PROGRAMS	12/18/23	\$64,122.00	ANNUAL SALARY
JORDAN, SHAUNTAE	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	12/04/23	\$23,474.00	ANNUAL SALARY
KAYED, HANAN J	TEACHER,FULL TIME	HILL-FREEDMAN WORLD ACADEMY	12/06/23	\$60,573.00	ANNUAL SALARY
KEINDE, COUMBA SOUNA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
KIM, JOO HEE	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
LAUGHLIN, LATASHA	SPECIAL EDUCATION ASSISTANT	ELLWOOD SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
LEAHY, BARBARA CHRISTINE	TEACHER,FULL TIME	FITLER ACADEMICS PLUS	12/11/23	\$51,568.00	ANNUAL SALARY
LECATOR, PHILIP	SECRETARY I	POTTER-THOMAS SCHOOL	12/11/23	\$26,351.00	ANNUAL SALARY
LEWANDOWSKI, JASON	GRANTS COMPLIANCE MONITOR	GRANTS COMPLIANCE	12/18/23	\$66,600.00	ANNUAL SALARY
LEWIS, ANYAH	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
LISNYJ, LARA ZINA	SCHOOL PSYCHOLOGIST	FAMILY & STUDENT SERVICES	12/11/23	\$89,012.00	ANNUAL SALARY
MABREY, CAMILLE	SPECIAL EDUCATION ASSISTANT	FURNESS, HORACE HIGH SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MALDONADO, CESARINA	SERIOUS INCIDENT UNIT SUPERVIS	OFFICE OF SCHOOL SAFETY	12/11/23	\$55,688.00	ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 5 of 8

MARAFINO, COLENE	SPECIAL EDUCATION ASSISTANT	HANCOCK DEMONSTRATION SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MARCHIANO, AUDREY A	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
MARTEZ, SIANIE	SPECIAL EDUCATION ASSISTANT	MAYFAIR SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MASSA, XAVIER D	SPECIAL EDUCATION ASSISTANT	NORTHEAST COMMUNITY PROPEL ACD	12/04/23	\$23,474.00	ANNUAL SALARY
MATA, NERTILA	SPECIAL EDUCATION ASSISTANT	BALDI MIDDLE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MCCRAY-DUNHAM, BANIYAH	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MCDANIELS, DIAMOND UNIQUE	SPECIAL EDUCATION ASSISTANT	LUDLOW, JAMES R. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
MCGINLEY, JAYNE	TEACHER,SPEC EDUCATION	WIDENER MEMORIAL SCHOOL	12/18/23	\$102,376.00	ANNUAL SALARY
MCKNIGHT, JAZMINE	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MCLEOD, TIA - MARIA	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MCMILLEN, JASON RAY	TEACHER,FULL TIME	SOLIS-COHEN, SOLOMON SCHOOL	12/11/23	\$51,568.00	ANNUAL SALARY
MCNAIR, TAMEKA	STUDENT CLIMATE STAFF,3 HOURS	GIDEON, EDWARD SCHOOL	12/12/23	\$10,164.00	ANNUAL SALARY
MICKEALS, BONNAH E	SPECIAL EDUCATION ASSISTANT	KELLY, JOHN B. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MICKENS, TITIANA	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MILLIEN, AMANDA N	SPECIAL EDUCATION ASSISTANT	MARSHALL, THURGOOD SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
MIRANDA, ONEISHKA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	12/05/23	\$23,474.00	ANNUAL SALARY
MOJICA, NIURKA L	SPECIAL EDUCATION ASSISTANT	TAYLOR, BAYARD SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
MORRIS, DONTAYE M	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MORRIS, TAMERA	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
MORRISON, WILLIAM	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
MOSLEY, AMINA A	SPECIAL EDUCATION ASSISTANT	KELLEY, WILLIAM D. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
MUHAMMAD, LACOSTA	PROGRAM COORDINATOR	PHILADELPHIA MILITARY ACADEMY	12/04/23	\$43,935.00	ANNUAL SALARY
MYRICKS, SHEKERA	SPECIAL EDUCATION ASSISTANT	LINGELBACH, ANNA L. SCHOOL	12/04/23	\$20,327.00	ANNUAL SALARY
NAPOLEON, MITH	SPECIAL EDUCATION ASSISTANT	STEEL, EDWARD T. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 6 of 8

NEIBAUER, ERIC	TEACHER,FULL TIME	DUCKREY, TANNER SCHOOL	12/04/23	\$83,507.00	ANNUAL SALARY
NORRIS, TEIONNE	SPECIAL EDUCATION ASSISTANT	CROSSAN, KENNEDY C. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
NYHUIS, KAITLYN	TEACHER,FULL TIME	BLAINE HEAD START	12/18/23	\$51,568.00	ANNUAL SALARY
PARNELL, NEANTA	TEACHER,FULL TIME	WEST PHILADELPHIA HIGH SCHOOL	12/11/23	\$53,085.00	ANNUAL SALARY
PATRONE, BRITTNEY C	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
PENA, ISABELESSE	SPECIAL EDUCATION ASSISTANT	POTTER-THOMAS SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
PERRY, YVETTE	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
PHILLIPS, KAYLA	SPECIAL EDUCATION ASSISTANT	BLUFORD ELEMENTARY SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
PIKE, LAKEISHA D	TEACHER,FULL TIME	BLUFORD ELEMENTARY SCHOOL	12/04/23	\$77,066.00	ANNUAL SALARY
POWELL-COOPER, SHAMAR	TEACHER,FULL TIME	STETSON, JOHN B. MIDDLE SCHOOL	12/18/23	\$51,568.00	ANNUAL SALARY
RAMIREZ-COLON, YAJAIRA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
REEL, AYANA	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	12/11/23	\$35,101.00	ANNUAL SALARY
RICHARDSON, CHERYL	SPECIAL EDUCATION ASSISTANT	GOMPERS, SAMUEL SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
RIOS, SHAMIEKA	SPECIAL EDUCATION ASSISTANT	ALLEN, ETHAN SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
ROACH, WHITNEY	SCHOOL NURSE	DOBBINS, MURRELL HIGH SCHOOL	12/12/23	\$60,573.00	ANNUAL SALARY
ROBINSON, JASMINE	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
RUFFIN, LATOYA	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	12/11/23	\$23,474.00	ANNUAL SALARY
RUSSELL, TAYANNA	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	12/12/23	\$23,474.00	ANNUAL SALARY
SANDERS, LATANYA	SPECIAL EDUCATION ASSISTANT	PHILA JUV JUSTICE SVCS CTR	12/04/23	\$23,474.00	ANNUAL SALARY
SKURA, MARSILA	SPECIAL EDUCATION ASSISTANT	KIRKBRIDE, ELIZA B. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
SMALL, MUNIRAH	SPECIAL EDUCATION ASSISTANT	PATTERSON, JOHN M. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
SMITH, QUANESHIA B	STUDENT CLIMATE STAFF,3 HOURS	GIDEON, EDWARD SCHOOL	12/18/23	\$10,164.00	ANNUAL SALARY
SMITH, CIERAH N.	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
SOMMERVILLE, SIHAAD	SPECIAL EDUCATION ASSISTANT	MCCLOSKEY, JOHN F. SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY

Personnel Hires
January 25, 2024
Page 7 of 8

SPIRO, DORINA	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
STUART, WILLIAM	TEACHER,FULL TIME	WRIGHT, RICHARD R. SCHOOL	12/11/23	\$60,573.00	ANNUAL SALARY
TATE, NYKIMA C	SPECIAL EDUCATION ASSISTANT	GOMPERS, SAMUEL SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
TATE, SYREETA	SPECIAL EDUCATION ASSISTANT	GIDEON, EDWARD SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
TERKI, ASSIA	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
THOMAS, ALLEEMAH	SPECIAL EDUCATION ASSISTANT	BROWN, HENRY A. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
THOMAS, JOANNA	SPECIAL EDUCATION ASSISTANT	PATTERSON, JOHN M. SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
THOMPSON, ANITA	SPECIAL EDUCATION ASSISTANT	ROOSEVELT ELEMENTARY SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
TORRES, LEISHLA MARIE	COUNSELING ASST,BILINGUAL	FURNESS, HORACE HIGH SCHOOL	12/05/23	\$25,688.00	ANNUAL SALARY
VARUGHESE, GLADLY	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
WALKER, WILLIAM	ASSOCIATE,ANALYTICS	DISTRICT PERFORMANCE OFFICE	12/04/23	\$71,000.00	ANNUAL SALARY
WANAMAKER, INDIA-ARIE	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
WASHINGTON, ELI EUGENE	TEACHER,SPEC EDUCATION	FELTONVILLE INTERMEDIATE	12/18/23	\$83,903.00	ANNUAL SALARY
WEBB, SHALISHA	SPECIAL EDUCATION ASSISTANT	PHILA JUV JUSTICE SVCS CTR	12/11/23	\$23,474.00	ANNUAL SALARY
WEST, ANGEL N	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
WHARTON, STEPHANIE	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
WILDER, CHRISTINA	SPECIAL EDUCATION ASSISTANT	POTTER-THOMAS SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, JADA M	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, MINAJ	SPECIAL EDUCATION ASSISTANT	HAMILTON, ANDREW SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, MORGAN PATRICE	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	12/15/23	\$68,442.00	ANNUAL SALARY
WILLIAMS, SALEEMAH	SPECIAL EDUCATION ASSISTANT	COOKE, JAY ELEMENTARY SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, SHAWN	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	12/18/23	\$23,474.00	ANNUAL SALARY
WILLIAMS, TALIJAH	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
WITHERSPOON, FAITH	TEACHER,FULL TIME	ALLEN, DR. ETHEL SCHOOL	12/11/23	\$53,085.00	ANNUAL SALARY

WOODARD, SHANITHIA	SPECIAL EDUCATION ASSISTANT	MORTON, THOMAS G. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY
ZRILLO, LAUREN	ASST GENERAL COUNSEL	OFFICE OF GENERAL COUNSEL	12/11/23	\$100,000.00	ANNUAL SALARY
ZUBER, TAMERA D	SPECIAL EDUCATION ASSISTANT	CASTOR GARDENS MIDDLE SCHOOL	12/04/23	\$23,474.00	ANNUAL SALARY
ZUMBO, MIRELLA	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	12/11/23	\$23,474.00	ANNUAL SALARY

Action Item - 6.

Title: Approval of Personnel Terminations - Updated 1.25.2024)

Board of Education Meeting Date: 1/25/2024

Action under consideration

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 January 25,2024:

Office Originating Request: Talent

ATTACHMENTS:

Description

Action Item 7 - FINAL

Type

Supporting Document

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

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective January 25, 2024:

Jalaya Bashir	Special Education Classroom Assistant
Glenville Bowen	Teacher-TPE
Shaunta Billingsley	Student Climate Staff
David Cook	Student Climate Staff
Elin Dominguez Maurice	Teacher-TPE
Hardy	General Cleaner
Khaliah Hills-Richardson	Student Climate Staff
Londra Hoggard	Bus Chauffeur
Daisha Maddox	Student Climate Staff
Maria Nuñez	Special Education Classroom Assistant
Steven Sykes	Assistant Principal
Diamond Williams	General Cleaner

RESOLVED, that Nadine Brown be dismissed from her employment by The School District of Philadelphia as a Food Service Worker III, 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 - 8.

Title: Approval of Resignations and Retirements - Updated 1.25.2024

Board of Education Meeting Date: 1/25/2024

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the
following individuals are accepted effective January 25, 2024.

*Names to be provided for public view immediately prior to the Board of Education Action
Meeting on January 25, 2024.

