



## **THE SCHOOL DISTRICT OF PHILADELPHIA**

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### **BOARD OF EDUCATION**

### **PUBLIC MEETING**

### **AGENDA**

**FEBRUARY 29, 2024**

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

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

#### **Approval of Minutes - January 25, 2024**

#### **Board Committee Reports**

#### **Registered Student Speakers**

- Student Speakers List
- Board of Education - Other

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

#### **Presentations**

- New Charter School Application, Peng Chao, Chief of Charter Schools
- Board of Education - Other

#### **Action Item Questions & Responses**

- Action Item Questions and Answers

#### **Registered Elected Officials**

- Elected Officials Speakers List
- Board of Education - Other

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

- General Speakers List

#### **Written Testimony**

- Written Testimony - Updated 3.5.2024
- Board of Education - Other

#### **Action Item**

1. Acceptance of Donation of Licenses from and Memorandum of Understanding with Study.com for Teacher Certification Test Prep - Updated 2.22.2024  
Talent - Memorandum of Understanding
2. Acceptance of Donation from the Lindy Foundation; License and Right of Entry with MGA Remodeling LLC for Schoolyard Improvements at the Various Schools (\$300,000) - Updated 2.23.2024

- Operations - Capital Programs - Other
3. Contract with Data Driven Decisions, Inc. for Direct Report Survey Administration, Reporting, and Follow Up Support (\$150,000)  
Evaluation, Research and Accountability - Contracts
  4. Approval of Personnel Hires - Updated 2.22.2024  
Talent - Other
  5. Approval of Personnel Terminations - Updated 2.29.2024  
Talent - Other
  6. Administration's Recommendation for Termination of Professional Employees - WITHDRAWN BY STAFF 2.22.2024  
Talent - Other
  7. Approval of Resignations and Retirements - Updated 2.29.2024  
Talent - Other
  8. Amendment of Contract with ESS Northeast, LLC (\$10,000,000)  
Talent - Amended Contracts
  9. Contract with Alma Advisory Group for Talent/HR Data Audit (\$215,663)  
Talent - Contracts
  10. Authorization of Education Payments to Other Educational Entities (\$18,850,000)  
Finance - Other
  11. Contract with CGI Technologies for Advantage ERP Software Maintenance (\$463,389.34)  
Information Technology - Contracts
  12. Contract with Avela Inc. for School Application and Selection System for K-12 Schools (\$1,582,500)  
Information Technology - Contracts
  13. Capital Award for Early Childhood Program Access Improvements at Various Schools (\$1,092,953) - Updated 2.22.2024  
Operations - Capital Programs - Capital Awards
  14. Capital Award for Stormwater Management Improvement at Thomas Alva Edison High School (\$1,665,613) - WITHDRAWN BY STAFF 2.22.2024  
Operations - Capital Programs - Capital Awards
  15. Capital Award for the Building Envelope Renovation with Lorenzon Brothers Company at Thomas K Finletter School (\$2,956,900)  
Operations - Capital Programs - Capital Awards
  16. Alain Locke- Schoolyard Improvement Project - The Trust for Public Land (TPL) (\$ 0)  
Operations - Capital Programs - Other
  17. Amendment of Contract with Mobilease Modular Space, Inc. Various Locations (\$60,000)  
Operations - Capital Programs - Amended Contracts

18. Change Orders at Various Locations (\$133,970)  
Operations - Capital Programs - Other
19. Contract with Door & Window Guard Systems, Inc. for Securing Vacant Properties (\$550,000)  
Operations - Facilities - Contracts
20. Contract with The Home Depot Pro for the Purchase of Custodial Supplies and Equipment (\$10,500,000)  
Operations - Facilities - Contracts
21. Contracts with Various Vendors for Temporary Staffing Services (\$2,405,000)  
Operations - Facilities - Contracts
22. Parent Flat Rate Payment for Transportation Expenses (\$36,000,000)  
Operations - Transportation - Other
23. Agreement for Services with Mathies & Sons, Inc. (\$0)  
Operations - Transportation - Other
24. Contract with Ferrellgas for Propane Fuel Purchases and Related Services (\$1,250,000)  
Operations - Transportation - Contracts
25. Contract with Atriade LLC for Professional Services in Support of the CCTV Transformation Program (1,849,077)  
Operations - School Safety - Contracts
26. Contract with Catapult Learning, LLC and Littera Education, Inc. for High Impact Tutoring (\$2,700,000) - Updated 2.23.2024  
Academic Support - Contracts
27. Amendment of Contract with Various Vendors - ERP Implementation (\$5,507,966) - Added 2.13.2024  
Finance - Amended Contracts
28. Contract with Various Vendors for Furniture And Equipment for Digital Literacy Labs (\$10,000,000) - Added 02.13.2024  
Information Technology - Contracts
29. Contracts with Various Vendors - Furniture & Classroom Fixtures (\$60,000,000) - Added 2.13.2024  
Operations - Procurement - Contracts
30. Contracts with Various Vendors for Educational Resources (\$50,000,000) Added 02.13.2024  
Operations - Procurement - Contracts
31. Application for New Charter School: Global Leadership Academy International Charter High School - Added 03.06.2024  
Board of Education - Other

## **Adjourn**

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

## **Roll Call - Board of Directors**

### **Action Items - Intermediate Unit**

1. Contract with ProxTalker.com LLC dba Logan Tech and Dancing Dots Braille Music Technology, L.P. to Provide Technology for Blind and Low Vision Students (\$50,000)  
Finance - Other
2. Amendment of Ratification of Acceptance of Safe Schools Targeted Non-Public School Equipment and Program Grants and Authorization to Purchase from Various Vendors for Security and Surveillance Equipment and Support, Communications Equipment, School Safety Programming and Other Related Goods and Services (\$350,000) – No cost time extension and to add contractors  
Finance - Other

### **Adjourn - Intermediate Unit Board of Directors**

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

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## Registered Student Speakers - •

**Title:** Student Speakers List

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

Student Speakers List

Type

Supporting Document



**Registered Student Speakers**

1. Phinneas Dougherty,  
Topic: Philly Aquatics
2. Phoebe Dougherty,  
Topic: Philly Aquatics
3. Younouss Camara, GLASW  
Topic: GLASW High School
4. Alondra Ramirez-Colondres,  
Northeast High School  
Topic: Palestine Podcast
5. PJ Dorn, Masterman  
Topic: Middle School Ranking

**Primary Waitlist Student Speakers**

**Presentations - •**

**Title: New Charter School Application, Peng Chao, Chief of Charter Schools**

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

## Action Item Questions & Responses - •

**Title:** Action Item Questions and Answers

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

Action Item Questions and Answers

Type

Supporting Document



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Action Item Questions

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General Questions

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General Questions	Submitted by:	Response
Request for presentation from the city on stormwater management program	Board Member Wilkerson	A request has been submitted to the City to connect with someone in the Water Department for this information.

Action Item Questions	Submitted by:	Response
8). <a href="#">Amendment of Contract with ESS Northeast, LLC (\$10,000,000)</a>  1. Is the amendment to this contract for an increase in the rate per day or is it an increase in the total cost/rate increasing?	Vice President Fix-Lopez	1. Both. In order to combat the nursing shortage, the decision was made to increase the daily rate for substitute nurses for the 23-24 school year. This has resulted in more sub nurses being



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<ol style="list-style-type: none"> <li>2. What is the current approach/strategy that the District is using to external hiring of substitutes versus internal substitutes?</li> <li>3. How is the district working to identify whether a substitute is working for the District or the vendor?</li> </ol>		<p>hired and more nurse absences being filled by substitutes. Additionally, ESS has filled other staff absences at a higher rate than last year resulting in higher costs.</p> <ol style="list-style-type: none"> <li>2. The District only employs substitute administrators directly. All other substitutes are employed through the vendor.</li> <li>3. Please see the answer to #2 above.</li> </ol>
<p>10). <a href="#"><u>Authorization of Education Payments to Other Educational Entities (\$18,850,000)</u></a></p> <ol style="list-style-type: none"> <li>1. Is this just for residential institutions?</li> <li>2. How does this spend compare to prior year expenditures?</li> <li>3. What strategies are in place to reduce spending? If this is not possible, should there be a strategy to reduce this spend?</li> </ol>	<p>Vice President Fix-Lopez Board Member Danzy Board Member Salley</p>	<ol style="list-style-type: none"> <li>1. This is for students in residential institutions as well as day treatment programs or hospitals. The District is only paying for tuition and related services (as applicable) for these students.</li> <li>2. This spend is lower than prior years (the prior year's action item was for \$21.1M). Total expenditures for these students have declined over the past several years because of a reduction in the number of students in the longer term placements. However, despite the reduction in the overall number of</li> </ol>



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		<p>students in these placements, there has been an increase in the number of students in short-term hospitalizations in recent years.</p> <p>3. The District has little to no control over the number of students who end up in these placements. These students are typically placed through the courts, DHS, or CBH in a residential placement that fits their needs (e.g., a group home or treatment facility) and receiving educational services there or are hospitalized and receiving educational services within the hospital setting. For the students residing in other districts, rates are based on PDE's statutory requirements associated with section 1306 of the school code. For the hospitalized students, the District tracks the rates but does not currently (or historically) have any authority to negotiate or adjust the rates being charged by these hospital settings.</p>
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<p>13). <a href="#">Capital Award for Early Childhood Program Access Improvements at Various Schools (\$1,092,953) - Updated 2.22.2024</a></p> <p>1. How were these schools selected?</p>	<p>Board Member Salley</p>	<p>1. The Office of Capital Programs worked with the Office of Early Childhood Education to identify schools with PreK programs where there was the possibility of a secure, viable separate entrance for the program that would be more convenient for required food service deliveries as well as families needing ramp access to the PreK program. Based on the availability of one-time PreK funding this year, the Office of Early Childhood prioritized nine schools with the largest PreK enrollments for these improvements.</p>
<p>14). <a href="#">Capital Award for Stormwater Management Improvement at Thomas Alva Edison High School (\$1,665,613)</a></p> <p>1. How have these schools been identified?</p>	<p>Vice President Fix-Lopez</p>	<p>1. <i>[Withdrawn by Staff - 2/22/2024]</i> The Stormwater Management Improvement project at Edison High School is primarily funded by two separate grants: The William Penn Foundation (WPF) Watershed program and the Philadelphia Water Department Stormwater Management Improvement Project (PWD SMIP). Per the WPF grant requirements, stormwater management needs to be maximized. The parameters set by WPF</p>





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		<p>for grant approval are for large scale projects (greater than 2 Acres) and the ability to manage stormwater for 90% of the existing impervious coverage. The Edison site was proposed because it is a 6-acre site where there is the ability to manage the stormwater runoff to meet the grant requirements adequately and WPF approved it based on those parameters. PWD also requires maximization of stormwater management but is not involved in the site selection process. It will be the largest stormwater management project undertaken to date by SDP.</p>
<p>19) <a href="#">Contract with Door &amp; Window Guard Systems, Inc. for Securing Vacant Properties (\$550,000)</a></p> <ol style="list-style-type: none"> <li>1. How does this contract align with the overall capital plan?</li> <li>2. How are these properties monitored on an ongoing basis?</li> </ol>	<p>Board Member Lam Board Member Salley</p>	<ol style="list-style-type: none"> <li>1. This contract is intended to provide security and secure vacant properties. These properties are currently not aligned with any Capital projects. Should the vacant property become a Capital project (e.g., New Construction), the Vendor awarded by Capital Programs would assume security responsibilities for the property.</li> </ol>

<p>3. What is the total spend for this work?</p>		<p>2. Property exteriors are inspected bi-weekly by the Facility Area Managers. Exterior services such as grass cutting, graffiti removal, debris/short dumping removal, etc. are performed by District custodial workers.</p> <p>3. Our FY2023/24 spend was approximately \$70K for 10 locations. We added additional sites due to community feedback, vandalism, theft, and illegal activities which will increase our annual spend to approximately \$150K.</p>
<p>20). <a href="#"><u>Contract with The Home Depot Pro for the Purchase of Custodial Supplies and Equipment (\$10,500,000)</u></a></p> <p>1. How many properties or locations will be cleaned?</p> <p>2. How often will supplies be purchased?</p>	<p>Board Member Salley</p>	<p>1. This contract will supply cleaning supplies and equipment for all District schools, offices, and other buildings (garages, athletic field structures, etc.) with the exception of the 18 contracted high schools. Supplies &amp; equipment for the contracted high schools are the responsibility of the contracted vendor.</p> <p>2. Supplies are ordered monthly for each location. However, during the summer break the cleaning conducted to support summer programming and school year</p>

		openings could necessitate ordering more frequently.
<p>21). <a href="#">Contracts with Various Vendors for Temporary Staffing Services (\$2,405,000)</a></p> <ol style="list-style-type: none"> <li>1. Understanding concerns that exist regarding the District's budget in the upcoming fiscal years and that temporary staffing is used to fill vacancies that we currently have - What is the advantage and/or benefit to locking in pricing for a need that we do not have as of yet?</li> <li>2. If approved by the Board, would this mean that the District is locking in a particular rate through FY27?</li> <li>3. Is the District projecting and/or anticipating a particular vacancy rate through FY27?</li> <li>4. What roles are we using temporary staff for?</li> <li>5. What schools and/or locations are we using temporary staffing for?</li> </ol>	<p>Board Member Lam</p> <p>Board Member Salley</p>	<ol style="list-style-type: none"> <li>1. The intention of this contract is to allow us to supplement our workforce on an as needed basis, such as seasonal and temporary staffing needs. Positions include labor for moving furniture/material and office/clerical staffing. We are working to fill vacancies we currently have with permanent staffing.</li> <li>2. Yes. Labor rates are specified in the proposal and locked in throughout the contract's duration.</li> <li>3. We are not projecting or anticipating a particular vacancy rate. In addition, this contract is intended to allow us to hire temporary staff as needed. We do not intend to fill permanent or budgeted vacancies with this contract.</li> <li>4. Temporary staffing can fill labor roles such as furniture movers and office/clerical such as data entry.</li> <li>5. Temporary staffing could be used throughout all schools and offices.</li> </ol>

<p>22). <a href="#"><u>Parent Flat Rate Payment for Transportation Expenses (\$36,000,000)</u></a></p> <ol style="list-style-type: none"> <li>1. Is the District using the Parent Flat Rate Program as a stop gap and/or temporary solution until there is greater bandwidth across our transportation services?</li> <li>2. How is the District working to utilize the city's public transit system to support families and students?</li> <li>3. Is this something that the state intends to keep funding long term or is this something that is expected to end at some point?</li> <li>4. What is the District's long term plan in terms of providing transportation in more economical and efficient ways?</li> <li>5. What work is being done to explore all of the various solutions that can be used at scale to provide students and families with the transportation services that are needed?</li> </ol>	<p>Board Member Danzy  Board Member Lam  Vice President Fix-Lopez</p>	<ol style="list-style-type: none"> <li>1. No, the Parent Flat Rate Program is not a stopgap or temporary solution until there is greater bandwidth across our transportation services. We recommend that the Parent Flat Rate Program become a permanent transportation alternative for our students because it provides several benefits, including cost savings for the District, flexibility for parents, and enhanced community engagement. Additionally, it reduces the District's liability for accidents.</li> <li>2. Each year, a request is submitted by the District to the Board for authorization to contract with SEPTA for the purchase of Student Fare Cards. These cards enable approximately 61,818 eligible public, charter, and nonpublic school students to use SEPTA's public transportation service to and from school during the school year.</li> <li>3. Yes, the average statewide reimbursement is approximately 50% for pupil transportation. This state subsidy covers approximately half of all the</li> </ol>
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<p>6. Request for additional information on the number of households being serviced through this program?</p> <p>7. What audit methodologies are in place to ensure that the funds are being used for their intended manner?</p>		<p>District's transportation costs, including the Parent Flat Rate Program. These costs are funded for all eligible modes of transportation provided by the District.</p> <p>4. The District's long-term plan to provide transportation in a more economical and efficient manner includes:</p> <ul style="list-style-type: none"> <li>• Increasing internal CDL driver capacity to increase operational capacity for District-operated garages to reduce transportation contract costs.</li> <li>• Modernization of the District's fleet to reduce increasing maintenance costs for an aging fleet, and deployment of more alternative vehicles, to reduce the District's carbon footprint and fuel expenses.</li> </ul> <p>5. The District uses routing and global position solution (GPS) technology to optimize and increase routing efficiencies. Additionally, eligibility criteria are continuously reviewed to provide equitable services for students.</p>
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		<p>6. There are approximately 14,000 households/parents that are enrolled in the Flat Rate Program for the 2023-2024 school year.</p> <p>7. Several audit methods are in place to ensure that funds are being used for their intended purpose- to reimburse parents for providing student transportation:</p> <ul style="list-style-type: none"> <li>• Ongoing review of data from parents requesting reimbursement.</li> <li>• External verification to confirm the accuracy and legitimacy of parents' addresses.</li> <li>• Transaction testing to verify the authorization of checks that are mailed to parents.</li> <li>• Addressing fraudulent activity by requesting notarized documentation if fraud is suspected.</li> </ul>
23). <a href="#">Agreement for Services with Mathies &amp; Sons, Inc. (\$0)</a>	Board Member Salley	<p>1. We currently have a fleet of 308 buses, which include diesel, gasoline, and</p>

<ol style="list-style-type: none"> <li>1. Request for additional information to understand the current fleet.</li> <li>2. Request for additional information regarding what happens to the current buses as well as the gold standard for bus auctions and otherwise end of fleet life.</li> </ol>		<p>electric buses. Additionally, there are approximately 418 non-bus vehicles.</p> <ol style="list-style-type: none"> <li>2. To determine the end of fleet life, or to remove a bus from service, the following factors are evaluated: <ul style="list-style-type: none"> <li>○ Age and mileage of the bus</li> <li>○ Availability of repair parts that are needed</li> <li>○ Total cost of repair in comparison to the total value of the bus</li> </ul> </li> </ol>
<p>24). <a href="#">Contract with Ferrellgas for Propane Fuel Purchases and Related Services (\$1,250,000)</a></p> <ol style="list-style-type: none"> <li>1. How many propane buses does this include?</li> </ol>	Board Member Salley	<ol style="list-style-type: none"> <li>1. The authorization request is to support the cost of the propane tank infrastructure and propane fuel as needed over five years. We anticipate the delivery of 38 propane buses by the end of the 2023-2024 school year. Contingent upon Capital and grant funding, additional propane buses may be added to our fleet.</li> </ol>
<p>25). <a href="#">Contract with Atriade LLC for Professional Services in Support of the CCTV Transformation Program (1,849,077)</a></p>	Board Member Salley	<ol style="list-style-type: none"> <li>1. Yes, as part of Accelerate Philly, there is a documented project plan (deployment plan) for this program as part of progress monitoring of Strategic Action 1.3.</li> </ol>



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<ol style="list-style-type: none"><li>1. Is there a documented plan for this work?</li><li>2. How far is the district currently in its vision of CCTV for all schools, etc?</li><li>3. Is this a one time purchase to complete the overall vision or should the Board anticipate additional purchase requests?</li></ol>		<ol style="list-style-type: none"><li>2. The CCTV Transformation Program was fully funded under the FY2024 Capital Cycle, with work commencing in summer 2023.  The CCTV Transformation Program has three core elements:<ul style="list-style-type: none"><li>• Establish new Districtwide video management system (VMS) infrastructure which will unify all digital CCTV systems, allowing for major improvements in operational functionality, overall usability, and system maintenance.</li><li>• Update analog CCTV systems in 158 schools to modern, digital systems integrated with the new video management system.</li><li>• Integrate current digital CCTV systems in 59 schools with the new video management system.</li></ul> Since summer 2023, the following milestones and major program elements have been completed:</li></ol>
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		<ul style="list-style-type: none"><li>○ Creation of program governance and plan</li><li>○ Creation of updated CCTV security camera system and video management system standards and specifications</li><li>○ Development of CCTV system designs for 24 schools</li><li>○ Technical scoping and planning for standing up the new District-wide enterprise video management system</li><li>○ NG10323 Bid and award for CCTV and VMS system at Northeast High School - <i>scheduled for completion in March 2024.</i></li><li>○ NG10390 Bid for Technical and Professional Services (the current action item)</li><li>○ NG10386 Bid for Genetec Headend installation - anticipated for presentation of Action Item to the Board in March 2024</li></ul>
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		<ul style="list-style-type: none"><li>○ NG10392 Bid for CCTV systems at 23 schools - anticipated for presentation of Action Item to the Board in March 2024</li><li>○ NG10391 Bid for video management system update at 42 schools that already have modern, digital CCTV systems - anticipated for presentation of Action Item to the Board in March 2024</li><li>○ NG10406 and NG10407 Bids for CCTV systems at 10 schools are currently in competition - anticipated for presentation of Action Items to the Board in April 2024.</li></ul> <p>Further bids are in development for the next wave of schools to have analog systems updated, and for the balance of schools that already have digital CCTV systems to join into the enterprise video management system.</p>
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		<p>Although only one new CCTV system has been completed since the start of the program in summer 2023, the prior several months have been dedicated to developing the technical and project roadmaps to execute the overall program. Several competitive procurement processes are now concluding that will allow the District to break ground and update systems at 65 schools (23 new digital systems, 42 updating the video management system only). Procurement processes for further updated CCTV systems will continue to be published, competitively bid, and awarded over the next several years as the Transformation Program moves forward.</p> <p>3. The contract that School Safety seeks authorization for with Atriade, LLC under this action item will provide the key technical and professional services necessary in support of the multi-year CCTV Transformation Program. The</p>
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		<p>services include program and project management support, CCTV system design services, school-level floor and site plan (drawings) development, technical expertise and guidance, and development and execution of a training program for School Safety personnel and administrators on the use of CCTV systems (including an evergreen asynchronous electronic training library). As part of the RFP (NG10390) for this work, School Safety has access to multiple options to extend Atriade's work beyond the initial contract period through June 30, 2025. Assuming Atriade's performance continues to be strong and effective, School Safety anticipates exercising those annual options as necessary and required.</p>
<p>26). <a href="#">Contract with TBD - High Impact Tutoring (\$TBD)</a></p> <p>1. What is our tutoring strategy?</p>	<p>Vice President Fix-Lopez Board Member Salley</p>	<p>1. Our tutoring strategy is to implement High Impact Tutoring Mathematics during the school day to accelerate student learning. High Impact Tutoring is a</p>

<ol style="list-style-type: none"> <li>2. How does this item fit into the overall tutoring strategy for the District? Is this a piece of the puzzle or is this item the complete picture?</li> <li>3. Is this a completely new strategy or is this an extension of the work that we are currently doing?</li> <li>4. What percentage of the District will be covered with these services?</li> <li>5. Which grades will receive these services?</li> <li>6. Which schools will be covered with these services?</li> <li>7. How will effectiveness be measured?</li> </ol>		<p>specific model of tutoring with key design principles like: tutor:student ratio, number of instructional minutes, cadence of tutoring sessions, time of day, tutor quality, etc., all of which are proven to maximize learning.</p> <ol style="list-style-type: none"> <li>2. This action item is In alignment with our strategic plan, <a href="#">Accelerate Philly</a>, Priority 3.5: Pilot evidence-based high impact tutoring in 6 to 8 schools. The COVID-19 pandemic had a negative impact on student achievement. One study estimates that students lost four months of learning by the end of the 2020-21 school year. Many District students are not meeting grade level standards, and require opportunities for accelerated learning to catch up. High impact tutoring can be effective at advancing student achievement when delivered with fidelity. Important aspects to consider when selecting a tutoring approach are when and how often the tutoring occurs, the quality of the materials used, and the extent to which tutors receive the</li> </ol>
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		<p>necessary training and support. A study of Saga Education by the University of Chicago found that students who received tutoring with fidelity learned up to 2.5 years worth of math in one year.</p> <ol style="list-style-type: none"><li>3. High-Impact Tutoring is new. It is in alignment with the strategic plan referenced in question 2.</li><li>4. We will pilot the two vendors in 2 middle schools for the 4th marking period.</li><li>5. During our initial implementation in the 2024-2025 SY we will focus on 6-8 middle schools.</li><li>6. Schools with grades 6-8 will apply to receive these services.</li><li>7. The Office of Research and Evaluation will evaluate the implementation and impact of the High Impact Tutoring pilot effort. Once schools are selected and the schedules are identified, we will be able to determine the level of rigor of the evaluation. Ideally, we will randomly assign eligible students to receive daily during-the-school-day tutoring .STAR scores will be used as the baseline and</li></ol>
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		outcome measure for students.
<p>27). <a href="#">Amendment of Contract with Various Vendors - ERP Implementation (\$5,507,966) - Added 2.13.2024</a></p> <p>1. What is the best estimate for the remaining spend of the new ERP system and maintenance of the old system?</p>	Board Member Salley	<p>1. For the Legacy ERP vendors, we are projecting we need to keep the two vendors engaged through 6/30/25. The software vendor (AMS/CGI) has an action item (#11) for \$463,390 at the 2/29/24 Action Meeting. This Action Item covers 7/1/24 through 6/30/2025 and should be the last request for this vendor.</p> <p>The Mainframe hosting vendor (FIS) is currently engaged at \$175,000 through 8/31/24. They have yet to confirm the monthly cost for 9/1/24 through 6/30/25, but we are working to stay close to the current monthly cost.</p> <p>The new ERP vendors (Oracle, Cherry Road Technologies, Kronos, and the other vendors on this action item) will have \$84,089,966 in authority through 6/30/28, if this action item (#27) is approved. As of 2/15/24, \$58,521,404.27 has been spent.</p>



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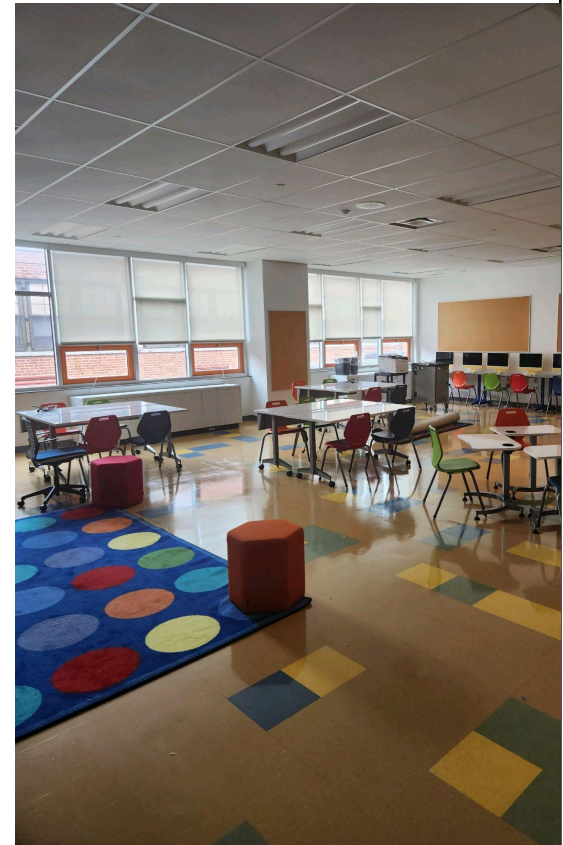
### Board of Education Action Item Questions and Responses February 29, 2024


<p>28). <a href="#">Contract with Various Vendors for Furniture And Equipment for Digital Literacy Labs (\$10,000,000) - Added 02.13.2024</a></p> <ol style="list-style-type: none"> <li>1. Will this contract support all schools? If not, how will schools be selected?</li> <li>2. What does the furniture look like?</li> <li>3. How does this spend align to the total strategic facilities spend?</li> </ol>	<p>Board Member Lam</p> <p>Vice President Fix-Lopez</p> <p>Board Member Salley</p> <p>Board Member Thompson</p>	<ol style="list-style-type: none"> <li>1. This is part of a 3-year project to upgrade the digital literacy labs in all elementary and stand-alone middle schools that offer digital literacy. Currently, there are 113 schools that offer this curriculum. The goal is to have 74 schools set up by the start of the next school year. The full digital literacy lab would include flexible/ configurable furniture, codable robots, and computers.</li> </ol> <p>We are prioritizing schools that have a dedicated digital literacy teacher, but this authority is an up-to amount that allows us to add schools that decide to offer digital literacy over the next three years.</p>
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2. Please see the pictures below.