Office Originating Request: Talent

ATTACHMENTS:

Description

Action Item 8

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective January 25, 2024

Agrawal, Tushita	Office Of The Chief Of Schools	Prg Cd, Multiple Offices	1/16/2024	Resignation
Ahmeti, Ylli	Lincoln, Abraham High School	Food Svcs Worker Ii	1/3/2024	Resignation
Akers, David	Stanton, Edwin M. School	Special Education Assistant	12/18/2023	Resignation
Allen, Meagen	Munoz-Marin, Hon Luis School	Teacher,Spec Education	1/2/2024	Resignation
Amir, Jihan	Jenks Academy Arts & Sciences	Teacher,Full Time	6/14/2024	Retirement
Anderson, Sharif	Munoz-Marin, Hon Luis School	Food Svcs Assistant	1/5/2024	Resignation
Augustine, Kevin	Office Of School Safety	School Safety Officer	11/30/2023	Resignation
Avery, Latisha	Division Of College Readiness	Program Manager, Oper&Grt	1/17/2024	Resignation
Bamba, Ibrahima	Lawton, Henry W. School	Teacher,Spec Education	6/14/2024	Retirement
Barndt, Kimberly	Farrell, Louis H. School	Teacher,Spec Education	6/14/2024	Retirement
Bateman, M Catherine	Arts Academy At Benjamin Rush	Teacher,Full Time	6/14/2024	Retirement
Benz, Patricia	Holme, Thomas School	Teacher,Full Time	6/14/2024	Retirement
Bess Pashak, Barbara Jo	Edison, Thomas A. High School	Teacher,Full Time	9/3/2024	Retirement
Bethel, Kevin	Office Of School Safety	Chief Safety Executive	12/29/2023	Resignation

Bickerstaff, Marcella	Barton, Clara School	Food Svcs Assistant	11/22/2023	Resignation
Blackwell-Opher, Lisa	Frank, Anne School	Teacher,Full Time	6/14/2024	Retirement
Bluestine, Eric	Decatur, Stephen School	Teacher,Full Time	6/14/2024	Retirement
Bowen, James	Wagner, Gen. Louis Middle Sch.	Teacher,Spec Education	6/14/2024	Resignation
Bowman, Karen	Forrest, Edwin School	Teacher,Full Time	6/14/2024	Retirement
Bradbury, Cecilia	Office Of Specialized Services	Dir, Special Ed Services	5/30/2024	Retirement
Braxton, Batise	Fox Chase School	Teacher,Spec Education	6/14/2024	Retirement
Breuer, Madison	Morrison, Andrew J. School	Teacher,Full Time	6/14/2024	Resignation
Brookins, Delisa	Widener Memorial School	Bus Attendant,Six Hours	1/18/2024	Resignation
Brooks, Lakeisha	Lincoln, Abraham High School	Student Climate Staff,7 Hours	12/18/2023	Resignation
Brown, Susan	Mc Michael, Morton School	Physical Therapist	6/14/2024	Retirement
Brown, Iyana	Transportation Services	Project Assistant	1/2/2024	Resignation
Brown, Charles	Wright, Richard R. School	Student Climate Staff,7 Hours	1/19/2024	Retirement
Brown, Linda	Pratt Center Head Start	Teacher,Full Time	6/14/2024	Retirement
Brown-Craig, Carolyn	Cook-Wissahickon School	Secretary I	2/23/2024	Retirement
Brubaker, Harry	Bartram, John High School	Teacher,Full Time	6/15/2024	Retirement

Brunson, Jacqueline	Head Start Partnership Support	Nurse, Early Childhood	6/14/2024	Retirement
Byrd, Alexis	Bryant Head Start	Teacher Asst, Pkhs	12/11/2023	Resignation
Cabral, Shelley	Kensington High School	Teacher, Full Time	2/5/2024	Resignation
Caceres, Sara	Comly, Watson School	Special Education Assistant	12/15/2023	Resignation
Campbell, Yvette	Shawmont School	Special Education Assistant	10/13/2023	Resignation
Cannizzo, Adriana	Central High School	Teacher, Full Time	6/14/2024	Retirement
Cantu-Hertzler, Deborah	Cooke, Jay Elementary School	School Psychologist	6/14/2024	Retirement
Carambo, Cristobal	Girls, Phila High School For	Teacher, Full Time	6/14/2024	Retirement
Carpenter, Jennifer	Franklin Learning Center	Teacher, Full Time	2/5/2024	Resignation
Carroll, Maria	Building 21	Teacher, Full Time	1/19/2024	Resignation
Cartagena, Auria	Hunter, William H. School	Food Svcs Assistant	1/18/2024	Resignation
Carter, Seth	The Workshop School	Teacher, Full Time	6/14/2024	Resignation
Castillo, Tabatha	Washington, George High School	Teacher, Full Time	6/14/2024	Resignation
Chamow, Fern	Carnell, Laura H. School	Teacher, Full Time	6/14/2024	Retirement
Chapman, Wayne	Spruance, Gilbert School	School Climate Liaison	1/8/2024	Resignation
Choynacky, Matthew	Holme, Thomas School	General Cleaner, 8 Hours	1/18/2024	Resignation

Cid, Laura	Central High School	Teacher, Full Time	6/14/2024	Resignation
Cloak, Christina Maria	Marshall, Thurgood School	Teacher, Full Time	1/31/2024	Resignation
Collazos, Catherine	Office Of The Chief Of Schools	Prg Cd, Multiple Offices	1/16/2024	Resignation
Connor, Ieisha	Rhodes Elementary School	Special Education Assistant	1/12/2024	Resignation
Cooper, Eula	Rhawnhurst School	Custodial Assistant	1/26/2024	Retirement
Cotton, Safiyyah	Solis-Cohen, Solomon School	Special Education Assistant	12/8/2023	Resignation
Craig, Angela	Bregy, F. Amedee School	Climate Support Specialist	6/14/2024	Retirement
Crotser, Regina	Frankford High School	Teacher, Full Time	6/14/2024	Resignation
Cusanno, Jennifer	Shawmont School	Teacher, Full Time	1/19/2024	Retirement
Dancy, Shanna	Washington, Grover Jr. Middle	Teacher, Spec Education	12/22/2023	Resignation
Del Rocco, Dawn	Webster, John H. School	Teacher, Full Time	6/14/2024	Retirement
Delgado, Brittany	Girard Academic Music Program	Teacher, Spec Education	12/19/2023	Resignation
Dion, Micki	Disston, Hamilton School	Teacher, Full Time	6/14/2024	Resignation
Dix, Darlene	Parkway C.C. Middle College	Teacher, Full Time	6/14/2024	Retirement
Dlugosz, Susan	Spruance, Gilbert School	Teacher, Full Time	6/14/2024	Retirement
Domsky, Andrea	Frank, Anne School	Teacher, Full Time	6/14/2024	Retirement

Donovan, Casey	Decatur, Stephen School	Special Education Assistant	1/11/2024	Resignation
Douglas, Shane	Fels, Samuel High School	Special Education Assistant	12/8/2023	Resignation
Edwards, Tyneisha	Office Of School Safety	School Safety Officer	12/6/2023	Resignation
Edwards, Cierra	Henry, Charles W. School	Student Climate Staff,4 Hours	1/2/2024	Resignation
Eisenberg, Frances	Allen, Ethan School	Teacher,Full Time	6/14/2024	Retirement
Elius, Marzia	Washington, George High School	Teacher,Spec Education	1/3/2024	Resignation
Ellzy Roberts, Betty	Blaine, James G. School	Teacher,Full Time	6/14/2024	Retirement
Felix, Dandey	Harding, Warren G. Middle Sch	Bus Attendant,One To One	12/1/2023	Resignation
Feng, Yili	Mayfair School	Teacher,Full Time	6/14/2024	Retirement
Figaniak, Ashley	Parkway West High School	Teacher,Full Time	12/15/2023	Resignation
Flanagan, Amy	Solis-Cohen, Solomon School	Teacher,Full Time	6/14/2024	Retirement
Fleming, Olivia	Lamberton,Robert E. Elementary	Teacher,Full Time	2/9/2024	Resignation
Florence, Calvin	Gompers, Samuel School	General Cleaner, 8 Hours	1/12/2024	Resignation
Forgione, Deborah	Fitler Academics Plus	Teacher,Full Time	6/14/2024	Resignation
Frazier, Erica	Henry, Charles W. School	Special Education Assistant	1/16/2024	Resignation
Freilich, Steven	High School Of The Future	Teacher,Full Time	6/14/2024	Retirement
Gallagher, Danielle	Brown, Henry A. School	Teacher,Full Time	2/6/2024	Resignation

Gehring Ottinge, Laura	Fox Chase School	Teacher,Full Time	6/14/2024	Retirement
Geiser, Kenneth	Washington, George High School	Teacher,Full Time	6/14/2024	Retirement
Geraci, Paul	Fell, D. Newlin School	Teacher,Full Time	6/14/2024	Retirement
Gill, Jeremiah	West Philadelphia High School	Special Education Assistant	6/14/2024	Retirement
Gillespie, Diane	Office Of School Safety	School Safety Officer	2/2/2024	Retirement
Gimpel, Diane	Decatur, Stephen School	Teacher,Full Time	6/14/2024	Retirement
Ginyard, Nometha	Baldi Middle School	Teacher,Full Time	6/14/2024	Retirement
Gjeli, Fjorela	Taylor, Bayard School	Special Education Assistant	1/23/2024	Resignation
Goldberg, Wendy	Patterson, John M. School	School Counselor, 10 Months	6/14/2024	Retirement
Gordon, Felma	Farrell, Louis H. School	Building Engineer- Group Ii	1/10/2024	Retirement
Gouveia, Kimberly	High School Of The Future	Teacher,Full Time	2/12/2024	Resignation
Gray, Abigail	Climate & Safety	Deputy,School Climate & Safety	1/12/2024	Resignation
Gray, Timothy	Arthur, Chester A. School	Special Education Assistant	1/19/2024	Resignation
Green, Arthur	Mc Michael, Morton School	Bus Attendant	1/8/2024	Resignation
Grimes, Ronald	Creative And Performing Arts	Custodial Assistant	6/14/2024	Retirement
Hackney, Ashley		Teacher,Full Time	1/16/2024	Resignation

Hadbi, Nassima	Decatur, Stephen School	Special Education Assistant	1/12/2024	Resignation
Haer, Patricia	Decatur, Stephen School	Teacher,Full Time	10/7/2024	Retirement
Hammitt, Robin	Office Of School Safety	Serious Incident Desk Recorder	6/1/2024	Retirement
Harper, Tamir	Lea, Henry C.	School Climate Manager	1/5/2024	Resignation
Harrigan, Taylor	Office Of School Safety	Crđ,Community Outreach Ext Aff	1/16/2024	Resignation
Harris, Jennifer	Meade, Gen. George G. School	Teacher,Spec Education	6/14/2024	Retirement
Harvey-Curtis, Michelle	Wagner, Gen. Louis Middle Sch.	Special Education Assistant	1/3/2024	Resignation
Harville, Joeniesha	Bus Attendants-Private Schools	Bus Attendant,Sev Hours	12/1/2023	Resignation
Haughton, Shaneika	Motivation High School	Teacher,Full Time	12/22/2023	Resignation
Haynes, Michelah	Taylor, Bayard School	Teacher,Full Time	6/14/2024	Resignation
Haywood, Kathryn	Harding, Warren G. Middle Sch	Teacher,Full Time	6/14/2024	Retirement
Heine, Alexandra	Academy At Palumbo	Teacher,Full Time	12/12/2023	Resignation
Hildebrandt, Eric	Creative And Performing Arts	Food Svcs Utility Worker	6/7/2024	Retirement
Hoeffler, Christine	Farrell, Louis H. School	Teacher,Full Time	6/14/2024	Retirement
Hollis, Sarah	Catharine, Joseph W. School	Student Climate Staff,6 Hours	1/26/2024	Resignation
Holloman, Myeisha	Stanton, Edwin M. School	Special Education Assistant	12/5/2023	Resignation

Hudec Mieczkowski, Jacqueline	Franklin, Benjamin Elem School	Supportive Services Asst, 4 Hr	3/1/2024	Resignation
Hudson, Lorraine	Hamilton, Andrew School	Food Svcs Worker Senior	6/14/2024	Retirement
Inniss- Griffith, Eugene	Allen, Ethan School	Teacher,Full Time	6/14/2024	Retirement
Irby, Deborah	Vare-Washington Elementary	Special Education Assistant	6/14/2024	Retirement
Jackson, Troy	Bryant, William C. School	Teacher,Full Time	6/14/2024	Retirement
Jackson- Diguilio, Loretta	High School Of The Future	Teacher,Full Time	6/14/2024	Retirement
Jakucs, Richard	Franklin, Benjamin High School	Instructor, Jrotc	1/3/2024	Resignation
James, Denise	Harding, Warren G. Middle Sch	Teacher,Full Time	6/14/2024	Retirement
Jarvis, Vivian	Strawberry Mansion High School	Food Svcs Worker Iii	1/5/2024	Retirement
Jefferson, Valarie	Spruance, Gilbert School	Special Education Assistant	12/1/2023	Retirement
Jefferson, Kivette	Randolph Technical High School	Special Education Assistant	1/5/2024	Resignation
Jenkins, Lisa	Holme Head Start	Teacher Asst,Pkhs	6/14/2024	Retirement
Jeter, Joni	Girard, Stephen School	Supportive Services Asst, 3 Hr	9/15/2023	Resignation
Johnson, Patrice	Franklin, Benjamin Elem School	Student Climate Staff,4 Hours	12/4/2023	Resignation