		 <p>3. Response pending.</p>
<p>29). <a href="#">Contracts with Various Vendors - Furniture &amp; Classroom Fixtures (\$60,000,000) - Added 2.13.2024</a></p> <p>1. How does this spend align to the total strategic facilities spend?</p>	Board Member Salley	<p>1. Included within the total requested spending authority is the allotment of facilities and capital purchases, related to furniture to improve classroom modifications to support learning. This contract will purchase classroom furniture needs for renovations, new construction and relocations as needed.</p>
<p>30). <a href="#">Contracts with Various Vendors for Educational Resources (\$50,000,000) Added 02.13.2024</a></p>	Board Member Salley	<p>1. This spending authority would allow for the continued purchases made by schools and program offices on an</p>



## The School District of Philadelphia

### Board of Education Action Item Questions and Responses February 29, 2024

<ol style="list-style-type: none"><li>1. What is the core essence of this spend?</li><li>2. Why is this action item necessary given that the curriculum has been or will be standardized soon?</li></ol>		<p>as-needed basis for materials such as but not limited to: reading books, physical education supplies, math and science supplies, social studies supplies, STEAM, etc. All of these items are needed to support the learning environment within classrooms for grades Pre-K - 12.</p> <ol style="list-style-type: none"><li>2. This action item is not related to any core curriculum offerings and provides schools with the continued autonomy to purchase educational materials and supplies that support their specific school needs. This action item does not provide the ability to purchase any core curricula, license-based product(s), or multi-year service(s). Purchases made through this authority will be reviewed by both the Office of Curriculum &amp; Instruction and the Office of Procurement Services for approval to ensure alignment with the strategic plan.</li></ol>
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**Registered Elected Officials - •**

**Title: Elected Officials Speakers List**

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

**ATTACHMENTS:**

Description

Elected Officials

Type

Supporting Document



**Registered Elected Officials**

1. Senator Anthony Williams,  
Topic: Support on Behalf of the  
Approval and Opening of Global  
Leadership Academy International  
Charter High School

## Registered Speakers on General Topics - •

**Title:** General Speakers List

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Nicole Wyglendowski, District Staff  
Member  
Topic: FMLA Issues
2. Pete Pijanowski, District Staff  
Member  
Topic: District Policies
3. Blossom Kaleo, District Staff  
Member  
Topic: Staff Wellness
4. Fatim Byrd, District Staff Member  
Topic: Staff Medical Issues
5. Charlie Hudgins, District Staff  
Member  
Topic: Occurrences
6. Yani Robinson, District Staff  
Member  
Topic: Staff Retention
7. Liam Kelly, District Staff Member  
Topic: Sick Policy
8. Rebecca Mulligan, District Staff  
Member  
Topic: Supporting Undocumented  
Students
9. Shira Cohen, District Staff Member  
Topic: Occurrences
10. Joseph Fratoni, Community Member  
Topic: Family Engagement/Strategic  
Priority 2
11. Bevin Journey, District Staff  
Member  
Topic: Staff Morale
12. Dr. Naomi Johnson Booker, Global  
Leadership Academy  
Topic: Global Leadership Academy  
International High School
13. Deborah Grill, Community Member  
Topic: Action Item 31, Application  
for New Charter School: Global  
Leadership Academy International  
Charter High School
14. Zakiyyah Salahudin,  
Parent/Guardian  
Topic: Support of Approving Charter  
for Global Leadership Academy  
High School
15. Antonae Grant, Parent/Guardian  
Topic: Abuse
16. Tanya Harvey, Community Member  
Topic: SPAP
17. Vanessa Nedrick, Community  
Member  
Topic: Consideration of Charter for  
High School
18. Kelly Bourne, Charter School Staff  
Member  
Topic: Laboratory Charter School





19. Michelle Prettyman, Charter School  
Staff Member  
Topic: Opening a High School

20. Alison Macrina, Community  
Member  
Topic: Support of School Libraries

21. Earl Marant, Parent/Guardian  
Topic: High school for GLASW

22. Bahiya Hopkins-Bey,  
Parent/Guardian  
Topic: Support of Global Leadership  
Academy

23. Tiffeny DeSesso, Parent/Guardian  
Topic: School Selection

24. Salvatore Sandone, Community  
Member  
Topic: ASE/Student Outcomes/2024  
Budget

25. Gabriel Presley, Community  
Member  
Topic: Swimming Pools

26. Danielle Sandsmark,  
Parent/Guardian  
Topic: Capital Improvements needed  
at School

27. Rachel Whitley, Community  
Member  
Topic: After School Enrichment and  
Student Needs

28. Katherine Riley, District Staff  
Member  
Topic: Student Expression

29. Keziah Ridgeway, District Staff  
Member  
Topic: Censorship of Students

30. Janie Fox, Parent/Guardian  
Topic: High School Application  
Process

### **Primary Waitlist Speakers**

1. Ilene Poses, APPS  
Topic: Action Item 31, Application  
for New Charter School: Global  
Leadership Academy International  
Charter High School

2. Natifah Castro, Community  
Member  
Topic: Active Removal of Espostos  
at Girls High during School Hours

4. Susan Nicodemus Quinn,  
Community Member  
Topic: After School Programs for  
Next Year

5. Andrea Rodgers, Community  
Member  
Topic: ESSER & OST Funding

6. Elena Lopez, Community Member  
Topic: PADA - Outside of School  
Time



7. Jeaneea Williams, Charter School  
Staff Member  
Topic: GLA International High  
School

8. Albert DiSalvatore, Charter School  
Staff Member  
Topic: GLA International High  
School

9. Felicia Fields, Parent/Guardian  
Topic: Problems Kids are Having in  
their Schools

10. Jethro Heiko, Parent/Guardian  
Topic: BHM Assembly

11. Priya Dieterich, District Staff  
Member  
Topic: An SDP Decision on Student  
Work

12. Lisa Haver, APPS  
Topic: Action Item 31, Application  
for New Charter School: Global  
Leadership Academy International  
Charter High School

13. Tashi Grant, Parent/Guardian  
Topic: Bullying

14. Lynda Rubin, APPS  
Topic: Action Item 12, Contract with  
Avela Inc. for School Application  
and Selection System for K-12  
Schools

15. Charisma Presely, Philly  
Aquatics  
Topic: Indoor Pool Equity Access,  
Prevention and Intervention

16. Horace Clouden, PCAC  
Topic: Equality in the School District

17. "Mama Gail" Clouden,  
Community Member  
Topic: Equity

18. Leah Clouden, Community  
Member  
Topic: Education

19. Anne Dorn, Parent/Guardian  
Topic: Ranking Factors

20. May Freda Watson, Community  
Member  
Topic: Saving the Children

## Written Testimony - •

**Title: Written Testimony - Updated 3.5.2024**

**Board of Education Meeting Date:** 2/29/2024

**Office Originating Request:** Board of Education

### ATTACHMENTS:

Description

Written Testimony - UPDATED 3.5.2024

Type

Supporting Document



February 29, 2024

Board of Education

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

Dear President Streater and Philadelphia School Board Members,

We write this letter with extreme enthusiasm asking you to vote in favor of supporting the Global Leadership Academy International Charter High School (GLAICHHS) application. We have not had a new Black founded and led charter school approved by the School Board of Education since 2009-2010. Now fourteen years later, GLAICHHS has submitted its third application to the Board of Education requesting a high school that we believe is significantly needed here in our city of Philadelphia.

For the last four years, the African American Charter School Coalition has advocated for a more equitable and transparent process of oversight, renewal, and expansion opportunities for black founded and led schools. We have advocated for the preservation of Black founded and led institutions to be a permanent part of the educational landscape in Philadelphia. We have asked that you listen to our concerns and the recommendations of educators, parents, students, and community stakeholders who we represent. With over 700 parents completing pre-enrollment forms for this school and dozens of letters of support from parents, leaders, and concerned citizens, and with a strong team of educators and an independent board of GLAICHHS, we believe the applicants have more than demonstrated their ability and desire to have this school. The need is significant especially in light of the challenges we have all had to work through with the sudden closure of Mathematics, Civics, and Sciences Charter School. A good portion of those pre-enrollment forms represent families from Mathematics, Civics, and Sciences Charter School.

In a time of crisis, we need innovative solutions, and Global Leadership Academy International Charter High School offers just that. With a mission centered on real-world learning, leadership development, and global competence, this institution is precisely what our city needs. Its vision aligns perfectly with the Superintendent's *Accelerate Philly* agenda and Mayor Parker's commitment to providing diverse educational opportunities for our youth.

Moreover, the strength of the founding coalition and the unwavering support from the community underscore the potential impact of this school. Voting for this school is an investment in the future of hundreds of students who reside in Philadelphia. Please do not deny the children and families who are seeking this opportunity, the ability to go to this school.

Thank you,

African American Charter School Coalition (AACSC)

A better solution has been articulated for you, by you. In January 2023, a Philadelphia Inquirer article portrayed Dr. Watlington as open to revising the sick-leave occurrences policy. “We know that teachers need to feel like they’re supported,” he said—when the policy does the opposite. “We know that they need to have high morale,” he said—when the policy lowers it—“and feel like the district is their partner,” he said—when the policy portrays it as their adversary. Furthermore, Board-approved strategic planning in 2023 had “Listening and Learning” findings calling 3-5-7-9 “ridiculous,” suggesting grace and empathy instead.

Yet the policy remains. This year’s teachers’ grapevine shakes with horror stories of administrators aggressively enforcing it. It threatens to force good and dedicated but scared and frustrated employees out the door, causing more long-term school churn than migraines or mental health days ever could. This policy was always a cruel hammer to choose to wield on workers in response to the overstated nail of abuse. Other large districts comparable to Philadelphia have discarded theirs.

You have already spoken and written the words of a more humane future! Actions speak louder. Take the lead on staff retention. End 3-5-7-9 now.

=====

[[ These comments come from Robbin Blake, a paraprofessional for the Philadelphia school district. ]]

I have been working for the district for over 30 years. In recent years especially after the pandemic, I have been sick more than I have ever been. When I'm sick and don't feel my best I push past it and come to work. For one, we are short staffed and two, if I don't come or if I accumulate too many occurrences, my job is in jeopardy. We are penalized for being sick. That is something that is out of our control. When illnesses occur inside the school building, the lack of deep cleaning causes viruses and illnesses to elevate and spread like wildfires. When people come to work sick because they are afraid of getting an occurrence, it causes the illnesses to keep cycling. Get rid of this absurd policy that causes school district employees stress, and anxiety, and allow us to be treated equally as other educators in the surrounding school districts.

=====

[[ These comments come from a fellow PFT member who is sharing their testimony anonymously for concerns about retaliation. ]]

I am an Art Teacher at a K-8 school serving about 400 students. Like so many of my colleagues across the district, I love my students and value our time together. I did not choose this job lightly and take my commitment to the students and families of the School District of Philadelphia very seriously. I am fierce and passionate. However, I need to care for myself and my family in the best way in order to be there fully for my young artists.

First and foremost, I am a mother to my own two teenagers. I must always put their needs above my job. In October, my son fractured his leg while playing sports with his School District of Philadelphia high school. He spent the entire school day walking with a fractured leg because he was afraid I wouldn't be able to come pick him up to take him to get an x-ray. We did not make it to urgent care until 6:30pm. By that time, he had been walking on it for almost 12 hours. When we went to the orthopedic doctor, I took a family illness day. This was my first occurrence.

One afternoon, while riding my bike home from school, I was in an accident. I injured my shoulder and took two days off. If I hadn't taken those days, it would have been impossible for me to feel well enough to manage the daily tasks of an art teacher such as cutting paper and organizing supplies for the six classes I teach daily. After a month, I scheduled a follow-up visit for my shoulder and took a half-day because my school dismisses at 3:39 and there are no appointments available after that. The initial injury and the ½ day I took counted as two additional occurrences. Almost four months later, my shoulder still bothers me, but I do not wish to add an occurrence. It is not healed, but I cannot make a physical therapy appointment because it would add an occurrence. Using my paper cutter still hurts, but I do not wish to add an occurrence. Lifting bags of clay still hurts, but I do not wish to add an occurrence.

Once again, I will state that I am a dedicated and passionate educator. I always want to be there for my students. Punitive measures such as the fear of accumulating occurrences does not serve me or my students. So, I ask you, 'will you be a part of the solution for supporting people who need to use their sick days to take care of themselves and stay healthy?'

I am writing in solidarity and agreement with my fellow PFT members who are protesting the 3579 policy at the board meeting on February 29. Although I cannot attend in person, I strongly urge the board to drop this damaging policy. As many employees have testified, the occurrences policy actually forces them to miss more days than they would prefer because they are trying to avoid getting in trouble for racking up additional occurrences, even if they could attend to school in between two necessary sick days or medical appointments. Although we are allocated 10 sick days per year, many employees experience pressure from their administrators to not use the sick days because they are spread out across different weeks or months of the school year. This is unfair because it stops employees from using contractually guaranteed benefits. It is also nonsensical because students suffer more from a teacher's extended absence than they do from a teacher's occasional absences. The policy discourages employees from taking care of their own, and their family members urgent health needs. I have seen this **problem** firsthand during my 22 years in the classroom in the SDP, and I have become even more aware of it now that I work with first-year teachers as an instructional coach. At a moment when we are experiencing **crisis** level difficulties in recruiting and retaining teachers, this policy is making matters much worse and driving teachers out of the profession. I strongly urge you to drop the 3579 policy immediately.

Thank you,

Alexandra Volin Avelin

Philadelphia PA 19119

Dear Tony Wallington, Superintendent for the Philadelphia School District,

I write with fury, regarding the recent cancellation of the Black History and Palestine Podcast.

The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students knew how oppressive it was for Africans, by the legal institution of human chattel slavery, established throughout European colonization in the Americas. They chose the Palestinian peoples struggle, as it's already in the news, and they felt comfortable and confident enough to compare and contrast the plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing and genocide of their people. Not to mention land grabbing and illegal Israeli settlements.

Now the project was viewed on February 21, which is also an International Mother Language Day. For the African under slavery, this has to be a day of mourning, because their identity, their names and their language and culture and freedom was stolen from them, under the pretext of trade by 'nobleman'.

So the fact that students could correlate the two people over the span of two periods of time to uncover similar circumstances and present their findings is testament that the future is strong and bright.

HOWEVER, as you know, some of your morally challenged teachers found it to be uncomfortable and labeled it antisemitic.

I shouldn't need to school you BUT looks like you had it coming:

Supporting resistance of the Israeli military and occupation does not equate to antisemitism. The Arabs are Semitic too. And being anti Zionist isn't the same as anti Jew. I'm assuming you knew this already, so did those teachers.

"Anti-Semitic? It's a trick. We always use it"  
Shulamit Aloni, former Israeli Cabinet Minister.

I condemn this approach in leadership and demand that immediately provide your teachers to receive Palestine 101 training for failing to recognize the humanity of the Palestinian people. Teachers who expressed antisemitic as a result must be put on leave with immediate effect, their biases must not be brought inside the classroom.



The district must restore the video into assemblies again. This work was undertaken to teach us what the next generation thinks of ours.

I implore you to inform the police of the teachers who shared the students names, to outside Zionist organizations in the city. This is vilification of a student's work. And the safety our children who are in your care is paramount, so I call you to fire these teachers who acted rogue to clearly cause misery for the dedicated noble students.

As a result of your leadership, the entire school district in my opinion displays institutional racism and fascism. For not recognizing the humanity in the Palestinians plight, your competency for b the lack of reprimand in holding educators to account who conduct themselves through their ill beliefs worries me. Your district is therefore systemically failing a diverse, equitable and an inclusive environment. Where differences are not understood and our celebrated.

You must publicly acknowledge, apologies and action that lead to better outcomes. Where Palestinians in this community and supporters of Palestinian rights are given green light and the platform to express without retaliation.

As you know each year, \$3.8 billion of Americans tax dollars is sent to Israel as a form of a blank check, to fund Israel's violence against the Palestinian people. This means Pennsylvanians see \$135,979,834 of our tax dollars being sent to Israel, a country that faces charges of genocide in the International Court for Justice. This money could be going towards the needy Pennsylvanians, but instead, it is going towards maintaining violence abroad.

It's clear—the United States is the Israeli military's greatest funder and enabler. Rather than using those funds to provide for communities in need here, our government uses taxpayer dollars to enable the Israeli military to kill Palestinians, destroy their homes, and steal their native land.

But we know that this doesn't have to be the only way. We know that if we collectively rise, we can stop the funding of state violence. We know that Palestine will never be free, until we are all free.

You breached your own diversity, equity and inclusion standards by choosing the path.

I command you do the following:

Employ a qualified Humanitarian for the district who is unbiased in order to support the curriculum with challenging topics to help engage the teaching and admin staffers and student population.

Introduce a system outcome checking on teachers, we don't want their biases or preconceptions impacting our students into thinking Palestinians are worth no less.

Philly, the 'City of Brother Love', has on offers coalitions of BLM and Palestine resistance. This says a lot, so you are tasked to close the gaps and build greater learning bridges within our very proud diverse community.

The Distrct needs to engage its Palestinians students, parents, and neighbors. You ought foster a unique environment, a safe one for advocacy.

ANOTHER PALESTINIAN DIES EVERY FOUR MINUTES, but you already know that. To right the wrong, the district must call for a permanent ceasefire publicly, since you've made it already political. You can also call the Governor, Senators and the Biden Administration to end the siege on Gaza.

Aaron Bushnell, a 25-year-old active duty Air Force man, who, as you know, did the most extreme form of protest. He lit himself on fire in front of the Israeli Embassy in Washington D.C. He screamed Free Palestine over and over while burning to death.

As a supporter of the US Campaign for Palestinian Rights, and a tax payer, may I remind you that your on my payroll. So I demand you to do better.

You can facilitate campaigns for peace

Allow for student protest

Sanctions teachers for not teaching

Foster an environment of citizenship by celebrating diversity through more dynamic events like the one teacher who organized the the project titled "Resistance Through Art"

I am one of the Rising Majority, I don't want our Tax dollars making us complicit in the classroom and I support a Free Palestine from the River to the Sea.

Kind regards, please send me a detailed response of your actions going forward!



**ASPIRA, Inc. of Pennsylvania**  
4322 N. 5th Street, 3rd Floor  
Philadelphia, Pennsylvania 19140

Phone: 215.455.1300  
Fax: 215.455.6310  
Web: [www.aspirapa.org](http://www.aspirapa.org)

February 27, 2024

Charter Schools Office  
School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130

Dear Charter School Evaluator,

We are writing in support of the **approval** of the **Global Leadership Academy Charter High School**.

GLA and its leadership have proven to serve as a beacon of hope to children citywide, especially in the West Philadelphia Community. They have graduated high school-ready students admitted into our City's magnet high schools. Although our District Magnet schools have prepared many of our youth to be post-secondary ready, they have not shown the physical capacity to serve all children who graduate from quality schools similar to GLA. Allowing GLA to continue to serve its scholars through establishing its high school will provide consistency in quality education, safety, and the cultural balance and exposure necessary to raise confident young people with the values, communication skills, and education necessary to become well-established contributing citizens in our City.

ASPIRA Inc. of Pennsylvania and its affiliate charter schools highly support and recommend our educational mission partners at Global Leadership Academy for the establishment of its high school during the 2024-2025 school year.

Respectfully,

Andrea Gonzalez-Kirwin  
Superintendent & Chief Academic Officer

I am writing to this Board as a parent, teacher, and Jew. I am writing to express my outrage at the censorship of a student project in Mrs. Ridgeway's African American History class, which compared modern and historical resistance among oppressed people. I urge the School Board to right this wrong, apologize for the error, and make amends with the affected classroom.

I would be proud if my child had completed this project and furious that the school and school board have chosen to disrespect their achievement. We will not get the best out of kids without real tasks and authentic audiences.

As a teacher, I am embarrassed. If I saw a project that I felt was hurtful or inappropriate, I would do the thing you pay me to do: I would set an example. I would have a conversation - speaking and listening - to make my point of view clear. I would engage and respect the students as learners. These teachers taught a terrible lesson: With privilege you never have to be uncomfortable. Some authority will be there to take care of you even if it means stepping on the face of someone else. And I'm curious if the Board supports this.

Finally, I am proudly Jewish. And I am ashamed that my Jewish co-workers would commit to this shanda, this disgrace. They have spit on the values of kehillah (קהילה) - community, anavah (ענוה) - humility, and b'tezelem elokim (בצלם אלקים) - the dignity of all human beings. I hope Mrs. Ridgeway's class understands there are many Jews who may agree or disagree with their idea but support their right to express themselves in the classroom.

I urge the Board to support Mrs. Ridgeway and her students. I also offer my help - as a Jewish educator and parent if there is any way my words or actions could help right this wrong, I will do my best.

Andrew Saltz

Ms. Ann Copeland  
Philadelphia, PA 19120

The Philadelphia Board of Education  
The School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130

To r being in my neighborhood. I live in the Logan neighborhood. I am a strong advocate for school choice. The reality is that when students do not get accepted into the very competitive magnet schools – Central, Girls High, CAPA, E&S, Science and Leadership, and Masterman – students and families still need good choices and GLA International will certainly give parents more options. I am in favor of this school.

My great grandson lives with me, he is currently in the 7th grade, and I am looking forward to my great grandson being able to apply to GLA International. I am in love with the mission of the school – one that focuses on global competence, real world learning, and leadership development. Moreover, I like that my great grandson will have the opportunity to choose 1 of four pathways for learning – entrepreneurship, technology, health and wellness, and international affairs.

I have attended the community meetings hosted by the school and this is the type of school that families in our community need.

Sincerely,

Ann Copeland

## SUMMARY: TO BE READ OUT LOUD -

Teachers and administrators of the School District of Philadelphia are maintaining public-facing social media accounts, for all to see and follow, including students, that contain biased, antisemitic, violent and harassing posts against Jewish people, in direct violation of Policy 316 and 248.

## WRITTEN TESTIMONY

I write today to express concern about the continued spread of antisemitism in the School District of Philadelphia by way of social media.

Within the schools, children are being exposed to antisemitic slurs, misinformation about the Middle East conflict, and calls for the destruction of a Jewish homeland – targeted squarely against Jewish children.

The negativity and antisemitism that our children are being exposed to on a daily basis is not coming just from other students, but disturbingly, from teachers and administrators.

Teachers and administrators of the School District of Philadelphia are maintaining public-facing social media accounts, for all to see and follow, including students, that contain biased, antisemitic, violent and harassing posts against Jewish people, in direct violation of Policy 316 and 248.

On Friday, February 23, 2024, there was a Citywide Walkout organized for 12PM, noon, on a school day, against "ethnic cleansing and genocide in Palestine." This event was inherently biased and divisive, with its promotional flyer containing inflammatory and inaccurate depictions of Jewish people. Alarming, this event was being shared widely, and attendance was being promoted and encouraged by School District of Philadelphia teachers and administrators who were posting on their personal, forward-facing, public social media profiles, and in some cases, the Google classroom pages of schools in the District.

On Wednesday, February 21, 2024, there was a mandatory Assembly at Northeast High School in which, according to the school's principal, parallels were drawn between the resistance movement of African Americans in America, and the resistance movement of Palestinians. Within this framework, images of Jewish people, wearing yarmulkes, were shown on a large screen, depicting Jewish people as oppressors from whom resistance was being promoted, encouraged, and praised. After complaints from parents, students and faculty, the antisemitic content was removed from the Assembly, slated for the following day. Instead of building bridges with students and faculty, who were scared, ostracized and humiliated by the content shared the day prior, teachers from Northeast High School took to their forward-facing, public social media profiles to express their anger and discontent with the District's decision to exclude antisemitic content from being shared.

Teachers promoting hate on their social media, even if on their "own time" is a direct violation of Policy 316. Policy 316 requires discipline where it:

- Endangers the health, safety, or welfare of students, staff members or the general public;
- Damages the reputation and image of the School District of Philadelphia as an educational institution.

Importantly, the policy states that disciplinary action may be taken to address staff member conduct that takes place outside of normal working hours or away from District facilities.

Despite this policy, teachers and administrators continue to: publish their personal and biased viewpoints; spread misinformation, hate and antisemitism; call for students to participate in biased and antisemitic events, both outside of school hours and during school hours; and promote and glorify violence. SDP faculty are being emboldened to share antisemitic, and other hateful views, under the guise of "their own time."

With the far-reaching, damaging powers of social media, and the inability to police all of the SDP faculty accounts, we are calling upon the Board to require that all SDP employees, specifically teachers, be required to set their social media profiles to "private," and immediately remove current students of the School District of Philadelphia from following, "friending," or otherwise connecting to SDP teachers' or administrators' private social media accounts.

Without these protections in place, there is no monitor for the vitriol, anger, calls for violence, and biased perspectives of teachers and administrators, who are using their public platforms to share widely with students and their families, contributing to an environment of hate and terror.

We are calling on you, once again, to protect the students of the School District of Philadelphia from hate within our District. School District of Philadelphia students, teachers, administrators and families are counting on you to enforce Policy 316 so that they are not the subjects of hate from teachers and administrators, whom they rely upon to teach them within the confines of the District's school hours and approved curriculum.

## SUMMARY: TO BE READ OUT LOUD -

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We need healing and to help understand each other. The DEI programs need to bring people together and start with the teachers.