Johnson, Judith	Franklin Learning Center	Student Climate Staff, 6 Hours	1/5/2024	Resignation
Johnson, Edith	Harrington, Avery D. School	Special Education Assistant	6/14/2024	Retirement
Jones, Denise	Head Start Partnership Support	School Nurse	6/14/2024	Retirement
Jones, Evette	Employees On Union Leave	Teacher, Special Assign, 10 Mo	6/14/2024	Retirement
Jones, Brandi	Shallcross Garage	Bus Chauffeur	1/8/2024	Resignation
Jones, Debria	Vare-Washington Elementary	General Cleaner, 8 Hours	6/14/2024	Retirement
Jordan, Janet	Decatur, Stephen School	Teacher, Full Time	6/14/2024	Retirement
Jordan, Jerry	Employees On Union Leave	Teacher, Special Assign, 10 Mo	6/14/2024	Retirement
Joyner, Roxanne	Peirce, Thomas M. School	Secretary I	4/5/2024	Retirement
Karetny, Alla	Loesche, William H. School	Teacher, Full Time	6/14/2024	Retirement
Kelly, Carroll	Powel, Samuel School	Teacher, Full Time	6/14/2024	Retirement
Kempin, Arlene	Employees On Union Leave	Teacher, Special Assign, 10 Mo	6/14/2024	Retirement
Kenney, Ellen	Dick, William School	Teacher, Full Time	6/14/2024	Retirement
Keyes, Gayle	Cook-Wissahickon School	Teacher, Spec Education	6/14/2024	Retirement
Khalfa, Lynda	Bregy, F. Amedee School	Special Education Assistant	12/15/2023	Resignation
Kilkenny, Colleen	Baldi Middle School	Special Education Assistant	6/14/2024	Retirement
King, Wade	Science Ldshp Academy @ Beeber	Teacher, Full Time	6/14/2024	Retirement

King, Michael	Parkway C.C. Middle College	Teacher,Full Time	6/14/2024	Retirement
Kitson, Tassia	Lincoln, Abraham High School	Teacher,Spec Education	12/4/2023	Resignation
Konowal, Daisy	Logan, James School	Teacher,Full Time	6/14/2024	Retirement
Kreidie, Munir	Lincoln, Abraham High School	Teacher,Full Time	6/14/2024	Retirement
Krupa, Patricia	Kensington Capa	School Nurse	6/14/2024	Retirement
Kuss, Benjamin	South Philadelphia High School	Special Education Assistant	1/3/2024	Resignation
Lacey, Dawn	Baldi Middle School	Teacher,Full Time	6/14/2024	Retirement
Lawrence, Valerie	Arthur, Chester A. School	Special Education Assistant	1/5/2024	Retirement
Lawson, Charel	Fels, Samuel High School	Student Climate Staff,6 Hours	12/22/2023	Retirement
Leonard, Angela	Washington, George High School	Teacher,Full Time	6/14/2024	Retirement
Lepkowski, Jesse	Saul, Walter B. High School	Teacher,Full Time	6/14/2024	Resignation
Levin, Lisa	Greenberg, Joseph School	Teacher,Full Time	6/14/2024	Retirement
Levine, Karen	Lincoln, Abraham High School	Teacher,Spec Education	6/14/2024	Retirement
Linardopoulos, Hillary	Employees On Union Leave	Teacher,Special Assign,10 Mo	6/14/2024	Resignation
Lindsay, Berschel	Allen, Dr. Ethel School	Teacher,Full Time	6/14/2024	Retirement
Lineman, Lorraine	Brown, Henry A. School	Special Education Assistant	6/14/2024	Retirement

Long, Desiree	West Philadelphia High School	Step Family Peer	2/1/2024	Resignation
Loughlin, Amelia	Amy Northwest	Teacher, Spec Education	6/14/2024	Retirement
Lozzi, Louis	Robeson, Paul High School	Teacher, Full Time	6/14/2024	Retirement
Ludlow, Michelle	Parkway C.C. Middle College	School Counselor, 10 Months	6/14/2024	Retirement
Luebbert, Madeline	Kensington Health Sciences	Teacher, Full Time	6/14/2024	Resignation
Malgaonkar, Medha	Fels, Samuel High School	Teacher, Full Time	6/14/2024	Retirement
Malliaris, Joann	Howe, Julia Ward School	Teacher, Spec Education	2/2/2024	Resignation
Marion, Carol	Harrington, Avery D. School	Teacher, Full Time	6/14/2024	Retirement
Marshall, Talia	Franklin, Benjamin High School	Student Climate Staff, 7 Hours	12/7/2023	Resignation
Martin Burke, Carol	Mccall, Gen. George A. School	Teacher, Full Time	6/14/2024	Retirement
Matthews, Donna	Baldi Middle School	Teacher, Spec Education	6/14/2024	Retirement
Mbata, Rose	Franklin, Benjamin Elem School	Special Education Assistant	1/2/2024	Retirement
Mcallister, Annamarie	Fitzpatrick, A.L. School	Teacher, Full Time	6/14/2024	Retirement
Mcclendon, Cherylene	Prince Hall School	Teacher, Full Time	6/14/2024	Retirement
Mccullough, Donnayia	Dick, William School	Food Svcs Assistant	1/19/2024	Resignation
Mcdonald, Syreeta	Mya-Middle Years Alternative	School Counselor, 10 Months	6/14/2024	Retirement

McGarry, Brian	High School Of The Future	Teacher, Full Time	6/14/2024	Resignation
McIntyre, Donnamarie	Masterman, Julia R. High School	Teacher, Demonstration	6/14/2024	Retirement
McLaughlin, Margaret	Frank, Anne School	Teacher, Full Time	6/14/2024	Retirement
McLean Jackowicz, Denise	Hopkinson, Francis School	Teacher, Full Time	6/14/2024	Retirement
Mcmullen, Jordan	Mcdaniel, Delaplaine School	Teacher, Full Time	2/2/2024	Resignation
Mendez, Damaris	Roxborough High School	Student Climate Staff, 5 Hours	11/21/2023	Resignation
Miller, Cheryl	South Philadelphia High School	Step Family Peer	1/4/2024	Resignation
Miller, Angela	Frank, Anne School	Teacher, Full Time	6/14/2024	Retirement
Miller, Shybriah	Holme, Thomas School	General Cleaner, 8 Hours	1/2/2024	Resignation
Miller, Amy	West Philadelphia High School	School Counselor, 10 Months	6/14/2024	Retirement
Miller, Devon	Washington, George High School	Teacher, Spec Education	6/14/2024	Resignation
Montgomery, Shanique	Olney Elementary School	Student Climate Staff, 3 Hours	12/13/2023	Resignation
Moody, Tracy-Marie	Office Of Specialized Services	Ex Dir, Field Support And Serv	1/5/2024	Resignation
Moore, Abigail	Washington, Martha School	Teacher, Full Time	2/6/2024	Resignation
Morris, Vincent	Howe, Julia Ward School	Special Education Assistant	1/5/2024	Resignation

Mosley, Ryshaa	Strawberry Mansion High School	Special Education Assistant	12/6/2023	Resignation
Mosley, Kiana	Facilities Mgmt. & Services	Financial Analyst	1/19/2024	Resignation
Myers Booker, Kenya	Vare-Washington Elementary	Teacher, Full Time	6/14/2024	Retirement
Natson, Shyvonne	Pennypack House School	Bus Attendant	12/21/2023	Resignation
Navarro, Shannon		Teacher, Spec Education	1/5/2024	Resignation
Neal, Shayla	Penrose School	Special Education Assistant	11/30/2023	Resignation
Nelson, Lavel	Washington, George High School	Teacher, Spec Education	1/5/2024	Resignation
Nelson, Robert	Swenson Arts/Tech High School	Teacher, Full Time	6/14/2024	Retirement
Nieves, Maria	Mc Clure, Alexander K. School	Teacher, Full Time	1/8/2024	Resignation
Nixon, Darren	Sayre, William L. High School	Custodial Assistant	2/5/2024	Retirement
Nixon, Vanessa	Lankenau High School	Secretary I	6/14/2024	Retirement
Nixon, Darren	Sayre, William L. High School	Custodial Assistant	2/5/2024	Retirement
Nordsiek, Marie	Bryant, William C. School	Teacher, Spec Education	2/12/2024	Resignation
Norton, Catherine	Jenks, Abram School	Teacher, Full Time	6/14/2024	Retirement
Odum, Lori	Penrose School	Teacher, Full Time	6/14/2024	Retirement
Oliver Scott, Robin	Powel, Samuel School	School Nurse	6/14/2024	Retirement

Onesias, Lunda	Pupil Health Services	Program Manager, Oper&Grt	10/27/2023	Resignation
Ormeno-Morici, Debra	Penrose School	Teacher, Spec Education	6/14/2024	Retirement
Ortiz, Betsaida	Mcdaniel, Delaplaine School	Principal	3/1/2024	Retirement
Padilla, Maria	Rhawnhurst Bright Futures	Student Climate St, Erl Ch 5 Hr	4/5/2024	Retirement
Palatnik, Ronit	Mayfair School	Teacher, Full Time	11/10/2023	Resignation
Parker, Ariel	Bartram, John High School	Teacher, Full Time	3/5/2024	Resignation
Parker, Nabeehah	Building 21	Teacher, Full Time	6/14/2024	Retirement
Parker-List, Beckett	Meade, Gen. George G. School	Student Climate Staff, 5 Hours	1/18/2024	Resignation
Patterson, Marjorie	West Philadelphia High School	Special Education Assistant	6/14/2024	Retirement
Perri Hoyt, Robin	Farrell, Louis H. School	Teacher, Spec Education	6/14/2024	Retirement
Phan, Diep	Vare-Washington Elementary	Teacher, Full Time	6/14/2024	Retirement
Philip, Sherin	Chief Academic Office	Teacher, Full Time	9/4/2024	Retirement
Philips, Jamcy	King, Martin Luther High Sch.	Teacher, Full Time	9/4/2024	Retirement
Phillips, Linda	Forrest School Bright Futures	Teacher, Full Time	6/14/2024	Retirement
Picaroni, Charles	Kensington Health Sciences	Food Svcs Utility Worker	1/12/2024	Resignation
Pickett, Kenna	Amy Northwest	Student Climate Staff, 6 Hours	11/17/2023	Resignation

Pileggi, Barbara	Spruance, Gilbert School	Teacher, Full Time	6/14/2024	Retirement
Plaza, Mildred	Philadelphia Virtual Academy	Teacher, Full Time	6/14/2024	Retirement
Poindexter, Henrietta	Lamberton Bright Futures	Teacher Asst, Pkhs	2/28/2024	Retirement
Pointer, Michael	Bartram, John High School	Teacher, Full Time	6/14/2024	Retirement
Pomponi-Jackson, Donna	Solis-Cohen, Solomon School	Teacher, Full Time	6/14/2024	Retirement
Pressley, Lisa	Furness, Horace High School	Teacher, Full Time	6/14/2024	Retirement
Pringle, Rachael	Fitler Academics Plus	Teacher, Full Time	6/14/2024	Retirement
Racca, Michelle	Parkway C.C. Middle College	School Counselor, 10 Months	6/14/2024	Retirement
Ragland, Shaheedah	Penn Treaty High School	Climate Support Specialist	2/16/2024	Resignation
Rainey, Valerie	Furness, Horace High School	School Improv Support Liaison	6/14/2024	Retirement
Ralls, Angela	Spring Garden School	General Cleaner, 8 Hours	1/19/2024	Resignation
Ramos, Jose	Cook-Wissahickon School	Teacher, Full Time	6/14/2024	Retirement
Reed, Jordan	Gideon, Edward School	Student Climate Staff, 6 Hours	12/19/2023	Resignation
Reilly, Laurie	Office Of General Counsel	Senior General Counsel	1/5/2024	Resignation
Renee, Vanessa	Chief Executive Office	Dep Chief, Schl Pln & Space Mgt	1/16/2024	Resignation
Reynolds, Bernadine	Finletter, Thomas K. School	Teacher, Spec Education	6/14/2024	Retirement
Rios, Martin	Washington, George High School	Teacher, Full Time	6/14/2024	Resignation

Robinson, Danielle	Arthur, Chester A. School	Food Svcs Worker Senior	1/12/2024	Retirement
Robinson, Roscoe	Hopkinson, Francis School	Supportive Services Asst, 4 Hr	2/2/2024	Resignation
Rodrigues, Carmen	Logan, James School	Teacher, Full Time	6/14/2024	Retirement
Rodriguez, Ana	Recruitment & Staffing	Recruitment & Selection Spclst	1/5/2024	Resignation
Rodriguez, Melanie	Penn Treaty High School	Student Climate Staff, 7 Hours	12/15/2023	Resignation
Rodriguez, Ana	Recruitment & Staffing	Recruitment & Selection Spclst	1/12/2024	Resignation
Rogers, Princetta	Morrison, Andrew J. School	Special Education Assistant	6/14/2024	Retirement
Sanders, Inez	Washington, Martha School	Food Svcs Assistant	12/18/2023	Resignation
Sannicks-Lerner, Kathleen	Deburgos, J. Elementary	Teacher, Full Time	6/14/2024	Retirement
Schott, Matthew	Vare-Washington Elementary	Food Svcs Worker Senior	1/8/2024	Resignation
Scott, Idella	Mitchell Elementary School	Teacher, Full Time	6/14/2024	Retirement
Scott Penny, Lisa	Bregy, F. Amedee School	Teacher, Full Time	6/14/2024	Retirement
Shahar, Jacqueline	Baldi Middle School	Teacher, Full Time	6/14/2024	Retirement
Shapiro, Rochelle	Arthur, Chester A. School	Teacher, Full Time	6/14/2024	Retirement
Singleton, Sheree	Stearne, Allen M. School	Step Case Manager	1/4/2024	Resignation
Slinger, Nicole	Ellwood School Head Start	Teacher, Full Time	12/22/2023	Resignation
Smith, Raymond	Southwark School	Teacher, Full Time	4/4/2024	Retirement