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Dear Tony Wallington, Superintendent for the Philadelphia School District,

I was saddened and angered to learn of the recent cancellation of the Black History and Palestine Podcast. The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance. To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students chose the Palestinian people's' struggle, as it's already in the news. They felt comfortable and confident enough to compare and contrast what they'd learned of African American history with the current plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing, and genocide of their people. Not to mention land grabbing and illegal Israeli settlements. The fact that students could correlate the two people over the span of two periods of time to uncover similar circumstances and present their findings is a testament that the future is strong and bright. However, it seems some teachers found it to be uncomfortable and labeled it antisemitic. As a Jewish parent of a kindergartner in a Philly public school I cannot state strongly enough that supporting resistance to the Israeli military and occupation does NOT equate to antisemitism.

**It is also NOT antisemitic to recognize the humanity of the Palestinian people.** The Arabs are Semitic, too. Also, being anti-Zionist isn't the same as being anti-Jew. Confusing the two is dangerous and unacceptable.

The following 4 actions must be taken:

- 1) The teachers who shared the video outside of the school without permission from the students and their parents should be fired.
- 2) The outside groups, if they took action to suppress this video from being shown, need to be named and a restorative justice process be taken, or another process in line with the needs and desires of the students, teachers, and parents who were directly harmed (which includes all students who attended the assembly).
- 3) An apology from the school and the district should be made publicly via a press release.
- 4) The district must develop (or if such a policy exists, to assert that it still is in effect) a clear position on the freedom of speech of students in discussing all issues relevant to their growth and rededicating teaching to the needs of students, not the demands of outside groups.

This is an urgent matter and requires urgent attention before similar censorship and the potential harm to these are other students occurs.

Thank you for your consideration,  
Arielle Sternman

Written Remarks to Board and Superintendent Dr. Tony Watlington

Thursday, February 28, 2024

Barbara McDowell Dowdall

Primary Volunteer Curator

Historic Germantown

"Inspiring Bright April: Race and Class in 1940s Germantown"

<https://historicgermantownpa.org/inspiring-bright-april-race-and-class-in-1940s-germantown/>

Jerry Pinkney (<https://www.bookpage.com/reviews/just-jerry-jerry-pinkney-book-review/>) is one of five distinguished graduates of the Joseph E. Hill School (Colored) on West Rittenhouse Street in Germantown who are profiled as part of the current exhibit at Historic Germantown on Market Square, 5501 Germantown Ave. (Exhibit hours Thursday, Friday, Saturday, Noon to 4 pm). Mr. Pinkney, who—sadly-- passed away three years ago, recounts how his artistic talent saved him from despair as a young student with reading difficulties (undiagnosed dyslexia) in a segregated elementary school, and in unwelcoming, nonsupportive junior and senior high technical schools. Despite the recognition of his artist's gift at all levels of public schooling (and in the community), Jerry Pinkney's first visit to the Philadelphia Museum of Art happened after he enrolled (as a scholarship student) at the Philadelphia Museum School of Industrial Art (now University of the Arts), where his work would one day be displayed.

I propose that in Jerry Pinkney's honor (and in honor of all future artists and museum goers currently attending Philadelphia public schools) that a key part of Dr. Watlington's five year plan be a guarantee that every one of our students be provided the opportunity to visit and explore at least one of our city's numerous museums of art at least once at every level--elementary, middle and senior high-- of their time enrolled in our district and that the district, not individual schools and principals, in partnership with these cultural treasures, provide both financial and transportation support to ensure that this will happen. -30-

Dear Tony Wallington, Superintendent for the Philadelphia School District,

I write with fury, regarding the recent cancellation of the Black History and Palestine Podcast.

The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students knew how oppressive it was for Africans, by the legal institution of human chattel slavery, established throughout European colonization in the Americas. They chose the Palestinian peoples struggle, as it's already in the news, and they felt comfortable and confident enough to compare and contrast the plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing and genocide of their people. Not to mention land grabbing and illegal Israeli settlements.

Now the project was viewed on February 21, which is also an International Mother Language Day. For the African under slavery, this has to be a day of mourning, because their identity, their names and their language and culture and freedom was stolen from them, under the pretext of trade by 'nobleman'.

So the fact that students could correlate the two people over the span of two periods of time to uncover similar circumstances and present their findings is testament that the future is strong and bright.

HOWEVER, as you know, some of your morally challenged teachers found it to be uncomfortable and labeled it antisemitic.

I shouldn't need to school you BUT looks like you had it coming:

Supporting resistance of the Israeli military and occupation does not equate to antisemitism. The Arabs are Semitic too. And being anti Zionist isn't the same as anti Jew. I'm assuming you knew this already, so did those teachers.

"Anti-Semitic? It's a trick. We always use it"  
Shulamit Aloni, former Israeli Cabinet Minister.

I condemn this approach in leadership and demand that immediately provide your teachers to receive Palestine 101 training for failing to recognize the humanity of the Palestinian people. Teachers who expressed antisemitic as a result must be put on leave with immediate effect, their biases must not be brought inside the classroom.

The district must restore the video into assemblies again. This work was undertaken to teach us what the next generation thinks of ours.

I implore you to inform the police of the teachers who shared the students names, to outside Zionist organizations in the city. This is vilification of a student's work. And the safety our children who are in your care is paramount, so I call you to fire these teachers who acted rogue to clearly cause misery for the dedicated noble students.

As a result of your leadership, the entire school district in my opinion displays institutional racism and fascism. For not recognizing the humanity in the Palestinians plight, your competency for b the lack of reprimand in holding educators to account who conduct themselves through their ill beliefs worries me. Your district is therefore systemically failing a diverse, equitable and an inclusive environment. Where differences are not understood and our celebrated.

You must publicly acknowledge, apologies and action that lead to better outcomes. Where Palestinians in this community and supporters of Palestinian rights are given green light and the platform to express without retaliation.

As you know each year, \$3.8 billion of Americans tax dollars is sent to Israel as a form of a blank check, to fund Israel's violence against the Palestinian people. This means Pennsylvanians see \$135,979,834 of our tax dollars being sent to Israel, a country that faces charges of genocide in the International Court for Justice. This money could be going towards the needy Pennsylvanians, but instead, it is going towards maintaining violence abroad.

It's clear—the United States is the Israeli military's greatest funder and enabler. Rather than using those funds to provide for communities in need here, our government uses taxpayer dollars to enable the Israeli military to kill Palestinians, destroy their homes, and steal their native land.

But we know that this doesn't have to be the only way. We know that if we collectively rise, we can stop the funding of state violence. We know that Palestine will never be free, until we are all free.

You breached your own diversity, equity and inclusion standards by choosing the path.

I command you do the following:

Employ a qualified Humanitarian for the district who is unbiased in order to support the curriculum with challenging topics to help engage the teaching and admin staffers and student population.

Introduce a system outcome checking on teachers, we don't want their biases or preconceptions impacting our students into thinking Palestinians are worth no less.

Philly, the 'City of Brother Love', has on offers coalitions of BLM and Palestine resistance. This says a lot, so you are tasked to close the gaps and build greater learning bridges within our very proud diverse community.

The Distrct needs to engage its Palestinians students, parents, and neighbors. You ought foster a unique environment, a safe one for advocacy.

ANOTHER PALESTINIAN DIES EVERY FOUR MINUTES, but you already know that. To right the wrong, the district must call for a permanent ceasefire publicly, since you've made it already political. You can also call the Governor, Senators and the Biden Administration to end the siege on Gaza.

Aaron Bushnell, a 25-year-old active duty Air Force man, who, as you know, did the most extreme form of protest. He lit himself on fire in front of the Israeli Embassy in Washington D.C. He screamed Free Palestine over and over while burning to death.

As a supporter of the US Campaign for Palestinian Rights, and a tax payer, may I remind you that your on my payroll. So I demand you to do better.

You can facilitate campaigns for peace

Allow for student protest

Sanctions teachers for not teaching

Foster an environment of citizenship by celebrating diversity through more dynamic events like the one teacher who organized the the project titled "Resistance Through Art"

I am one of the Rising Majority, I don't want our Tax dollars making us complicit in the classroom and I support a Free Palestine from the River to the Sea.

Kind regards, please send me a detailed response of your actions going forward!

Hello Philadelphia School Board members,

My name is Cara Lahr, and I am a proud Ashkenazi Jew whose ancestors immigrated to Philadelphia in 1900 from Europe.

In my childhood siddur, or prayerbook, it says, that to save one person is to save an entire universe.

So according to Jewish thought for the past millennia, each Palestinian, and Israeli, is an entire world. There is nothing Jewish about killing 30,000 Palestinians in almost five months. There is nothing Jewish about displacing people from their homes, in 1948 or 1967 or 2008 or this morning.

I would say, it is antisemitic to believe that there is.

It is quite frightening to see government institutions around the world and in Philly push forward a violent framing of Judaism, and it is heartening that our kids are pushing back against this. For the safety of Palestinians, Arabs, and Jews (these groups are not always separate by the way) in our city and elsewhere, please do not label a Palestinian history video as antisemitic.

Thank you.

I write today to express concern about the continued spread of antisemitism in the School District of Philadelphia by way of social media.

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JORDAN A. HARRIS  
DEMOCRATIC CHAIRMAN  
HOUSE APPROPRIATIONS COMMITTEE  
186TH LEGISLATIVE DISTRICT  
EMAIL: RepHarris@pahouse.net  
WEBSITE: www.RepJordanHarris.com



**House of Representatives**  
COMMONWEALTH OF PENNSYLVANIA  
HARRISBURG

512E MAIN CAPITOL BUILDING  
P.O. BOX 202186  
HARRISBURG, PENNSYLVANIA 17120-2186  
(717) 783-1540  
FAX: (717) 787-2334  
1444 POINT BREEZE AVENUE  
PHILADELPHIA, PENNSYLVANIA 19146  
(215) 952-3378  
TOLL-FREE: (833) 787-3976  
FAX: (215) 952-1141

February 28, 2024

Reginald Streeter, President  
Philadelphia School District Board  
440 North Broad Street  
Philadelphia, PA 19130

Dear President Streeter and Esteemed Members of the Philadelphia School District Board,

As a lifelong resident of Philadelphia and a devoted advocate for educational advancement in our city, I am writing to express my wholehearted support for the approval of Global Leadership Academy International Charter High School.

Having served as State Representative for the 186th legislative district, which encompasses parts of South and Southwest Philadelphia, I have witnessed firsthand the pressing need for expanded educational opportunities within our community. Our city's students and families deserve access to a diverse range of educational options that not only prepare them academically but also equip them with the skills and confidence needed to succeed in an ever-changing world.

I commend the efforts of the founding team behind Global Leadership Academy International Charter High School for their dedication and perseverance throughout the charter application and hearing process. Their commitment to fostering leadership development, real-world learning, and global competence is commendable and aligns perfectly with the aspirations we hold for our students' futures.

Moreover, the overwhelming support demonstrated by countless families and students for the establishment of this school speaks volumes. It is a clear indication that the voices of our citizens must be heard and honored, particularly as we confront the complex challenges of crime, poverty, and educational inequity in our city.

I firmly believe that the approval and opening of Global Leadership Academy International Charter High School will be a transformative step forward for our community. By providing students with innovative learning experiences and empowering them to become future leaders, this school has the potential to positively impact countless lives and contribute to the continued growth and prosperity of Philadelphia.

As you deliberate on this crucial decision, I urge you to consider the profound impact that Global Leadership Academy International Charter High School can have on the lives of our students and families. I implore you to vote in favor of its approval on February 29th, thereby reaffirming our collective commitment to educational excellence and equity for all.

Thank you for your unwavering dedication to the betterment of our city's educational landscape. Together, let us continue to strive for a brighter future for Philadelphia's youth. I will gladly make myself available to further discuss this worthwhile endeavor.

With kind regards, I am:

A handwritten signature in black ink, appearing to read 'Jordan A. Harris', with a stylized flourish at the end.

Jordan A. Harris  
Majority Appropriations Chairman  
186<sup>th</sup> Legislative District

Dear Philadelphia Board of Education-

My name is Charlie McGeehan. I am a teacher and member of the PFT Building Committee at the Academy at Palumbo. I live in South Philly, and my son is in Kindergarten at Kirkbride Elementary.

I am writing today to urge the District to **end the punitive 3-5-7-9 occurrence policy**.

Especially at a time when the District is struggling to recruit and retain educators, an inhumane policy like this hurts those efforts. I have been teaching in the District for 10 years. In my early years, I didn't think much about this policy. But that has changed for me over the past 5 years due to two factors: becoming a parent and the COVID 19 pandemic.

Parenthood (especially with kids in school and daycare) has brought a whole host of illnesses into our household that we didn't face before. And being a co-parent should mean sharing the responsibility when our kids are sick. But unfortunately, due to our District's policy, this burden falls more heavily on my wife, who works from home - both because our illness in Family days are half pay, and because they count towards our punitive occurrence policy.

I had always been the type of person to push through illnesses, and just get myself to work. Seeing the way that COVID spread, the lives it took, and the impacts it wrought has fundamentally changed my perspective on this. If I am sick, I should be able to stay home - both to heal myself and to prevent whatever I have from spreading to others. Unfortunately, we have a policy that pushes me to come to work when it probably would be better for me and those around me to stay home.

This year, I've had several illnesses (including the flu) and was involved in a crash where my son and I were hit by a car on our bike. In each of these cases, I would have much rather been at work, with my students, than dealing with those illnesses and injuries. Instead of understanding that and supporting me, our District has a policy that makes me fear taking additional days - even when I need to.

The District should **end the 3-5-7-9 Occurrence Policy immediately**. Additionally, I urge the District to **fully compensate staff members for illness in Family days**. It is an absurd and anti-family policy to both take half of a day's pay and threaten punishment for staff members caring for sick family members.

In Solidarity,

Charlie McGeehan

Dear Philadelphia Board of Education-

A fellow District educator brought it to my attention that a video made by Black and Asian students at Northeast High School highlighting Resistance Through Art and connecting Black History to the experience of Palestinians was pulled by the School District from the school's Black History Month assemblies.

I watched this video, and thought it was a powerful example of critical thinking - one that the District should be highlighting and encouraging. Instead, it appears the District has chosen to attempt to keep those views from the rest of their school community.

A few questions that I would like to be answered from this incident:

- Was the School District responsible for pulling the video from the school's Black History Month assemblies (after the first)?
- If so, who at the District made this decision? Why was this decision made?

I look forward to answers to these questions.

In solidarity,  
Charlie McGeehan  
School District of Philadelphia Teacher & Parent

Dear Tony Wallington, Superintendent for the Philadelphia School District,

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The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students knew how oppressive it was for Africans, by the legal institution of human chattel slavery, established throughout European colonization in the Americas. They chose the Palestinian peoples struggle, as it's already in the news, and they felt comfortable and confident enough to compare and contrast the plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing and genocide of their people. Not to mention land grabbing and illegal Israeli settlements.

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I command you do the following:

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Introduce a system outcome checking on teachers, we don't want their biases or preconceptions impacting our students into thinking Palestinians are worth no less.

Philly, the 'City of Brother Love', has on offers coalitions of BLM and Palestine resistance. This says a lot, so you are tasked to close the gaps and build greater learning bridges within our very proud diverse community.

The District needs to engage its Palestinian students, parents, and neighbors. You ought foster a unique environment, a safe one for advocacy.

ANOTHER PALESTINIAN DIES EVERY FOUR MINUTES, but you already know that. To right the wrong, the district must call for a permanent ceasefire publicly, since you've made it already political. You can also call the Governor, Senators and the Biden Administration to end the siege on Gaza.

Aaron Bushnell, a 25-year-old active duty Air Force man, who, as you know, did the most extreme form of protest. He lit himself on fire in front of the Israeli Embassy in Washington D.C. He screamed Free Palestine over and over while burning to death.

As a supporter of the US Campaign for Palestinian Rights, and a tax payer, may I remind you that your on my payroll. So I demand you to do better.

You can facilitate campaigns for peace

Allow for student protest

Sanctions teachers for not teaching

Foster an environment of citizenship by celebrating diversity through more dynamic events like the one teacher who organized the the project titled "Resistance Through Art"

I am one of the Rising Majority, I don't want our Tax dollars making us complicit in the classroom and I support a Free Palestine from the River to the Sea.

Kind regards, please send me a detailed response of your actions going forward!

Colleen L Stevenson



February 29, 2024

Cynthia Brown  
Address  
Philadelphia, PA 19120

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

Dear School District of Philadelphia,

I am writing to express my strong support for the establishment of Global Leadership Academy International Charter High School in our community. As a dedicated member of the community, I am deeply passionate about the well-being and future success of our young people. Having lived in the 19120 zip code area for many years, I am all too familiar with the challenges that our community faces, including crime, poverty, and limited educational opportunities.

Throughout my life, I have witnessed firsthand the transformative impact that schools can have on the lives of young individuals. Education has the power to uplift communities, break the cycle of poverty, and empower our youth to reach their full potential. That is why I am demanding more options for our children, particularly in neighborhoods like ours where access to quality education is limited.

Global Leadership Academy International Charter High School represents a beacon of hope and opportunity for our community. A school that focuses on real-world learning, leadership development, and global competence is exactly what our children need to thrive in an increasingly complex and interconnected world. By providing students with the skills, knowledge, and experiences necessary to become future leaders, this school has the potential to make a profound difference in the lives of countless young people in our community.

I am also pleased to note that I have strong relationships with the founding members and those affiliated with the school. I have witnessed firsthand the dedication and passion that they have brought to engaging the community and ensuring that the voices of community members are heard and valued. Their commitment to creating a school that reflects the needs and aspirations of our community is commendable, and I wholeheartedly support their efforts.

In conclusion, I urge you to listen to the voices of community members like myself and vote yes for the establishment of Global Leadership Academy International Charter High School. Our children deserve access to high-quality education and opportunities for success, and this school will play a vital role in shaping the future of our community.

Please feel free to contact me if you have any questions or need further information.

Thank you for your attention to this important matter.

Sincerely,

Cynthia Brown

My name is Dana Carter. I would like to bring your attention to an incident of alleged bullying, harassment, and intimidation. The victims of these alleged heinous acts are students at Northeast High School. The people who were the alleged perpetrators of these acts were School District of Philadelphia employees and members of the Philadelphia Federation of Teachers. If the allegations are true, your employees made an organized effort to violate the rights of Northeast High School students.

Here are the allegations:

In January 2024, an award-winning educator assigned her students a project titled Resistance Through Art. Students learned about enslaved African Americans who used drums, negro spirituals, and poetry as a form of resistance to their enslavement. To connect history to the present, students were asked to identify present-day oppressed/Indigenous people and how those people use art as resistance. Connections between past and present had to be well explained.

The first assembly to showcase the projects created by the students was on February 21, 2024. The video created by the students played and most of the teachers loved and appreciated the efforts of the students. A handful of teachers did not. Those teachers who are School District of Philadelphia employees, shared information about the project with some Jewish organizations in the city. The project created by the students was labeled antisemitic and it appears the School District of Philadelphia sided with the outside organizations and against their Black and Asian students and demanded that the video be pulled from future assemblies.

The video created by the students never mentioned Jewish people. It was respectfully done and highlighted a level of critical thinking and connection to Black History that you'd THINK the SDP would be proud of. Instead, the students were censored.

I am requesting that the SDP give Muslim, Black, and Asian students the same level of respect that's afforded to other communities. The other students (who have yet to see the video) at Northeast High School were deprived of seeing the video. Black and Asian students' work was pulled due to complaints by a handful of white members of the Philadelphia Federation of Teachers, despite all other teachers and students applauding the video.

The School District of Philadelphia's teaching staff is 68% white. Black and Asian teachers make up 27% of the teaching staff. The SDP student demographics are 14% white, 50% Black, 7% Asian, and 24% Latino.

It appears that the School District of Philadelphia is not only biased in its hiring practices but also biased in its treatment of non-white students.

Please provide the teacher who assigned this project along with the students whose rights were allegedly violated a detailed explanation of the SDP's justification for pulling the project. Please explain how students in the SDP are protected from being doxxed, harassed, and intimidated by outside organizations who obtain school-level information about students from members of the Philadelphia Federation of Teachers.

I write today to express concern about the continued spread of antisemitism in the School District of Philadelphia by way of social media.

Within the schools, children are being exposed to antisemitic slurs, misinformation about the Middle East conflict, and calls for the destruction of a Jewish homeland – targeted squarely against Jewish children.

The negativity and antisemitism that our children are being exposed to on a daily basis is not coming just from other students, but disturbingly, from teachers and administrators.

Teachers and administrators of the School District of Philadelphia are maintaining public-facing social media accounts, for all to see and follow, including students, that contain biased, antisemitic, violent and harassing posts against Jewish people, in direct violation of Policy 316 and 248.

On Friday, February 23, 2024, there was a Citywide Walkout organized for 12PM, noon, on a school day, against "ethnic cleansing and genocide in Palestine." This event was inherently biased and divisive, with its promotional flyer containing inflammatory and inaccurate depictions of Jewish people. Alarming, this event was being shared widely, and attendance was being promoted and encouraged by School District of Philadelphia teachers and administrators who were posting on their personal, forward-facing, public social media profiles, and in some cases, the Google classroom pages of schools in the District.

On Wednesday, February 21, 2024, there was a mandatory Assembly at Northeast High School in which, according to the school's principal, parallels were drawn between the resistance movement of African Americans in America, and the resistance movement of Palestinians. Within this framework, images of Jewish people, wearing yarmulkes, were shown on a large screen, depicting Jewish people as oppressors from whom resistance was being promoted, encouraged, and praised. After complaints from parents, students and faculty, the antisemitic content was removed from the Assembly, slated for the following day. Instead of building bridges with students and faculty, who were scared, ostracized and humiliated by the content shared the day prior, teachers from Northeast High School took to their forward-facing, public social media profiles to express their anger and discontent with the District's decision to exclude antisemitic content from being shared.

Teachers promoting hate on their social media, even if on their "own time" is a direct violation of Policy 316. Policy 316 requires discipline where it:

- Endangers the health, safety, or welfare of students, staff members or the general public;
- Damages the reputation and image of the School District of Philadelphia as an educational institution.

Importantly, the policy states that disciplinary action may be taken to address staff member conduct that takes place outside of normal working hours or away from District facilities.

Despite this policy, teachers and administrators continue to: publish their personal and biased viewpoints; spread misinformation, hate and antisemitism; call for students to participate in biased and antisemitic events, both outside of school hours and during school hours; and promote and glorify violence. SDP faculty are being emboldened to share antisemitic, and other hateful views, under the guise of “their own time.”

With the far-reaching, damaging powers of social media, and the inability to police all of the SDP faculty accounts, we are calling upon the Board to require that all SDP employees, specifically teachers, be required to set their social media profiles to “private,” and immediately remove current students of the School District of Philadelphia from following, “friending,” or otherwise connecting to SDP teachers’ or administrators’ private social media accounts.

Without these protections in place, there is no monitor for the vitriol, anger, calls for violence, and biased perspectives of teachers and administrators, who are using their public platforms to share widely with students and their families, contributing to an environment of hate and terror.

We are calling on you, once again, to protect the students of the School District of Philadelphia from hate within our District. School District of Philadelphia students, teachers, administrators and families are counting on you to enforce Policy 316 so that they are not the subjects of hate from teachers and administrators, whom they rely upon to teach them within the confines of the District’s school hours and approved curriculum.

Greetings Mr. Streater,

Wishing you an amazing day; trusting all is well! I'm writing regarding Global Leadership Academy. Global Leadership Academy (GLA) has filed an application for a High School Charter approval.

As a retired School District Teacher, Assistant Principal (Charter School), Pre School Teacher, SEL, Substitute Teacher, etc. I'm requesting that Dr. Naomi Booker and (GLA) be approved for a High School Charter.

GLA under the leadership of Dr. Booker has done a remarkable job educating children in the School District of Philadelphia.

Thank you for considering and hopefully approving the application!

Sincerely,

Dr. Kathleen Prillerman

From: Horace Clouden

February 27, 2024

Subject: What we want for our **Black Boys (all the children)**

To the Board of Education:

Please release the 2022-23 SPREE

#### Middle Schools in K-8 transform to Junior High Schools

Take 5 of your Swing Spaces and make Junior High Schools (their original design) stop ignoring the academic desserts located in the West, Southwest and North area of the city.

Change 10 failing Middle School buildings (6th, 7th and 8th) make them Junior High Schools (7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>)

Please release the 2022-2023 SPREE

This is what we want for our black boy/our children vs. Priority Area 3 of your Accelerate Philly. What is the status on each point (3.1 -3.18)?

1. Limit the classroom size stand to your 1:15 ratio. Starting with Kindergarten (**policy 126**).
2. For all students between the grades of 4<sup>th</sup> and 12<sup>th</sup> to be tested in third grade math (without a calculator) and English, language and arts. We just can't wait and identify how our 4<sup>th</sup> grade and 8<sup>th</sup> grade students do on a national test (NAEP). We need in real time how our Black Boys are doing now from 4<sup>th</sup> grade to 12<sup>th</sup> grade with just one in house test (an authentic assessment **policy 127**)
3. Between the grades of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> to be place in a Junior High School Setting. Stop warehousing them in your identified K-8 setting. Take 5 of your Swing Spaces and create Junior High Schools (**policy 101 & 105**).
  - a. Racially balance teaching staff and include Librarians.
  - b. Supply access to all 13 middle grade sports, all 6 forms of the Arts, introduction to the CTE's and life skill curriculum.
  - c. After school programs are introduced by the community they live in. Welcome the Black community to support Black Boys.
  - d. Open up the remaining swimming pools owned by the School District for recreational swimming, swimming lessons and aqua aerobics plus bring back swim teams as the 14<sup>th</sup> Middle School Sport (all students can benefit).
  - e. To supply cooked meals in these locations with full-service kitchens.
4. Create a new CTE Comprehensive High School in the Southwest area of the city in Bartram High School. Identify other schools in the South and West Philadelphia areas (**policy 115**).

5. Restore Driver Education for our 12<sup>th</sup> grade boys (not to exclude other 12<sup>th</sup> grade students, **Pa. Dept. of Educ. Driver's Program**).
6. To investigate the hiring practices for black male teachers (**policy 304**).

**District policies are used as governance tools for the Board of Education and as resources for District administrators, employees, students, parents, family members, residents, community members, and other stakeholders.**

Stop the ills of the present:

Bullying, dropout in the education system with misguided supports.

Start introducing hope for the future:

Change the landscape; help the Black Boys (all the children) have hope in their vision for their future.

**Unlike Priority 3 in "Accelerate Philly" we can identify right now changes that are needed (details upon request).**

**In case you forgot SPREE 2021/2022 24 out of 52 High Schools had 0% in Performance.**  
(Release the 2022-23 SPREE)

**"Stop asking the School District how we can help you and tell them what you need them to do" Policy 00**

Thank you,

Horace Clouden PCAC



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Dear School Board Members,

My name is Jaime Fox. I am the parent of a 3rd grader attending McCall School (325 S. 7th Street, 19106). I am writing to bring to your attention some pressing issues regarding the school's infrastructure. Families and school administration have been seeking answers for several years regarding timelines and plans for our school. It is very frustrating that we do not know how to obtain this answers so I am seeking your assistance!