Smith, Shaniqua	Mc Michael, Morton School	General Cleaner, 8 Hours	10/27/2023	Resignation
Solimeo, Kathleen	Forrest, Edwin School	Teacher, Full Time	6/14/2024	Retirement
Staller, Karen	Lincoln, Abraham High School	Interp, Deaf/Hard Of Hearing	6/14/2024	Retirement
Steed, Franklin	West Philadelphia High School	Special Education Assistant	2/9/2024	Retirement
Stewart, Kristyn	Evaluation, Research & Acct.	Director, Strategic Planning	2/2/2024	Resignation
Stocks, Steven	Widener Memorial School	Teacher, Full Time	6/14/2024	Retirement
Swinson, Doneisha	Penn Alexander School	Student Climate Staff, 5 Hours	11/6/2023	Resignation
Teague, Daunte	Edmonds, Franklin S. School	Special Education Assistant	1/19/2024	Resignation
Thaxton, Chellerina	Wilson, Woodrow Middle School	Secretary I	6/14/2024	Retirement
Thompson, Okina	Heston, Edward School	Food Svcs Assistant	11/29/2023	Resignation
Thompson, Charles	Shallcross Garage	Bus Chauffeur Handicpd Childrn	1/12/2024	Retirement
Thompson-Smith, Deauntra	Climate & Safety	Lead Climate And Culture Coach	1/16/2024	Resignation
Tiller, Harold	Mccloskey, John F. School	General Cleaner, 8 Hours	11/30/2023	Resignation
Toller, Pamela	Ellwood School	Teacher, Full Time	6/14/2024	Retirement
Tooley, Andrea	Cramp, William School	Teacher, Full Time	6/14/2024	Retirement
Trimble, Mindy	Baldi Middle School	Teacher, Full Time	6/14/2024	Retirement

Valdez, Arlene	Frankford High School	Climate Support Specialist	1/5/2024	Resignation
Vargas, Charol	Hunter School Head Start	Student Climate St,Erl Ch 5 Hr	11/6/2023	Resignation
Varughese, Sujatha	Baldi Middle School	Special Education Assistant	6/14/2024	Retirement
Velasquez-Ramirez, Eddie	Comegys, Benjamin B. School	Teacher,Full Time	12/22/2023	Resignation
Victoria, Stephanie	Family & Community Engagement	Project Assistant	1/2/2024	Resignation
Vital, Philiane	Kenderton Elementary	Teacher,Spec Education	2/9/2024	Resignation
Vong, Richard	Taggart, John H. School	Teacher,Full Time	6/14/2024	Resignation
Warnke, Allyson	Penn Treaty High School	Special Education Assistant	2/2/2024	Resignation
Way, Thomasina	Mc Clure, Alexander K. School	Supportive Services Asst, 4 Hr	3/15/2024	Retirement
Weaver, Ruthann	Northeast High School	Teacher,Spec Education	6/14/2024	Retirement
White, Donna	Hamilton, Andrew School	Student Climate Staff,5 Hours	6/14/2024	Retirement
Williams, Nisha	Rhodes Elementary School	Teacher,Spec Education	2/2/2024	Resignation
Williams, Leroy	Furness, Horace High School	School Counselor, 10 Months	6/14/2024	Retirement
Williamson, Nadine	Pennypack House School	Teacher,Spec Education	6/14/2024	Retirement
Willis, Joviann	Olneyhigh School	Special Education Assistant	12/8/2023	Resignation

Wishah, Enas	Frank, Anne School	Supportive Services Asst, 3 Hr	12/12/2023	Resignation
Wood, Sherri	Lawton, Henry W. School	Teacher,Full Time	6/14/2024	Retirement
Zack Lopez, Marjorie	Multilingual Programs	Teacher,Full Time	6/14/2024	Resignation
Zerounian, Arpie	Patterson, John M. School	Teacher,Full Time	6/14/2024	Retirement

Action Item - 9.

Title: Contract with Benefits Consultant: Marsh and McClennan Agency (\$750,000)

Board of Education Meeting Date: 1/25/2024

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:

Marsh & McClennan Agency

Purpose:

Provide Benefits Consulting services to assist with estimating and reducing benefit-related costs, supporting union negotiations, providing service to employees, marketing and evaluating different plan options and vendors, and providing actuarial and financial recommendations.

Start date: 1/26/2024

End date: 12/31/2026

Compensation not to exceed: \$750,000

Location:

Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: \$250,000

Description:

Why is this contract needed? This contract is needed because a substantial portion of the District's budget is associated with the cost of employee benefits. The District offers self-funded medical plans that require independent review and financial analysis. A benefits consultant provides services relating to actuarial analysis, labor negotiations, vendor selection and management, financial performance, benefits plan design and review,

recommendations for wellness programs and support of compliance services.

How is this work connected to the District's plan to achieve Goals and

Guardrails? The work supports the District's Goals & Guardrails as the District's employees are its most valuable resource in providing effective services to the children educated in the public-school system. Competitive and superior benefits are critical to the District's ability to recruit, retain and motivate the high-quality employees that are needed to achieve the Goals and Guardrails.

How will the success of this contract be measured?

The successful vendor will provide solutions that provide a quality benefits program along with cost savings to the District. Measurable performance standards will be developed and required of the vendor.

If this is a continuation of a contract, how has success been measured in the past?

This is not a continuation of a contract.

Was a larger community of stakeholders involved in this selection process?

The selection process included representatives from benefits, employee support services, finance and retirement.

Funding Source(s):

Health Fund

Office Originating Request: Board of Education

Action Item - 10.

Title: Contract with Drexel University for Computer Science Teacher Professional Development (\$84,061)

Board of Education Meeting Date: 1/25/2024

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:

Drexel University

Purpose:

Computer Science Teacher Professional Development

Start date: 1/25/2024

End date: 6/30/2024

Compensation not to exceed: \$84,061

Location:

All Schools;

Renewal Options: No

Description:

Why is this contract needed?

The contract is funded by the District's PAsmart grant awarded by the PA Department of Education. It is needed to provide professional development to teachers to prepare them to pass the recently required PA state certification in Computer Science.

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

This contract supports the College & Career Goal: Every student graduates ready for college and careers.

How will the success of this contract be measured?

The success will be measured in the number of teachers who successfully pass the PA State CS Teacher Certification.

Related resolution(s)/approval(s):

May 26, 2022; #1

Funding Source(s):

FY24 PA SMART ADVANCING COMPUTER SCIENCE GRANT

Office Originating Request: Information Technology

Action Item - 11.

Title: Contracts with Various Vendors for IT Contracted Staffing Services (\$11,800,000) - Updated 01.08.2024

Board of Education Meeting Date: 1/25/2024

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:

Abacus Service Corporation
California Creative Solutions
CDW Government LLC
CNI Sales Inc dba Corporate Networking
GT Security Systems
Softworld, LLC
Midtown Personnel, Inc.
Trigyn Technologies, Inc.
Visual Sound, Inc.
Worldgate LLC

Purpose:

to support IT procurement of contracted staffing services as needed

Start date: 2/1/2024

End date: 1/31/2025

Compensation not to exceed: \$11,800,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$11,800,000

Location:

Information Technology

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: All entities to be paid out of an aggregate amount not to exceed \$11,800,000 during an option period

Description:

1. Why is this contract needed?

The Office of Information Technology and Data Management (OITDM), is charged with developing, maintaining, and securing all aspects of District technology at over 225 locations, supporting over 20,000 staff members and over 115,000 students. OITDM uses contracted staff to support the evolving needs of the District, including short and long-term subject matter experts as projects and implementations require.

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

Similar to IT full-time staff, our contracted staff support all aspects of IT work including, but not limited to, finance and HR systems, student information system and other student operational systems, directory service and identity management, project management, application development, database, maintenance, technical design and systems engineering. These bodies of work collectively support all goals and guardrails.

3. How will the success of this contract be measured?

The success of this contract will be measured by the awarded vendors' ability to identify qualified candidates in a timely manner, support IT managers in the management and development of contracted staff, and the success and contributions of contracted staff members.

Funding Source(s):

FY24 IT Operating Funds

FY25 IT Operating Funds

FY26 IT Operating Funds

FY27 IT Operating Funds

FY28 IT Operating Funds

Office Originating Request: Information Technology

Action Item - 12.

Title: Contracts with Various Vendors for Network and Telecommunications Equipment, Maintenance, and Support (\$7,750,000)

Board of Education Meeting Date: 1/25/2024

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:

CDW Government LLC

CNI Sales Inc dba Corporate Networking

ConvergeOne, Inc.

Purpose:

To support IT procurement of equipment, maintenance, and support for the District's wired, wireless, and telecommunications networks

Start date: 2/1/2024

End date: 6/30/2029

Compensation not to exceed: \$7,750,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$7,750,000

Location:

All Schools; Administrative Office(s)

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: All entities will be paid out of an

aggregate amount not to exceed \$1,250,000 per option.

Description:

1. Why is this contract needed?

IT maintains legacy network and telecommunications equipment that has been in active use for 5+ years. These contracts ensure IT's ability to support and maintain existing equipment to the end of the projected equipment lifespan. Additionally, these contracts will support procurement of additional equipment to support repair, replacement, and future needs, including swing space development, major school renovations and construction projects, etc.

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

These contracts will support the ongoing operations of the Office of Information Technology using competitively negotiated agreements in a cost-effective, streamlined manner. Successful IT operations are critical to high availability access to internet and other technology resources in our schools and administrative offices.

3. How will the success of this contract be measured?

Successful contracts will be measured by the vendors' abilities to provide competitive pricing and meet all order needs of the district in a timely manner. Additionally, awarded vendors will be required to maintain OEM (original equipment manufacturer) certifications/designations as authorized resellers and/or support providers through the duration of the contract.

Funding Source(s):

FY24 IT Operating Funds

FY25 IT Operating Funds

FY26 IT Operating Funds

FY27 IT Operating Funds

FY28 IT Operating Funds

FY29 IT Operating Funds

Office Originating Request: Information Technology

Action Item - 13.

Title: Contract with Funds for Learning LLC for Universal Service (E-rate) Consulting and Support Services (\$2,387,500)

Board of Education Meeting Date: 1/25/2024

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:

Funds for Learning LLC

Purpose:

for consulting services for the District's participation in the Universal Services Fund discount program through the FCC

Start date: 2/1/2024

End date: 1/30/2028

Compensation not to exceed: \$2,387,500

Location:

All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: Each option at fixed amount of \$955,000 for the two-year option period

Description:

1. Why is this contract needed?

To date, the District has received an estimated total of \$331 million in federal subsidies for its internet and networking infrastructure. The resources and expertise required for continued facilitation of a successful and progressive implementation of

an E-rate initiative on behalf of approximately 220 schools requires the use of a highly specialized, experienced, and professional consulting support team as well as a robust and comprehensive electronic repository/database within which all of the District's E-rate data will be stored and accessed. E-rate support services will include such activities as professional USF guidance and consulting, application and forms preparation, invoice and vendor management, contractual and legal review services, audit and compliance support, discount matrix formulation, document imaging and clerical services, and most of the daily activities that encompass the "life cycle" of an E-rate application.

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

Through successful participation in the Universal Services Fund, the District is able to provide enterprise grade networking and telecommunications services at a highly discounted rate. These services are foundational to all goals and guardrails.

3. How will the success of this contract be measured?

Success of this contract will be measured by the District's ability to realize ongoing subsidies for eligible work and services. This contract authority represents a maximum spend and is contingent on subsidy commitments from the Universal Service Fund each program year.

Funding Source(s):

FY24 IT Operating Funds

FY25 IT Operating Funds

FY26 IT Operating Funds

FY27 IT Operating Funds

FY28 IT Operating Funds

Office Originating Request: Information Technology

Action Item - 14.

Title: A.M. v. School District of Philadelphia

Board of Education Meeting Date: 1/25/2024

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Office of General Counsel, to pay parents' attorneys fees as part of a settlement agreement, subject to funding, as follows:

With: Berney & Sang

Purpose: To pay reasonable attorneys fees and costs in connection with settlement of an Individuals with Disabilities Education Act (IDEA) matter brought by A.M.

Settlement Amount: \$195,000

Settlement Agreement Date: On or after 1/25/2024

Location: Administrative Office(s)

Description: Berney & Sang, on behalf of parents of A.M., raised legal claims against the School District alleging IDEA violations. The IDEA is a fee shifting statute.

This action item seeks approval to pay a negotiated amount of \$195,000, pursuant to the settlement agreement.

Funding source: FY24 Operating

Office Originating Request: General Counsel

Action Item - 15.

Title: Capital Award for Major Renovation at William Dick Elementary School (\$12,358,100)

Board of Education Meeting Date: 1/25/2024

Action under consideration

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

With:

Robert Michaels and Associates
EJ Electric
Allstates Mechanical, Ltd.

Purpose:

Major Renovation at William Dick Elementary School

Start date: 1/26/2024

End date: 12/30/2025

Compensation not to exceed: \$12,358,100

Separate Compensation by Vendor:

Robert Michaels and Associates - \$5,977,700
EJ Electric - \$1,267,000
Allstates Mechanical, Ltd. - \$5,113,400

Location:

Dick, William School;

Renewal Options: No

Description:

The Office of Capital Programs has identified the need for renovations at the William Dick Elementary School to upgrade and replace inefficient components of the HVAC system and associated building envelope upgrades to improve comfort conditions and indoor air quality. These upgrades and replacements include but are not be limited to, masonry restoration, replacement of windows, boiler, chiller, piping and air handling equipment and exterior door

refurbishment. The work will be monitored daily by a Capital Programs inspector, project manager, and construction manager to ensure the contractors are meeting all budget, schedule, and safety requirements of the District.

Why is this contract needed?

In an effort to improve efficiency and climate control at the William Dick School, the District has identified the need to repair and/or replace windows, exterior doors, the boiler, chiller, air handling equipment and restore the existing masonry.

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

Guardrail 1: Welcoming and Supportive Schools - Every school will be safe, welcoming, and healthy where our students, staff, and community want to be and learn daily

How will the success of this contract be measured?

Success of this contract will be measured by the completion of the construction work indicated within the approved documents on time and within budget.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):

FY 23/24 Capital Budget
FY 24/25 Capital Budget
FY 25/26 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 16.

Title: Change Orders at Various Locations (\$210,939)

Board of Education Meeting Date: 1/25/2024

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:

With:

Allstates Mechanical, Ltd.

Dolan Mechanical, Inc.

Ernest Bock & Sons, Inc.

McGoldrick Electric Inc.

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

Start Date: 1/26/24

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

Compensation not to exceed: \$210,939

Separate Compensation by Vendor and Locations:

Allstates Mechanical, Ltd. - Mechanical Contract - Major HVAC Renovation at Vare - Washington Elementary School

Original contract amount: \$3,434,000

Total approved Change orders to date: \$210,959

New Change Order amount: (\$10,013)

Total compensation: \$3,634,946

Original contract amount: \$3,434,000

Total approved Change orders to date: \$58,197

New Change Order amount: \$152,762

Total compensation: \$3,634,946

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

Original contract amount: \$1,607,000

Total approved Change orders to date: \$70,840
New Change Order amount: \$1,422
Total compensation: \$1,679,262

Original contract amount: \$1,607,000
Total approved Change orders to date: \$68,709
New Change Order amount: \$2,131
Total compensation: \$1,677,840

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

Original contract amount: \$11,548,000
Total approved Change orders to date: \$1,582,203
New Change Order amount: \$471
Total compensation: \$13,130,674

Original contract amount: \$11,548,000
Total approved Change orders to date: \$1,582,674
New Change Order amount: \$854
Total compensation: \$13,131,528

Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon
Elementary School

Original contract amount: \$37,385,000
Total approved Change orders to date: \$1,856,008
New Change Order amount: \$4,826
Total compensation: \$39,245,834

Original contract amount: \$37,385,000
Total approved Change orders to date: \$1,821,969
New Change Order amount: \$34,039
Total compensation: \$39,241,008

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

Original contract amount: \$6,795,000
Total approved Change orders to date: \$679,050
New Change Order amount: \$8,558
Total compensation: \$7,482,608

Original contract amount: \$6,795,000
Total approved Change orders to date: \$663,161

New Change Order amount: \$15,889

Total compensation: \$7,474,050

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.

There are five construction contracts with an original total of \$62,371,000 that require the above change orders. These construction contracts are related to four projects with an original cost of \$97,806,251. The total number of change orders submitted for approval under this action item is 10 with a value of \$210,939 which is 0.34% of the total original cost of the construction contracts and 0.22% of the total original cost of the projects.

Our current change order rate on all open construction contracts is 3% of which 0.51% are design error(s) and 0.47% are design omission(s), 1.76% are unforeseen conditions and 0.54% are owner's requests.

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

Funding Source: FY 24 Capital Budget

Related resolutions(s)/approval(s):

February 24, 2022; No.12

May 28, 2020; No.14

August 20, 2020; No.12

October 18, 2018; No.7

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Change Order Summary

Type

Supporting Document

As of 11/15/2023 @ 3:20pm

Cha

Change Order #:	School Location:	Contractor:	Designer	Work Description	Description of Change:
7	Vare - Washington Elementary School	Allstates Mechanical, Ltd.	GANNETT FLEMING	Mechanical Contract - Major HVAC Renovation	Provide Credit to the School District for not having to demo and remove 1,037 linear feet of attic piping.
129	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 metal framing, wall board, tape and spackle an exposed structural steel beam that protrudes approximately 6" past the adjacent finished wall in the Art room.
128	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	USA Architects, Planners & Interior Designers, P.A.	General Contract - Building Addition and Classroom Modification	Provide the labor to re-mobilize to the site and finish installing vinyl composition tile in the Science room 301.

21	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material, and equipment necessary to relocate existing piping for new duct work being installed in the crawl space.
144	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	Crabtree, Rohrbaugh & Associates	General Contract - New Construction	Provide the labor, material and equipment necessary to: Provide additional cleaning crews throughout the building.
145	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	Crabtree, Rohrbaugh & Associates	General Contract - New Construction	Provide the labor, material and equipment necessary to repair concrete masonry units classrooms throughout the building.
47	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide the labor, material and equipment necessary to install an Alphone door station at the entrance.

48	Solis-Cohen, Solomon Elementary School	McGoldrick Electric Inc.	Crabtree, Rohrbaugh & Associates	Electrical Contract - New Construction	Provide the labor, material and equipment necessary to remove two sections of sidewalk, install new 4" conduit, and re-install sidewalk.
22	Frank, Anne Elementary School	Dolan Mechanical, Inc.	Schrader Group Architecture, LLC	Plumbing Contract - Addition and Major Renovations	Provide the labor, material and equipment to repair cold & hot water lines that were damaged during demolition.
6	Vare - Washington Elementary School	Allstates Mechanical, Ltd.	GANNETT FLEMING	Mechanical Contract - Major HVAC Renovation	Provide labor, material and equipment necessary to furnish and install an additional 380lf of horizontal piping with fittings.

Change Orders to be Presented to the Board of Education on January 25, 2024

ReasonName	Explanation: Select from Pulldown ->	Requested	Final Amt	Savings	Amount of Contract's Contract
Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Original scope was to demolish attic piping to make room for new piping.	(\$10,013)	(\$10,013)	\$0	\$3,434,000
Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design did not address what to do with exposed steel beam protruding.	\$854	\$854	\$0	\$11,543,000
Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not show an existing built-in demonstration table and vinyl tile installation could not be completed until after the the table was removed.	\$471	\$471	\$0	\$11,543,000

Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include what to do with existing piping to enable new ductwork to be installed.	\$2,131	\$2,131	\$0	\$1,607,000
Requested by School District	School District Requests. Contractor was requested to provide additional cleaning crews to assist with final cleaning.	\$34,039	\$34,039	\$0	\$37,385,000
Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Some classroom wall devices were relocated resulting in the need to repair the concrete masonry units.	\$5,069	\$4,826	\$243	\$37,385,000
Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design did not include for an Alphone station at the entrance.	\$16,768	\$15,889	\$879	\$6,795,000

Design Omission (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The contract drawings and specification did not require sidewalk replacement or conduit installation.	\$8,558	\$8,558	\$0	\$6,795,000
Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Water lines were damaged during demo of duct work. Repairs were needed.	\$1,953	\$1,422	\$531	\$1,607,000
Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Vertical piping could not be completed as designed.	\$368,458	\$152,762	\$215,696	\$3,434,000
		\$428,288	\$210,939	\$217,349	\$62,371,000

CO% of Contract Amt	Amount of Proj	CO% of Proj Amt
-0.29%	\$6,980,053	-0.14%
0.01%	\$19,206,000	0.00%
0.00%	\$19,206,000	0.00%

0.13%	\$19,182,005	0.01%
0.09%	\$52,438,193	0.06%
0.01%	\$52,438,193	0.01%
0.23%	\$52,438,193	0.03%

0.13%	\$52,438,193	0.02%
0.09%	\$19,182,005	0.007%
4.45%	\$6,980,053	2.21%
0.34%	\$97,806,251	0.22%

Action Item - 17.

Title: Ratification and Authorization of Purchase Order Contracting Authority - Calendar Year 2024

Board of Education Meeting Date: 1/25/2024

Action under consideration

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

With:

Various Vendors

Purpose:

Purchase of supplies from various vendors up to the PA Department of Labor and Industry public bidding threshold

Start date: 1/1/2024

End date: 12/31/2024

Compensation not to exceed: N/A

Location(s):

All Schools, Administrative Offices

Description:

This action item seeks Board of Education authorization for The School District of Philadelphia, through the Office of Procurement Services, to execute and deliver Purchase Orders for supplies, materials and equipment valued up to which is \$23,200, the public bidding threshold for calendar year 2024. The bidding threshold for the calendar year is established each year in late December by the Pennsylvania Department of Labor and Industry. Each purchase order is reviewed by the Office of Procurement Services for alignment with District academic, policy, and organizational goals, as well as compliance with applicable laws, policies, and procedures. The Finance Office and the Office of Grants Compliance certifies that funds are available and allowable for each Purchase Order. Program offices and schools identify small dollar-value purchases for educational and operational purposes, which are then reviewed by Procurement Buyers. This authorization

does not apply to purchases above \$23,200 which are subject to public bidding and require separate Board authorization. This action item relates to the purchase of goods, whereas Limited Contract Agreements (LCAs), used for services contracts below \$20,000, are authorized via a separate action item. This item is a ratification as the PA Department of Labor and Industry sets the threshold in late December of each calendar year, after the regular deadlines for the December and January action item meetings.

Office Originating Request: Operations - Procurement

Action Item - 18.

Title: Contract with O Z Collaborative for Services Creating Floor Plans and Site Plans for Twelve Schools in the CCTV Transformation Program (\$88,920)

Board of Education Meeting Date: 1/25/2024

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:

O Z Collaborative LLC

Purpose:

for professional drawing services to create floor and site plans for twelve schools under the CCTV security camera transformation program

Start date: 2/1/2024

End date: 10/1/2024

Compensation not to exceed: \$88,920

Location:

Stearne, Allen M. School; Arts Academy at Benjamin Rush; Comegys, Benjamin B. School; Dobbins, Murrell Career and Technical Education High School; Constitution High School; Hackett, Horatio B. School; Philadelphia High School for Girls; Philadelphia Learning Academy North (PLAN); Potter-Thomas School; Strawberry Mansion High School; Duckrey, Tanner G. School; The Workshop School;

Renewal Options: No

Description:

Why is this contract needed?

The CCTV Transformation Program is Accelerate Philly Strategic Action 1.3. Under this Strategic Action the CCTV security camera infrastructure of the District will be completely transformed – all schools will have a modern, digital CCTV system and enterprise level video management system. New floor and site plans are required in some schools as part of the CCTV system design process. Under this action item the District will enter into a contract with O Z Collaborative LLC for floor plans and site plans at twelve schools.

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

The work under this contract aligns directly with Guardrail 1, in support of safe schools.

How will the success of this contract be measured?

The metrics for the success of this contract are the timely and cost-effective competition of floor plans and site plans for CCTV system design.

Funding Source(s):

FY24 Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 19.

Title: Ratification of Contracts with Various Vendors for Two-Way Radios for Student Climate Staff (\$265,850)

Board of Education Meeting Date: 1/25/2024

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:

R. F. Design & Integration, Inc.
Town Communications

Purpose: Contracted services for the procurement, programming, testing for interoperability, and delivery of two-way radios for student climate staff per contractual requirements

Start Date: December 15, 2023

End Date: June 30, 2024

Compensation not to exceed: \$265,850

Separate Compensation by Vendor:

R. F. Design and Integration, \$167,090
Town Communications, \$98,760

Location(s):

All Schools;

Description:

Why is this contract needed? Why is this a ratification?

In collaboration with various Offices of the School District, the Office of School Safety was charged with facilitating the District meeting a new contractual requirement to provide all School Climate Staff with two-way radios as part of the implementation of the Collective Bargaining Agreement between the District and UNITE HERE Local 634. The Office of School Safety worked with the Office of Procurement to identify qualified and competitive pricing for services in procuring two-way radios, and programming the radios to the requirements of each school site,

testing for interoperability with the existing radios in use at each school site, and delivering the new two-way radios. To meet the contractual timeline of providing two-way radios to all Student Climate Staff that do not already have a two-way radio by January 31, 2023, an exception to policy was required, and was issued for each identified vendor on December 14, 2023.