We understand that maintaining and upgrading school facilities is an ongoing and challenging process across the district, but the severity of these issues requires immediate attention and action. We have been told that there is a "moratorium on infrastructure improvements" due to a planned school expansion/upgrade. However, we have received no details about any such improvements in over 5 years. We are fortunate to have an engaged school community that has already done significant fundraising---but we are unable to put any of this into action with district engagement. As we wait, our crumbling infrastructure is a deterrent for neighborhood families considering our public school and negatively impacts our school community. It's also a danger to the students at the school!

Below is a summary of the most pressing capital improvement needs McCall:

1. Broken metal slide and crumbling playground structure: The condition of the schoolyard is alarming, especially the area the playground equipment. The slide has a large crack with protruding metal, posing a daily **safety** hazard to our children. A work order has been pending for nearly 18 months and we still have no clarity on how to remedy this **dangerous** situation. While we understand that we are lucky to have playground equipment, we are deeply concerned about the **safety** of the students who use these facilities daily.
2. Flooding Problems: Our schoolyard experiences significant flooding with even a small amount of rain. In the winter, turns the entire surface into ice. This not only affects the **safety** of the students but also contributes to the deterioration of the schoolyard and play structure. A plan for improvements to this was developed over 5 years ago, yet no changes have been made and the conditions have further deteriorated.
3. Outdoor Lighting. Our school lacks any outdoor lighting or the infrastructure to install it. We are fortunate to have numerous after-school programs and people coming and going on the school premises after the sun sets, and it is extremely dark on school property. The lack of lighting has led to **unsafe** conditions for teachers and families, with individuals sleeping on our grounds, etc... Proper lighting would help create a safer environment for everyone attending school and the surrounding community.
4. Other needed capital improvements Our elementary school is one of the oldest in the district. Our crumbling walls, faulty plumbing, and outdated facilities are not conducive to a healthy learning environment. We believe that a conducive and clean space is essential for our children's overall well-being and academic success.

We kindly request the school board and district work with us to find a way forward to proceed with these much-needed capital improvement projects. Our school community wants to contribute to the work needed to solve these issues. Further, we ask that you keep school administration and families informed about the steps being taken to address these concerns. Transparent communication will go a long way in reassuring parents and caregivers that the **safety** and well-being of our children while at school is truly a top priority.

We look forward to partnering with you to provide solutions.

Sincerely,

Jaime Fox

Dear Tony Wallington, Superintendent for the Philadelphia School District,

I write with fury, regarding the recent cancellation of the Black History and Palestine Podcast.

The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students knew how oppressive it was for Africans, by the legal institution of human chattel slavery, established throughout European colonization in the Americas. They chose the Palestinian peoples struggle, as it's already in the news, and they felt comfortable and confident enough to compare and contrast the plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing and genocide of their people. Not to mention land grabbing and illegal Israeli settlements.

Now the project was viewed on February 21, which is also an International Mother Language Day. For the African under slavery, this has to be a day of mourning, because their identity, their names and their language and culture and freedom was stolen from them, under the pretext of trade by 'nobleman'.

So the fact that students could correlate the two people over the span of two periods of time to uncover similar circumstances and present their findings is testament that the future is strong and bright.

HOWEVER, as you know, some of your morally challenged teachers found it to be uncomfortable and labeled it antisemitic.

I shouldn't need to school you BUT looks like you had it coming:

Supporting resistance of the Israeli military and occupation does not equate to antisemitism. The Arabs are Semitic too. And being anti Zionist isn't the same as anti Jew. I'm assuming you knew this already, so did those teachers.

"Anti-Semitic? It's a trick. We always use it"  
Shulamit Aloni, former Israeli Cabinet Minister.

I condemn this approach in leadership and demand that immediately provide your teachers to receive Palestine 101 training for failing to recognize the humanity of the Palestinian people. Teachers who expressed antisemitic as a result must be put on leave with immediate effect, their biases must not be brought inside the classroom.

The district must restore the video into assemblies again. This work was undertaken to teach us what the next generation thinks of ours.

I implore you to inform the police of the teachers who shared the students names, to outside Zionist organizations in the city. This is vilification of a student's work. And the safety our children who are in your care is paramount, so I call you to fire these teachers who acted rogue to clearly cause misery for the dedicated noble students.

As a result of your leadership, the entire school district in my opinion displays institutional racism and fascism. For not recognizing the humanity in the Palestinians plight, your competency for b the lack of reprimand in holding educators to account who conduct themselves through their ill beliefs worries me. Your district is therefore systemically failing a diverse, equitable and an inclusive environment. Where differences are not understood and our celebrated.

You must publicly acknowledge, apologies and action that lead to better outcomes. Where Palestinians in this community and supporters of Palestinian rights are given green light and the platform to express without retaliation.

As you know each year, \$3.8 billion of Americans tax dollars is sent to Israel as a form of a blank check, to fund Israel's violence against the Palestinian people. This means Pennsylvanians see \$135,979,834 of our tax dollars being sent to Israel, a country that faces charges of genocide in the International Court for Justice. This money could be going towards the needy Pennsylvanians, but instead, it is going towards maintaining violence abroad.

It's clear—the United States is the Israeli military's greatest funder and enabler. Rather than using those funds to provide for communities in need here, our government uses taxpayer dollars to enable the Israeli military to kill Palestinians, destroy their homes, and steal their native land.

But we know that this doesn't have to be the only way. We know that if we collectively rise, we can stop the funding of state violence. We know that Palestine will never be free, until we are all free.

You breached your own diversity, equity and inclusion standards by choosing the path.

I command you do the following:

Employ a qualified Humanitarian for the district who is unbiased in order to support the curriculum with challenging topics to help engage the teaching and admin staffers and student population.

Introduce a system outcome checking on teachers, we don't want their biases or preconceptions impacting our students into thinking Palestinians are worth no less.

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As a supporter of the US Campaign for Palestinian Rights, and a tax payer, may I remind you that your on my payroll. So I demand you to do better.

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I am one of the Rising Majority, I don't want our Tax dollars making us complicit in the classroom and I support a Free Palestine from the River to the Sea.

Kind regards, please send me a detailed response of your actions going forward!

I registered to speak at tomorrow's meeting and was put on the Waitlist. I am submitting my testimony to get my concerns on the record and to request a response in writing to my demands.

My name is Jethro Heiko. I am a parent of a 10th grader at Northeast High. My daughter was so excited to tell me about the Black History Month project that she and a classmate did together. She also told me about and I have since watched the video of two other classmates whose project, a podcast about culture and resistance to oppression, that was supposed to be shown at the BHM Assembly at NEHS. She then let me know that some teachers at the school intervened as they were uncomfortable with the content of the students' work and shared the work to one or more outside groups against the privacy rights of the students.

I have watched the video that has been censored. I found it compelling, interesting, and critically important to my daughter to watch without the stain of "controversy" or others' discomfort. And I want to be very clear about something. I am a Jewish parent and am so proud of my daughter and the work she is doing in her African-American studies class. I wish all students could take classes on African-American history and studies with this teacher. It wasn't until college in the 1990s that I took African American studies. I wish I received the education my daughter is getting when I was in high school. In college, I studied under Dr. Bill Strickland, an internationally respected scholar at UMass Amherst. That Hazel and her classmates at NEHS, the largest school in the city, are receiving such critical, necessary learning in this subject matter, under Ms. Ridgeway, should be celebrated, not condemned or made "controversial." If we are going to treat teachers and students at one of (or I'd argue the best school in Philadelphia) like this we are moving in an entirely wrong direction in our city.

I am demanding at least 4 actions be taken:

1. The teachers who shared the video outside of the school without permission from the students and their parents should be fired
2. The outside groups, if they took any action, to suppress this video from being shown, need to be named and a restorative justice process be taken, or another process in line with the needs and desires of the students, teachers, and parents that were directly harmed (which includes all students who attended the Assembly).
3. An apology from the School and the District should be made publicly via a press release.
4. The District develops (or if such a policy exists, to assert that it still is in effect) a clear position on the freedom of speech of students in discussing all issues relevant to their growth and rededicating teaching to the needs of students not the demands of outside groups.

This is an urgent matter and requires urgent attention before similar censorship and the potential harm to these or other students occurs.



February 29, 2024

Mr. Jonathan Lee  
3755 North 15th Street  
Philadelphia, PA 19140

The Charter Schools Office  
The School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130

To Whom It May Concern:

My name is Jonathan Lee and I live in the Tioga section of Philadelphia. I am a graduate of Simon Gratz High School, Class of 1982. I am a proud supporter of Global Leadership International Academy Charter High School and I am so glad that the young people in my community will have an opportunity to attend this high school. Trust me, young people in my zipcode need this opportunity.

On a personal note, I have witnessed the devastation of so many young futures. Part of the devastation is a result of poor educational opportunities. As a STEM advocate, I know how science and technology will change the game for young people. This is why I love that students at GLA International will have an opportunity to choose between 1 of 4 pathways: Technology, Entrepreneurship, International Affairs, and Health & Wellness.

I am a strong supporter of this school, as I know that it will serve students in my community.

Sincerely,

Jonathan Lee  
215-459-8000  
Community Advocate

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Without these protections in place, there is no monitor for the vitriol, anger, calls for violence, and biased perspectives of teachers and administrators, who are using their public platforms to share widely with students and their families, contributing to an environment of hate and terror.

We are calling on you, once again, to protect the students of the School District of Philadelphia from hate within our District. School District of Philadelphia students, teachers, administrators and families are counting on you to enforce Policy 316 so that they are not the subjects of hate from teachers and administrators, whom they rely upon to teach them within the confines of the District’s school hours and approved curriculum.

I write today to express concern about the continued spread of antisemitism in the School District of Philadelphia by way of social media.

Within the schools, children are being exposed to antisemitic slurs, misinformation about the Middle East conflict, and calls for the destruction of a Jewish homeland – targeted squarely against Jewish children.

The negativity and antisemitism that our children are being exposed to on a daily basis is not coming just from other students, but disturbingly, from teachers and administrators.

Teachers and administrators of the School District of Philadelphia are maintaining public-facing social media accounts, for all to see and follow, including students, that contain biased, antisemitic, violent and harassing posts against Jewish people, in direct violation of Policy 316 and 248.

On Friday, February 23, 2024, there was a Citywide Walkout organized for 12PM, noon, on a school day, against "ethnic cleansing and genocide in Palestine." This event was inherently biased and divisive, with its promotional flyer containing inflammatory and inaccurate depictions of Jewish people. Alarming, this event was being shared widely, and attendance was being promoted and encouraged by School District of Philadelphia teachers and administrators who were posting on their personal, forward-facing, public social media profiles, and in some cases, the Google classroom pages of schools in the District.

On Wednesday, February 21, 2024, there was a mandatory Assembly at Northeast High School in which, according to the school's principal, parallels were drawn between the resistance movement of African Americans in America, and the resistance movement of Palestinians. Within this framework, images of Jewish people, wearing yarmulkes, were shown on a large screen, depicting Jewish people as oppressors from whom resistance was being promoted, encouraged, and praised. After complaints from parents, students and faculty, the antisemitic content was removed from the Assembly, slated for the following day. Instead of building bridges with students and faculty, who were scared, ostracized and humiliated by the content shared the day prior, teachers from Northeast High School took to their forward-facing, public social media profiles to express their anger and discontent with the District's decision to exclude antisemitic content from being shared.

Teachers promoting hate on their social media, even if on their "own time" is a direct violation of Policy 316. Policy 316 requires discipline where it:

- Endangers the health, safety, or welfare of students, staff members or the general public;
- Damages the reputation and image of the School District of Philadelphia as an educational institution.

Importantly, the policy states that disciplinary action may be taken to address staff member conduct that takes place outside of normal working hours or away from District facilities.

Despite this policy, teachers and administrators continue to: publish their personal and biased viewpoints; spread misinformation, hate and antisemitism; call for students to participate in biased and antisemitic events, both outside of school hours and during school hours; and promote and glorify violence. SDP faculty are being emboldened to share antisemitic, and other hateful views, under the guise of “their own time.”

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February 28, 2024

Good Afternoon,

The School District of Philadelphia decided to disturb and remove asbestos from The Philadelphia High School for Girls while students continue to use the building (please see the attached letter). As many of you know, asbestos is a chemical that (once disturbed) becomes harmful to humans and is a well-known carcinogen.

I am interested in knowing the logic and reasoning behind the decision to put the health and safety of ~800 children in jeopardy when there are alternative learning options. Not only is this a blatant disregard to the harmful consequences involved in the removal of asbestos, the SDP also did not have the decency to “recommend” the use of face masks during this 5-week asbestos abatement period. Also, it would have been prudent to add contact information for the person who signed the letter since the letter states that she is “happy to answer any further questions that may be raised during the course of the planned work over the next few weeks”.

Since this began, there has been several lapses in either protocol of the vendor responsible for the asbestos removal or the facility’s operation. Although the asbestos letter indicates that this activity is occurring when children are not at the school, it also indicates that a student recognized a worker in a hazmat suit. Last week a science teacher (Mr. A) arrived in his class to noticeable dust-like particles on the surface of his classroom equipment. This caused the school to relocate his classes. While these occurrences can be brushed off as errors or breaks in protocol, they are unhealthy and potentially deadly mistakes. The letter indicated that there will be an air quality test. I am requesting that the location of those tests and the results of those tests be made public since this is a public school funded with public dollars. In addition to an air quality test, what other measures are being implemented to ensure the health and safety of the most important stakeholders in our education system (students and teachers)? How is the person who was ultimately responsible for this decision ensuring that the residual dust from the transporting of this cancer-causing material (particles tracked at the bottom of the suits through halls during the removal of asbestos, etc) is being properly cleared and cleaned daily?