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

The provision of two-way radios to all Student Climate Staff aligns with Guardrail 1 in support of safe and welcoming schools.

How will the success of this contract be measured?

Success will be measured by the on time, contractually required delivery of two-way radios to each school for the necessary climate staff that do not already have a two-way radio by January 31, 2023. In addition to on time delivery, the new two-way radios delivered to each school site must be programmed and tested to successfully interoperate with the existing radios in use by staff at the school.

Funding Source(s): FY24 School Safety Operating

Office Originating Request: Operations - School Safety

Action Item - 20.

Title: Amendment of Contract with Atriade LLC for Program Support, Technical Services, and Design Services of CCTV Security Camera Systems for CCTV Transformation Program (120,000)

Board of Education Meeting Date: 1/25/2024

Action under consideration

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

With:

Atriade, LLC

Purpose:

To amend the contract with Atriade, LLC for continued program support, technical and design services in the CCTV Transformation Program to modernize all CCTV security camera systems across the District.

Original Start Date: 4/22/2022

Current End Date: 10/31/2023

Amended End Date: 4/1/2024

Currently Authorized Compensation: \$390,000

Additional Compensation:

120,000

Total New Compensation: \$510,000

Location:

All Schools; Administrative Office(s);

Renewal Options: No

Description:

Why is this contract needed?

Atriade, LLC is providing program support and technical expertise for the modernization of

CCTV security camera infrastructure across all District schools. Atriade, LLC, has provided key support for the initial stages of the CCTV Transformation Project, including completing a comprehensive assessment of the current state of CCTV systems across the School District and assisting School Safety in developing a plan for the long-term modernization of existing systems. Under this action item, School Safety seeks to extend the time and funding of its current contract with Atriade to provide program planning and management services and CCTV system design services.

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

The work under this contract aligns directly with Guardrail 1, in support of safe schools.

How will the success of this contract be measured?

The key metrics for success under this amended contract are the development and successful, on-time completion of the following deliverables: (1) revised CCTV system design standards and specifications, (2) the development of documented project governance and planning structures for the long-term CCTV system transformation across the School District, and (3) designs for at least ten school system designs.

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

Since beginning work on the CCTV Transformation Program, Atriade, LLC has been a strong and reliable consultant, providing high-quality and timely work.

Related resolution(s)/approval(s):

June 29, 2023, 81

April 21, 2022, 16

Funding Source(s):

FY24 School Safety Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 21.

Title: Amendment of Contract with Flourish Agenda, Inc. (\$1,466,183)

Board of Education Meeting Date: 1/25/2024

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:

Flourish Agenda, Inc.

Purpose:

To provide professional learning and support for students, school-based, and administrative staff on Healing Center Engagement, a holistic approach to addressing trauma

Original Start Date: 2/1/2023

Current End Date: 6/30/2024

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$885,000

Additional Compensation:

\$1,466,183

Total New Compensation: \$2,351,183

Location:

Edward Gideon School; Francis S. Key School; George Washington High School; High School of the Future; James G. Blaine School; Jay Cooke School; John Bartram High School; Kenderton Elementary School; Kensington High School; Liguori Academy-Fortis; Martin Luther King High School; Mary M. Bethune School; Roxborough High School; Tanner G. Duckrey School; William T. Tilden School; YES Philly; additional schools as identified by the Office of Prevention and Intervention; Administrative Office(s)

Renewal Options: No

Description:

Why is this contract needed?

The amendment to this contract will enable Flourish Agenda to persist in offering Healing Centered Engagement (HCE) certification for additional District staff, conducting two additional 5-day overnight camps known as Camp Akili for 75 or more students per session, holding Spring Break workshops for returning campers (70 students), as well as providing year-long programming to assist school teams in implementing HCE and supporting the youth engaged in the summer program. These endeavors will contribute to the enhanced integration of Healing Centered Engagement, an ecosystemic trauma approach. This approach aims to enhance individual practices, promote robust interpersonal connections, and enhance institutional culture, ultimately fostering positive outcomes for both the youth and the adults serving them.

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

Working with Flourish Agenda is connected to Guardrail 1: Welcoming and Supportive Schools and Guardrail 3: Partnering with Parents/Family Members as the goal of this work is to improve the wellness and sense of community for students, staff, and families, by strengthening meaningful connections and actively problem-solving in a collective manner. Through this work, schools will also increase family engagement.

How will the success of this contract be measured?

Success will be measured by (1) number of participants in each group that completed certification training, (2) number of students that attend Camp Akili, and (3) Teams will identify goal(s) after completion of certification and progress will be monitored. Throughout the contract period, regular reporting, surveys, and feedback sessions will be conducted to address any challenges, make adjustments as needed, and celebrate achievements. The success of the contract will be determined by the positive and measurable impact on participants, school communities, and the broader organizational culture through the enhanced integration of Healing Centered Engagement.

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

Over 85% of the youth that participated in Camp Akili Philly in July 2023 reported that they made new friends, felt more connected to their culture and background, gained skills that help make positive change in their communities, and felt hopeful about their lives at the conclusion of the camp. Campers mentioned that the Camp Akili experience gave them new historical and informative knowledge about race, gender, and helped them with the ability to listen more intentionally, express their feelings, and communicate better. In terms of practicing new personal healing skills, they mentioned learning new mindfulness techniques as well as trauma-informed solutions.

Also, the Healing Centered Engagement (HCE) training was provided to six cohorts of school and district staff and community partners of the School District of Philadelphia in the summer and fall of 2023. This brief was produced to share the experiences of participants who attended the training and provide recommendations for implementing the training with future cohorts in the district. Overall, participants were positive about the training. They thought the content was good and the information was useful for working with students. Depending on the participant's background, education, previous experience, and current role, some felt that the content was repetitive of what they already knew, while others felt it provided new or additional perspectives.

When asked about specific content that was more or less valuable to them, participants did not mention a specific module or section of content, but those who spoke to the value shared that the overall content was valuable. Most participants shared how the training impacted them personally as opposed to its impact on their respective professional roles within the district. The training led participants to be more reflective and thoughtful about how they interact with others and approach different situations. Some participants felt the training did not impact their role directly, but they were able to share aspects of the training with others who had more direct interaction with students.

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

This is an evidence-based strategy. Research has found that 87% of adults that have taken the certification program reported having strong relationships with youth. Additionally, 90% of youth that participated reported that they felt more aspirational towards their future after Camp Akili. Other school districts that have trained staff on this model are Arlington Public Schools, Baltimore City Public Schools, Chicago Public Schools, Portland Public Schools, Prince William County Schools, Sacramento City Unified School District, and New York City Department of Education.

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

Community stakeholders such as Children's First and Department of Behavioral Health and Intellectual disAbility Services provided input as they understand the landscape and need to better support our youth and families. Within the School District, collaborative conversations were held with multiple offices. These conversations will be ongoing as Healing Centered Engagement compliments many domains. These conversations were held within Student Support Services and with the Office of School Safety, Curriculum and Instruction, Diversity, Equity, and Inclusion, and Leadership Development.

Related resolution(s)/approval(s):

January 26, 2023; # 16

Funding Source(s):

FY 24-25: Pennsylvania Commission on Crime & Delinquency (PCCD) Grant

FY 24-25: Project Prevent

FY 24-25: American Rescue Plan Act (ARPA)

Office Originating Request: Student Support Services

ATTACHMENTS:

Description

Type

Action Item - 22.

Title: Extension of Time to Accept Donation from the Fund for Teacher Stipends and Hands-on Materials for Students

Board of Education Meeting Date: 1/25/2024

Action under consideration

The Administration recommends that the Board of Education authorize the extension of time to accept the donation through the Superintendent or his designee as follows:

Donation from: The Fund for the School District of Philadelphia

Purpose: To support equitable implementation of the new PA STEELS (Science, Technology, Engineering, Environmental Literacy, and Sustainability) standards.

Original Start Date: 12/11/2020

Original End Date: 12/31/2022

Amended End Date: 6/30/2025

Value of Donation not to Exceed: \$500,000

Location: All District schools

Description:

Why is this amendment needed?

On December 10, 2020, the Board authorized the District to accept a donation from The Fund for the School District of Philadelphia (the Fund), with an end date of December 31, 2022. GlaxoSmithKline awarded a grant of \$500,000 to the Fund. The original purpose of this grant was to provide resources to support science and math learning through the pandemic and beyond and to increase equity in STEM instruction, especially for Black, Latine, and female students. The District has utilized approximately half of the funds for that purpose. Amending the end date of this donation will allow the District to continue to use the remaining funding to further support STEM instruction by supporting equitable implementation of the new PA STEELS standards.

When the donation was received, Pennsylvania's science standards had not been revised since 2002. However, in 2022, Pennsylvania released new standards for Science, Technology, Engineering, Environmental Literacy, and Sustainability (PA STEELS). These next-generation standards demand that students engage in the practices of scientists, technologists, and engineers. These new standards have the potential to increase

opportunities for all Philadelphia students. However, it is crucial that the School District of Philadelphia implement these standards in a way that disrupts existing inequities and gives every student a path to access STEM.

As a balance of \$276,151 remains on the originally authorized acceptance of donation, the Administration requests that the Board extend the end date to accept and use the funding. The Administration will use this balance for professional development facilitation and materials, teacher stipends, job-embedded support for school-based instructional leadership teams, and hands-on science supplies to support implementation of the new PA STEELS standards, with a focus on equity for Black, Latine, and female students.

How is this work connected to the Board Goals and Guardrails?

This work directly supports Board Goals 4 & 5: College and Career, and Board Guardrail 4: Addressing Racist Practices by promoting equity-based instructional practices in science.

How will the success of this contract be measured?

The Office of Curriculum and Instruction (OCI) and the Fund will continue to collaborate with the Office of Research and Evaluation (ORE) to measure success of the contract on an annual basis. As in previous years, we will measure participation and satisfaction with professional development, uptake of instructional practices by teachers, and impact on student engagement in science, especially in the target groups.

In addition, GSK requires interim reports on January 31, 2024, June 30, 2024, and January 31, 2025. A final report to GSK is due by August 15, 2025. These reports will be shared with ORE to be included in our annual report.

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?

From December 2020 to December 2022, 107 teachers received intensive training on equity-focused science instruction, and 88 class sets of science materials kits were purchased, benefitting around 14,5000 students. Teachers gave the professional learning high ratings as a result of the training. Participants commented on feeling more confident in being able to help motivate black, latin, and female students to increase their inquiry and desire to explore STEM. Follow-up classroom observations showed teachers were using the equity-focused teacher practices that they learned about.

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

All trainings are grounded in evidence-based science instructional strategies and are executed using evidence-based adult learning theory.

Related resolution(s)/approval(s):

December 10, 2020; #5

Office Originating Request: Academic Support

Action Item - 23.

Title: Amendment of Contract with Multiple Vendors - Interpretation and Translation Services (\$2,400,000) - Added 01.10.2024

Board of Education Meeting Date: 1/25/2024

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:

Para-Plus Translations, Inc.
Global Arena, LLC
Quantum, Inc.

Purpose:

To provide increase the compensation for oral interpretation and document translation services

Original Start Date: 3/20/2020

Current End Date: 6/30/2026

Amended End Date: 6/30/2026

Currently Authorized Compensation: \$2,480,381

Additional Compensation:

All entities will be paid from the additional aggregate amount not to exceed \$2,400,000, for a total new compensation amount not to exceed \$4,880,381.

Total New Compensation: \$4,880,381

Location:

All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: Increase option period compensation by \$2,400,000 for a new total aggregate of \$3,960,000

Description:

Why is this contract needed?

The District seeks authorization to increase contractor compensation in the amount of \$800,000 per year, above the current authorization, for a new annual budget of \$1,320,000 each year for FY24 thru FY26 to sustain district-wide language access services. With the recently adopted Board Policy 139, which supports coordination of all efforts related to language access within the District to communicate effectively, we have experienced an increase in the number of translations and interpretations requests. In the first three months of the 23-24 school year, the District has expended more than half of its \$520,000 annual budget. The District has demonstrated a commitment to provide oral interpretation and document translation services to families in their primary or chosen language when it is not English. The selected vendors will provide interpretation and/or translation services in more than 200 languages, including the top nine languages commonly spoken in the District, which include Albanian, Arabic, Cambodian (Khmer), Chinese, French, Portuguese, Russian, Spanish, and Vietnamese, in addition to existing services the District currently has in place.

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

This work is directly connected to the District's strategic plan to achieve Goals & Guardrails through Guardrail 1: Welcoming and Supportive Schools and Guardrail 3: Partnering with Parents & Family Members by providing language accessibility services for parents and guardians whose primary language is not English. District parents and guardians speak a variety of languages. Contracting with the selected vendors enables the District to provide parents and guardians who require assistance because their primary language is not English to communicate with staff and provide reasonable access and opportunity to participate in services, activities, or other programs administered by the District.

How will the success of this contract be measured?

The success of the contractor has been measured by tracking key performance indicators such as: meeting project-specific requirements, turnaround time, language availability, and quality standards, in addition to conducting quality assurance checks. The contract will continue to be measured by these outcomes and scope of service defined expectations.

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

Over the past three years, use of external contractors has significantly enhanced the District's ability to reduce language barriers by offering increased access to interpretation and document translation services to meet the demand of language access service requests made by schools and offices. Success is also measured through feedback, in addition to

timely completion of projects in alignment with established specifications that were assigned by the District.

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

Yes, stakeholders included community-based organizations, school-based users, and offices who support multilingual populations. These stakeholders provided feedback throughout the procurement process. The three vendors were selected based on their extensive experience in providing oral translation and interpretation services that best suits the needs and interest of the District.

Related resolution(s)/approval(s):

February 27, 2020; No. 43
December 9, 2021; No. 30
December 15, 2022; No. 24

Funding Source(s):

FY 24: Operating
FY 25: Operating
FY 26: Operating

Office Originating Request: Student Support Services

Action Item - 24.

Title: Contract with Square Button for IT Needs Assessment for the Office of Environmental Management and Services (\$330,000) - Added 01.10.2024

Board of Education Meeting Date: 1/25/2024

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:

Square Button

Purpose:

To perform a comprehensive technology needs assessment for the Office of Environmental Management and Services

Start date: 2/1/2024

End date: 12/31/2024

Compensation not to exceed: \$330,000

Location:

Administrative Office(s)

Renewal Options: No

Description:

Why is this contract needed?

This action item will allow the Office of Environmental Management and Services (OEMS) to enter into a contract with Square Button to conduct a comprehensive technology needs assessment. The needs assessment will enable the District to procure a comprehensive environmental data management system(s) to further the District's goals of meeting regulatory requirements, improving internal processes and increasing efficiencies, enhancing environmental data, improving communication and collaboration both internally and externally, as well as fostering transparency in reporting. In recognition of the importance of this investment to environmental management and to building clear communication with community members, the City of Philadelphia provided funds to complete this needs assessment and begin work on procuring a data management system.

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

This work supports Board Guardrail 1 to provide safe, healthy and welcoming learning environments for all students and specifically Strategic Action 1.2 Improve management of environmental conditions and hazards by hiring an administrator and investing in a modern data management system.

How will the success of this contract be measured?

The success of this contract will be measured by the degree to which the comprehensive technology assessment provides clear criteria for selecting a modern data management system that will strengthen the capabilities and increase the efficiency of OEMS.

Related resolution(s)/approval(s):

N/A

Funding Source(s):

FY23-FY24 Grant - City Settlement

FY24-FY25 Grant - City Settlement

Office Originating Request: Operations - Facilities

Action Item - 25.

Title: Approval of Release and Settlement Agreement and Renewal Charter with Southwest Leadership Academy Charter School ("SLACS") - Added 01.22.2024/Updated 01.25.2024

Board of Education Meeting Date: 1/25/2024

The Board of Education will consider a proposed Release and Settlement Agreement by and between the School District of Philadelphia ("School District") and Southwest Leadership Academy Charter School ("SLACS" or "Charter School").

The School Reform Commission ("SRC") granted a charter ("Charter") to the Board of Trustees of SLACS to operate a charter school for a five-year term commencing on July 1, 2007; and

The SRC renewed SLACS's Charter in 2012 for a five-year term; and

In May, 2017, the SRC renewed SLACS's Charter for a five-year term and granted an amendment request to increase SLACS's enrollment from 492 to 1032 over the five-year term and to authorize SLACS to move to a new facility to be constructed at 1300 South 58th Street, Philadelphia, PA 19142; and

In June, 2018, the SRC granted an amendment to SLACS's Charter to add an additional location at 6901 Woodland Avenue, Philadelphia, PA, in addition to the authorized locations at 7101 Paschall Avenue, Philadelphia, PA and 1300 S. 58th Street, Philadelphia, PA; and SLACS has sought renewal of its Charter; and

The Board of Education issued a notice of nonrenewal and revocation setting forth the grounds for nonrenewal and revocation of SLACS's Charter by Action Item No. 90, approved on June 23, 2022; and

Following public nonrenewal hearings, the Board of Education, by Action Item No. 104, adopted on June 29, 2023, voted to deny SLACS's request for renewal of its Charter and adopted the May 6, 2023 Report of the Board's hearing officer, including its Findings of Fact and Conclusions of Law, Certification of the Record, and Adjudication; and

On or about July 28, 2023, SLACS filed a Petition for Appeal ("Appeal") with the State Charter School Appeal Board ("CAB"); and

In order to avoid the time, expense and uncertainty of further litigation, the School District of Philadelphia, through the Board of Education, and SLACS desire to enter into a Release and Settlement Agreement in order to provide a full and final settlement and resolution of any and all issues, disputes, and differences between them related to the nonrenewal and revocation of SLACS's Charter, 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 proceedings under the Charter School Law related to the nonrenewal and revocation of SLACS's Charter; and

SLACS has agreed to certain terms and conditions in connection with the settlement of the nonrenewal and revocation proceedings related to SLACS's Charter and in connection with a renewal of the Charter for a five-year term for the period commencing on July 1, 2022 and ending on June 30, 2027 ("Term"); and SLACS has submitted to the Charter Schools Office a charter agreement signed by the SLACS Board of Trustees ("Charter Agreement") setting forth the agreed terms and conditions of renewal; and

On January 25, 2024, the Board of Education will be considering an action item to approve and authorize execution of the Release and Settlement Agreement with SLACS and to renew the SLACS Charter which includes the following conditions for renewal in the Charter Agreement:

1. Based on the results of the 2025-2026 PSSA ELA test, the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year.

Alternatively, if the Charter School does not meet the proficiency target for the PSSA ELA test, as set forth in the preceding sentence, the Charter School shall either: (i) meet the Pennsylvania Academic Growth Standard as measured by the Average Growth Index ("AGI") in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA ELA test, year over year, for each year of the Charter Term for which data are available.

2. Based on the results of the 2025-2026 PSSA Math test, the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year. Alternatively, if the Charter School does not meet the proficiency target for the PSSA Math test, as set forth in the preceding sentence, the Charter School shall either: (1) meet the Pennsylvania Academic Growth Standard as measured by AGI in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA Math test, year over year, for each year of the Charter Term for which data are available.

3. Based on the results of the 2025-2026 PSSA Science test (Grade 4), the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year. Alternatively, if the Charter School does not meet the proficiency target for the PSSA Science test, as set forth in the preceding sentence, the Charter School shall either: (i) meet the Pennsylvania Academic Growth Standard as measured by AGI in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA Science test, year over year, for each year of the Charter Term for which data are available.

4. On or before January 31, 2024, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised Admissions and Enrollment Policy that shall be in compliance with the Charter School Law and shall not discriminate or otherwise base acceptance or enrollment on the basis of gender.

5. During the Term of the Charter, the Charter School shall implement a compliant lottery process and shall discontinue lotteries based on any attribute such as gender. The Charter School shall select students at random, from applications received timely, except that the Charter School may give preference in enrollment consistent with the Charter School Law and Charter School's Charter and shall not implement a lottery based on any attribute such as gender. The Board of Trustees shall provide a sworn written certification to the Charter Schools Office to evidence that the gender-based lottery has been discontinued by January 31, 2024. The Charter School shall achieve a "Meets Standard" for the Lottery Process standard as reflected on the Annual Charter Evaluation ("ACE") or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

6. During the Term of the Charter, the Charter School shall implement an enrollment process that only requires the parent/guardian of the enrolling student to submit the following documents: (i) proof of age, (ii) proof of address, (iii) home

language survey, (iv) immunization records; and (v) a parent registration statement. This condition will be assessed at the time of the Charter School's next renewal evaluation as reflected on the Annual Charter Evaluation - Renewal ("ACE-R") report or the subsequent similar document.

7. 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 revised form expulsion hearing notice that would be sent to parents/guardians and students being notified of an expulsion hearing and that includes all of the due process requirements to be observed at the formal hearing, as set forth in 22 Pa. Code § 12.8.

8. By September 30th of each year during the Term of the Charter, the Charter School shall submit to the Charter Schools Office evidence that one hundred percent (100%) of all special education personnel with direct instruction responsibilities for the current school year have all necessary licenses, certifications, qualifications and credentials, as required by this Charter and Applicable Laws. The Charter School shall achieve a "Meets Standard" for the Certified SPED Teachers as reflected on the ACE or the subsequent similar document. This condition will be assessed annually during the Term of the Charter.

9. 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 revised employee handbook and revised hiring policy and procedures that clearly outline requirements and processes for the submission of: (i) current Pennsylvania State Police and federal criminal history record information, in accordance with 24 P.S. § 1-111; (ii) official clearance statements regarding child injury or abuse from the Department of Public Welfare, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2.; and (iii) all documentation demonstrating compliance with the employment history review process delineated in Act 168 of 2014 ("Act 168"), 24 P.S. § 1-111.1, for all applicants for a position in which the employee would have direct contact with children prior to employment by the Charter School and for the maintenance of satisfactory and updated criminal history record information and child injury or child abuse clearance statements, as required by law, for the duration of employment with the Charter School.

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

11. The Board of Trustees shall appoint and elect at least three (3) new Board of Trustees members during the 2023-2024 school year. By June 30, 2024, the Board of Trustees shall nominate and elect:

- a. a Board member with an education leadership background with experience in primary and secondary school education;
- b. a Board member with a financial services background; and
- c. a Board member with experience on another board of trustees or board of directors for a similar educational organization.

The Board of Trustees shall provide copies of the resumes for these Board members to the Charter Schools Office once the new Board members have been elected to the Board.

12. By January 31, 2024, the Board of Trustees shall select and engage an independent organization ("Board Consultant") from a list of such organizations compiled and presented by the Charter Schools Office to support the recruitment and onboarding of new Board members for the Board of Trustees and training of all Board members in, *inter alia*, financial oversight and governance. The Charter School shall be responsible for the cost of the services of such Board Consultant. By March 31, 2024, the Charter School shall prepare a scope of work for the Board Consultant services and submit it to the Charter Schools Office for review and approval. The Board of Trustees shall update the Charter Schools Office at least quarterly during the 2023-2024 and 2024-2025 school years about the work being performed by the Board Consultant and the Board Consultant's interactions with the Board of Trustees.

13. During the Term of the Charter, the Charter School shall ensure that approved Board minutes indicate votes on budget, personnel salaries, and the school calendar by June 30th of the year before the effective date. The Charter School shall achieve a "Meets Standard" for the Board Oversight standard as reflected on the ACE or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

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

documentation to the Charter Schools Office by June 1st each year to determine compliance with this provision. The Charter School shall achieve a "Meets Standard" for the Statements of Financial Interest standard as reflected on the ACE or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

15. The Charter School agrees that, starting with the 2023-2024 fiscal year and during the remainder of the Charter Term, it shall take sufficient steps to regain compliance with the three covenants in its 2017 Loan Agreement related to debt service coverage ratio, unrestricted cash balance of not less than 5% of operating expenses for the prior fiscal year, and minimum days cash on hand of at least 45 days. Should the Charter School and bondholders agree to new or additional covenants or requirements during the Charter Term, the Charter School agrees to comply with or meet those new or additional covenants or requirements during each year of the Charter Term. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

16. The Charter School agrees that, beginning with the audited financial statements for the 2023-2024 fiscal year and during the remainder of the Charter Term, the Charter School shall not have any material non-compliance or material weakness audit findings. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

17. On or before January 31, 2024, the Charter School shall submit to the Charter Schools Office a Financial and Internal Controls Plan ("Plan") for the remainder of the 2023-2024 fiscal year through June 30, 2027 outlining the Charter School's plans, process and procedures to ensure that before June 30, 2024 and through June 30, 2027, the Charter School will be in compliance with all bond covenants, including without limitation, bond requirements related to debt service coverage ratio, unrestricted cash balance of not less than 5% of operating expenses for the prior fiscal year, and minimum days cash on hand of at least 45 days. Such Plan shall include, but not be limited to, determinations of additional expenditure cuts, consolidations and savings that can be realized; improvement in billing and enrollment processes; removal of vendor redundancies; and addressing short-term and long-term facility planning and cost impacts. The Charter School shall provide updates to the Charter Schools Office by May 1st each year regarding implementation of the Plan.

18. The Charter School shall annually no later than May 15 submit a draft budget to the Charter Schools Office before Charter Board of Trustees approval. The Charter Schools Office may provide feedback by May 31; if feedback is not provided, the Charter Board of Trustees may move forward with reviewing and approving the budget. The Charter School shall submit to the Charter Schools Office an approved budget for the next school year within 15 calendar days after June 30 each year. Any approved amendments to the Charter School's budget shall be submitted to the Charter Schools Office within five (5) business days of approval by the Charter Board of Trustees. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

19. The Charter School shall achieve an Overall Rating in the Financial Health and Sustainability Domain of "Approaches Standard" or "Meets Standard" for the Charter School's 2026-2027 ACE-R report or similar document for the Charter School's next charter renewal evaluation.

Upon full execution of the Release and Settlement Agreement, SLACS shall promptly withdraw or dismiss the Appeal to CAB and take whatever action is requested or required by CAB to withdraw and terminate the Appeal.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Action Item 25 - Final Action Item

Type

Supporting Document

Re: Approval of Release and Settlement Agreement and Renewal Charter with
Southwest Leadership Academy Charter School

WHEREAS, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of Southwest Leadership Academy Charter School (“SLACS” or “Charter School”) to operate a charter school for a five-year term commencing on July 1, 2007; and

WHEREAS, the SRC renewed SLACS’s Charter in 2012 for a five-year term; and

WHEREAS, in May, 2017, the SRC renewed SLACS’s Charter for a five-year term and granted an amendment request to increase SLACS’s enrollment from 492 to 1032 over the five-year term and to authorize SLACS to move to a new facility to be constructed at 1300 South 58th Street, Philadelphia, PA 19142; and

WHEREAS, in June, 2018, the SRC granted an amendment to SLACS’s Charter to add an additional location at 6901 Woodland Avenue, Philadelphia, PA, in addition to the authorized locations at 7101 Paschall Avenue, Philadelphia, PA and 1300 S. 58th Street, Philadelphia, PA; and

WHEREAS, SLACS has sought renewal of its Charter; and

WHEREAS, the Board of Education issued a notice of nonrenewal and revocation setting forth the grounds for nonrenewal and revocation of SLACS’s Charter by Action Item No. 90, approved on June 23, 2022; and

WHEREAS, following public nonrenewal hearings, the Board of Education, by Action Item No. 104, adopted on June 29, 2023, voted to deny SLACS’s request for renewal of its Charter and adopted the May 6, 2023 Report of the Board’s hearing officer, including its Findings of Fact and Conclusions of Law, Certification of the Record, and Adjudication; and

WHEREAS, on or about July 28, 2023, SLACS filed a Petition for Appeal (“Appeal”) with the State Charter School Appeal Board (“CAB”); and

WHEREAS, in order to avoid the time, expense and uncertainty of further litigation, the School District of Philadelphia, through the Board of Education, and SLACS desire to enter into a Release and Settlement Agreement in order to provide a full and final settlement and resolution of any and all issues, disputes, and differences between them related to the nonrenewal and revocation of SLACS’s Charter, 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 proceedings under the Charter School Law related to the nonrenewal and revocation of SLACS's Charter; and

WHEREAS, SLACS has agreed to certain terms and conditions in connection with the settlement of the nonrenewal and revocation proceedings related to SLACS's Charter and in connection with a renewal of the Charter for a five-year term for the period commencing on July 1, 2022 and ending on June 30, 2027 ("Term"); and SLACS has submitted to the Charter Schools Office a charter agreement signed by the SLACS Board of Trustees ("Charter Agreement") 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 SLACS and authorizes the President of the Board of Education to execute such Release and Settlement Agreement; and (ii) in conjunction with the Release and Settlement Agreement, authorizes the renewal of the SLACS Charter, subject to the terms and conditions agreed to by SLACS set forth below and in the Release and Settlement Agreement, for a five-year period commencing on July 1, 2022 and ending on June 30, 2027, 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 SLACS; and be it

FURTHER RESOLVED, that SLACS 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. Based on the results of the 2025-2026 PSSA ELA test, the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year. Alternatively, if the Charter School does not meet the proficiency target for the PSSA ELA test, as set forth in the preceding sentence, the Charter School shall either: (i) meet the Pennsylvania Academic Growth Standard as measured by the Average Growth Index ("AGI") in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA ELA test, year over year, for each year of the Charter Term for which data are available.
2. Based on the results of the 2025-2026 PSSA Math test, the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year. Alternatively, if the Charter School does not meet the proficiency target for the PSSA Math test, as set forth in the preceding sentence, the Charter School shall either: (1) meet the Pennsylvania Academic Growth Standard as measured by AGI in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA Math test, year over year, for each year of the Charter Term for which data are available.

3. Based on the results of the 2025-2026 PSSA Science test (Grade 4), the Charter School's proficiency rate shall be no more than five (5) percentage points below either the School District average proficiency rate for the 2025-2026 school year or the Similar Schools Group average proficiency rate for the 2025-2026 school year. Alternatively, if the Charter School does not meet the proficiency target for the PSSA Science test, as set forth in the preceding sentence, the Charter School shall either: (i) meet the Pennsylvania Academic Growth Standard as measured by AGI in at least two (2) of the school years for which data are available during the Charter Term; or (ii) achieve an annual increase in the proficiency rate for the PSSA Science test, year over year, for each year of the Charter Term for which data are available.

4. On or before January 31, 2024, the Charter School shall submit to the Charter Schools Office, for review and approval, a revised Admissions and Enrollment Policy that shall be in compliance with the Charter School Law and shall not discriminate or otherwise base acceptance or enrollment on the basis of gender.

5. During the Term of the Charter, the Charter School shall implement a compliant lottery process and shall discontinue lotteries based on any attribute such as gender. The Charter School shall select students at random, from applications received timely, except that the Charter School may give preference in enrollment consistent with the Charter School Law and Charter School's Charter and shall not implement a lottery based on any attribute such as gender. The Board of Trustees shall provide a sworn written certification to the Charter Schools Office to evidence that the gender-based lottery has been discontinued by January 31, 2024. The Charter School shall achieve a "Meets Standard" for the Lottery Process standard as reflected on the Annual Charter Evaluation ("ACE") or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

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

7. 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 revised form expulsion hearing notice that would be sent to parents/guardians and students being notified of an expulsion hearing and that includes all of the due process requirements to be observed at the formal hearing, as set forth in 22 Pa. Code § 12.8.

8. By September 30th of each year during the Term of the Charter, the Charter School shall submit to the Charter Schools Office evidence that one hundred percent (100%) of all special education personnel with direct instruction responsibilities for the current school year have all necessary licenses, certifications, qualifications and

credentials, as required by this Charter and Applicable Laws. The Charter School shall achieve a "Meets Standard" for the Certified SPED Teachers as reflected on the ACE or the subsequent similar document. This condition will be assessed annually during the Term of the Charter.

9. 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 revised employee handbook and revised hiring policy and procedures that clearly outline requirements and processes for the submission of: (i) current Pennsylvania State Police and federal criminal history record information, in accordance with 24 P.S. § 1-111; (ii) official clearance statements regarding child injury or abuse from the Department of Public Welfare, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2.; and (iii) all documentation demonstrating compliance with the employment history review process delineated in Act 168 of 2014 ("Act 168"), 24 P.S. § 1-111.1, for all applicants for a position in which the employee would have direct contact with children prior to employment by the Charter School and for the maintenance of satisfactory and updated criminal history record information and child injury or child abuse clearance statements, as required by law, for the duration of employment with the Charter School.

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

11. The Board of Trustees shall appoint and elect at least three (3) new Board of Trustees members during the 2023-2024 school year. By June 30, 2024, the Board of Trustees shall nominate and elect:

- a. a Board member with an education leadership background with experience in primary and secondary school education;
- b. a Board member with a financial services background; and
- c. a Board member with experience on another board of trustees or board of directors for a similar educational organization.

The Board of Trustees shall provide copies of the resumes for these Board members to the Charter Schools Office once the new Board members have been elected to the Board.

12. By January 31, 2024, the Board of Trustees shall select and engage an independent organization ("Board Consultant") from a list of such organizations compiled and presented by the Charter Schools Office to support the recruitment and

onboarding of new Board members for the Board of Trustees and training of all Board members in, *inter alia*, financial oversight and governance. The Charter School shall be responsible for the cost of the services of such Board Consultant. By March 31, 2024, the Charter School shall prepare a scope of work for the Board Consultant services and submit it to the Charter Schools Office for review and approval. The Board of Trustees shall update the Charter Schools Office at least quarterly during the 2023-2024 and 2024-2025 school years about the work being performed by the Board Consultant and the Board Consultant's interactions with the Board of Trustees.

13. During the Term of the Charter, the Charter School shall ensure that approved Board minutes indicate votes on budget, personnel salaries, and the school calendar by June 30th of the year before the effective date. The Charter School shall achieve a "Meets Standard" for the Board Oversight standard as reflected on the ACE or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

14. During the Term of the Charter, the Charter School shall ensure that all Board members and charter school administrators (hereafter "covered individuals") submit complete and accurate Statements of Financial Interest ("SOFI") for the previous year by May 1st each year. The Charter School shall take sufficient steps to communicate with all covered individuals to ensure that all covered individuals submit a SOFI for the previous calendar year in a timely way. Sufficient steps shall be defined as communicating to all covered individuals by regular mail and email about the covered individual's obligation to submit a SOFI on or before May 1st of each calendar year as a condition of their continued Board membership or employment. If the covered individual has not provided the required SOFI by the May 1st deadline, that individual will not be permitted to perform his or her duties for the Charter School either as an employee or a board member during the 30-day window provided by the Ethics Act. If the covered individual who is an employee does not submit a completed SOFI by May 31st, then Board of Trustees shall terminate the employment of any public employee; for those board members who have not submitted a completed SOFI by May 31st, the Board shall take a public vote at the June or next meeting to remove any covered individual who has not timely submitted their SOFI. The Charter School shall inform the covered individual regarding the public vote and their dismissal by certified mail. The Charter School shall follow the same protocol for any covered individuals who are no longer associated with the Charter School, with the exception that no public removal vote shall be necessary for those noncompliant covered individuals. The Charter School shall submit documentation to the Charter Schools Office by June 1st each year to determine compliance with this provision. The Charter School shall achieve a "Meets Standard" for the Statements of Financial Interest standard as reflected on the ACE or subsequent similar document. This condition will be assessed annually during the Term of the Charter.

15. The Charter School agrees that, starting with the 2023-2024 fiscal year and during the remainder of the Charter Term, it shall take sufficient steps to regain compliance with the three covenants in its 2017 Loan Agreement related to debt service coverage ratio, unrestricted cash balance of not less than 5% of operating expenses for the prior fiscal year, and minimum days cash on hand of at least 45 days. Should the Charter School and

bondholders agree to new or additional covenants or requirements during the Charter Term, the Charter School agrees to comply with or meet those new or additional covenants or requirements during each year of the Charter Term. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

16. The Charter School agrees that, beginning with the audited financial statements for the 2023-2024 fiscal year and during the remainder of the Charter Term, the Charter School shall not have any material non-compliance or material weakness audit findings. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

17. On or before January 31, 2024, the Charter School shall submit to the Charter Schools Office a Financial and Internal Controls Plan (“Plan”) for the remainder of the 2023-2024 fiscal year through June 30, 2027 outlining the Charter School’s plans, process and procedures to ensure that before June 30, 2024 and through June 30, 2027, the Charter School will be in compliance with all bond covenants, including without limitation, bond requirements related to debt service coverage ratio, unrestricted cash balance of not less than 5% of operating expenses for the prior fiscal year, and minimum days cash on hand of at least 45 days. Such Plan shall include, but not be limited to, determinations of additional expenditure cuts, consolidations and savings that can be realized; improvement in billing and enrollment processes; removal of vendor redundancies; and addressing short-term and long-term facility planning and cost impacts. The Charter School shall provide updates to the Charter Schools Office by May 1st each year regarding implementation of the Plan.

18. The Charter School shall annually no later than May 15 submit a draft budget to the Charter Schools Office before Charter Board of Trustees approval. The Charter Schools Office may provide feedback by May 31; if feedback is not provided, the Charter Board of Trustees may move forward with reviewing and approving the budget. The Charter School shall submit to the Charter Schools Office an approved budget for the next school year within 15 calendar days after June 30 each year. Any approved amendments to the Charter School’s budget shall be submitted to the Charter Schools Office within five (5) business days of approval by the Charter Board of Trustees. The Charter Schools Office shall review this Condition for Renewal annually as part of the ACE process.

19. The Charter School shall achieve an Overall Rating in the Financial Health and Sustainability Domain of "Approaches Standard" or “Meets Standard” for the Charter School’s 2026-2027 ACE-R report or similar document for the Charter School’s next charter renewal evaluation.

and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students in Kindergarten through Grade 8 with a maximum of 1032 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;

and be it

FURTHER RESOLVED, that in accordance with the Release and Settlement Agreement, upon full execution of the Release and Settlement Agreement, SLACS shall promptly withdraw or

dismiss the Appeal to CAB and take whatever action is requested or required by CAB to withdraw and terminate the Appeal.