I have two daughters who are sophomores at the Philadelphia High School for Girls. It should be recognized that the parents of the students at Girls’ High were not given advance notice that their children would be learning in an environment that poses a great health and safety risk. Before they were students, they are someone’s child. Instead, we were informed 4 days after the process began. Why weren’t the parents’ provided advance notification that these asbestos removal activities would be occurring?

From the outside looking in, it appears that Dr. Watlington is putting the health and safety of more than 800 children at risk for the sake of maintaining an agenda. It also appears that one of our most protected populations in our country is not being protected.



All children in the school have access to a Chromebook, however virtual and asynchronous learning were not provided as options during the removal of this carcinogen.

I am asking for the School District of Philadelphia and all parties involved in making the original decision to hold in-person learning during the removal of asbestos to reconsider this decision and implement virtual or asynchronous learning during the asbestos removal activities are being conducted.

Thank you in advance for your support,  
Nathifa Castro



Dear Tony Wallington, Superintendent for the Philadelphia School District,

I write with fury, regarding the recent cancellation of the Black History and Palestine Podcast.

The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

A group of well spirited students knew how oppressive it was for Africans, by the legal institution of human chattel slavery, established throughout European colonization in the Americas. They chose the Palestinian peoples struggle, as it's already in the news, and they felt comfortable and confident enough to compare and contrast the plight of Palestinians under Israeli Military occupation, apartheid, ethnic cleansing and genocide of their people. Not to mention land grabbing and illegal Israeli settlements.

Now the project was viewed on February 21, which is also an International Mother Language Day. For the African under slavery, this has to be a day of mourning, because their identity, their names and their language and culture and freedom was stolen from them, under the pretext of trade by 'nobleman'.

So the fact that students could correlate the two people over the span of two periods of time to uncover similar circumstances and present their findings is testament that the future is strong and bright.

HOWEVER, as you know, some of your morally challenged teachers found it to be uncomfortable and labeled it antisemitic.

I shouldn't need to school you BUT looks like you had it coming:

Supporting resistance of the Israeli military and occupation does not equate to antisemitism. The Arabs are Semitic too. And being anti Zionist isn't the same as anti Jew. I'm assuming you knew this already, so did those teachers.

"Anti-Semitic? It's a trick. We always use it"  
Shulamit Aloni, former Israeli Cabinet Minister.

I condemn this approach in leadership and demand that immediately provide your teachers to receive Palestine 101 training for failing to recognize the humanity of the Palestinian people. Teachers who expressed antisemitic as a result must be put on leave with immediate effect, their biases must not be brought inside the classroom.

The district must restore the video into assemblies again. This work was undertaken to teach us what the next generation thinks of ours.

I implore you to inform the police of the teachers who shared the students names, to outside Zionist organizations in the city. This is vilification of a student's work. And the safety our children who are in your care is paramount, so I call you to fire these teachers who acted rogue to clearly cause misery for the dedicated noble students.

As a result of your leadership, the entire school district in my opinion displays institutional racism and fascism. For not recognizing the humanity in the Palestinians plight, your competency for b the lack of reprimand in holding educators to account who conduct themselves through their ill beliefs worries me. Your district is therefore systemically failing a diverse, equitable and an inclusive environment. Where differences are not understood and our celebrated.

You must publicly acknowledge, apologies and action that lead to better outcomes. Where Palestinians in this community and supporters of Palestinian rights are given green light and the platform to express without retaliation.

As you know each year, \$3.8 billion of Americans tax dollars is sent to Israel as a form of a blank check, to fund Israel's violence against the Palestinian people. This means Pennsylvanians see \$135,979,834 of our tax dollars being sent to Israel, a country that faces charges of genocide in the International Court for Justice. This money could be going towards the needy Pennsylvanians, but instead, it is going towards maintaining violence abroad.

It's clear—the United States is the Israeli military's greatest funder and enabler. Rather than using those funds to provide for communities in need here, our government uses taxpayer dollars to enable the Israeli military to kill Palestinians, destroy their homes, and steal their native land.

But we know that this doesn't have to be the only way. We know that if we collectively rise, we can stop the funding of state violence. We know that Palestine will never be free, until we are all free.

You breached your own diversity, equity and inclusion standards by choosing the path.

I command you do the following:

Employ a qualified Humanitarian for the district who is unbiased in order to support the curriculum with challenging topics to help engage the teaching and admin staffers and student population.

Introduce a system outcome checking on teachers, we don't want their biases or preconceptions impacting our students into thinking Palestinians are worth no less.

Philly, the 'City of Brother Love', has on offers coalitions of BLM and Palestine resistance. This says a lot, so you are tasked to close the gaps and build greater learning bridges within our very proud diverse community.

The Distrct needs to engage its Palestinians students, parents, and neighbors. You ought foster a unique environment, a safe one for advocacy.

ANOTHER PALESTINIAN DIES EVERY FOUR MINUTES, but you already know that. To right the wrong, the district must call for a permanent ceasefire publicly, since you've made it already political. You can also call the Governor, Senators and the Biden Administration to end the siege on Gaza.

Aaron Bushnell, a 25-year-old active duty Air Force man, who, as you know, did the most extreme form of protest. He lit himself on fire in front of the Israeli Embassy in Washington D.C. He screamed Free Palestine over and over while burning to death.

As a supporter of the US Campaign for Palestinian Rights, and a tax payer, may I remind you that your on my payroll. So I demand you to do better.

You can facilitate campaigns for peace

Allow for student protest

Sanctions teachers for not teaching

Foster an environment of citizenship by celebrating diversity through more dynamic events like the one teacher who organized the the project titled "Resistance Through Art"

I am one of the Rising Majority, I don't want our Tax dollars making us complicit in the classroom and I support a Free Palestine from the River to the Sea.

Kind regards, please send me a detailed response of your actions going forward!

Best,

N.A.

Norman Brown  
Philadelphia, PA 19120

February 29, 2024

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

Dear School District of Philadelphia,

I am writing to express my unwavering support for the establishment of Global Leadership Academy International Charter High School in our community. As a concerned member of the community and a staunch advocate for the well-being of our youth, I am deeply troubled by the crisis among black males in our community. Too often, our young men are faced with limited opportunities, systemic barriers, and a lack of resources that hinder their ability to succeed and thrive.

Having resided in the 19120 zip code area for many years, I have witnessed firsthand the challenges and struggles that our community faces, including crime, poverty, and educational disparities. Our young people are crying out for help, and Global Leadership Academy International Charter High School represents a beacon of hope and opportunity for them.

This school is not just another educational institution—it is a plea for help from families and community members who are desperately seeking solutions to address the urgent needs of our youth. By focusing on real-world learning, leadership development, and global competence, this school has the potential to empower our young men to break free from the cycle of poverty and achieve their full potential.

I implore you to listen to the voices of families and community members who are demanding more options and opportunities for our children. By voting yes for the establishment of Global Leadership Academy International Charter High School, you will be taking a crucial step towards addressing the crisis among black males in our community and providing them with the support and resources they need to succeed.

Please do not underestimate the importance and urgency of this matter. Our children's futures are at stake, and we cannot afford to wait any longer for change. I urge you to act decisively and vote yes for Global Leadership Academy International Charter High School.

Thank you for your attention to this critical issue.

Sincerely,

Norman Brown

Dear Superintendent Watlington, Board President Streater, and the rest of the Board,

I am writing to you today to bring up my concerns around discrimination and censorship that students at Northeast High School recently faced, as well as the targeting of teachers in general for how they are bringing in current events and allowing space for students to process and discuss the genocide that is taking place in Palestine.

As hopefully you are aware by now, an incident occurred at Northeast High School where a couple of students were censored by the District due to their project on Palestine. Their project, which I had the privilege of viewing on Instagram (posted after permission was given by students and their parents to share) was a beautiful example of student work - drawing connections between different time periods and groups of people, demonstrating critical thinking skills, pretty much everything one would want to see work their students produce. Unfortunately, it was not allowed to be shown again to their peers at NE, as the district censored it.

In no way, shape, or form was their project Anti-semitic. This was the reason given, after the district was approached by outside organizations, for it being banned. These groups obtained information about the students and their work by a teacher (or teachers?) at NE who took pictures of their work (including their names) and shared it with these outside organizations. Talking about Palestine, talking about Israel, and talking about the genocide should not be silenced or censored at our schools.

This is *highly* unacceptable. This teacher violated the privacy and safety of these students, also disregarding the code of ethics that we as SDP employees are bound by. The fact that this hasn't been addressed by the district, and furthermore the district enforced the censorship of these students, violating their privacy, rights, and freedom of academic expression needs to be rectified immediately.

Furthermore, teachers are facing similar backlash at various schools for, honestly, being good teachers. It is our job to educate our students not only on history, but current events. It is our job to provide a safe space for *all* students to learn about and process events that happen not just in our own city but across the world (not to mention that we have students who are personally impacted by the current genocide in Palestine). I have heard stories from other teachers who are given investigatory conferences because they offered space for their students to learn about, discuss, and process the ongoing genocide being committed against Palestinians in Gaza. I myself have had an *optional* district wide professional development that I was facilitating *canceled by the district* because of a handful (at most) of individuals complaining that learning about the history of Palestine and Israel is Anti-semitic. I have also had a, supposed, parent of a school district student contact my principal making false claims that I am part of an Anti-semitic agenda and having my students participate in a protest.

This really just scratches the surface of these issues. The discrimination, harassment, and censorship that our students and educators are facing is unacceptable to say the least. And the

fact that this is being condoned, and even supported, by the district is disturbing. Especially coming from a district that claims to hold equity as important. Who claims to prioritize the safety and education of all students. This quite obviously isn't true when it does not extend to Muslim students, Palestinian students, or students who are demonstrating the skills that we are here to help them develop by advocating for themselves and others.

I need a response as to what will be done to rectify this issue. How will there be repair for the students that you censored at NE? How will you ensure that students will not be discriminated against, silenced, or dehumanized by a handful of Zionist teachers? How will you address these teachers who violated the privacy of students? And how will you make sure that teachers are free from harassment and threats to their jobs by their peers and outside agitators?

Thank you,

Norman Shaw MacQueen  
7 & 8 Grade Social Studies  
S. Weir Mitchell Elementary School

Dear Tony Wallington, Superintendent for the Philadelphia School District,

I write with fury, regarding the recent cancellation of the Black History and Palestine Podcast.

The project titled "Resistance Through Art" showed enslaved African Americans who used music and art as a form of resistance.

To connect history with the present, students were tasked to highlight the modern-day oppressed/Indigenous people. This initiative in my opinion was brilliant: our youngest generation talking about which parts of history must never be repeated ever again.

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Kind regards, please send me a detailed response of your actions going forward!

My name is Priya Dieterich and I am an SDP Kindergarten teacher. I am submitting these comments to the Board to express my disappointment and anger at a district decision to allow Zionist political pressure to influence the way students in our district are allowed to express themselves. I learned yesterday about an exemplary student project done for Black History Month at Northeast High School, in which students connected the struggle of enslaved African Americans to the struggle of Palestinians through their common use of art as resistance. It was a thoughtful assignment by the teacher, and a wonderful execution by the students. It is the kind of work that we should be proud of as educators. It encourages one of Gholdy Muhammed's four priorities, which the district frequently touts in our professional development: "criticality" or the "capacity to read, write, and think in the context of understanding power, privilege, and oppression."

Instead of celebrating this student work, I have heard that the district barred it from being shared at future school assemblies, due to the complaints of certain teachers, or possibly of Zionist organizations with whom it was inappropriately shared. This was apparently done on the premise that the student work was "antisemitic." As a Jewish person, I am disgusted by the misuse of the word "antisemitism" to describe anything that shows support, or even acknowledgement, of Palestine, Palestinians, or Palestinian resistance. The false premise that anything pro-Palestinian or anti-Zionist is antisemitic has been and is increasingly a tool used by Zionists to suppress Palestinian solidarity internationally, and to punish Palestinians and those who stand with them against the violence of the US-backed Israeli military.

The district and the school board must hear that myself and other teachers and community members will not tolerate Zionist political pressure shaping our students' freedom, learning, or experiences in school. Our work as educators is to give students the tools to become intelligent, critical, and compassionate citizens of the world. There is no doubt that that should include their learning and being given a supportive space to reckon with an ongoing genocide, the history that brought us to this current moment, and the ways human beings are resisting and fighting for their dignity, life, and freedom.

Hello, My name is SaKinah Wallace and I'm the mother of Two MCSCS students. I know tomorrow everyone on the board will be voting on granting GLA a charter or not. As a parent who's still currently looking for schools for them both I'm asking that you all can please vote Yes. This school will impact and ensure that so many children have a place to go, especially 11th and 12th graders in which my son will be a 12th grader next school year. Please give this school and children and opportunity and give us parents some of us some relief on finding schools that will accept our children.

Thank you, SaKinah Wallace

8TH DISTRICT  
**ANTHONY H. WILLIAMS**

SENATE BOX 203008  
THE STATE CAPITOL  
HARRISBURG, PA 17120-3008  
717-787-5970 • FAX: 717-772-0574

2901 ISLAND AVENUE • SUITE 100  
PHILADELPHIA, PA 19153  
215-492-2980 • FAX: 215-492-2990

TWITTER: @SenTonyWilliams  
FACEBOOK: @Anthony.H.Williams  
INSTAGRAM: @Senator\_AnthonyHWilliams  
WEBSITE: SenatorAnthonyHWilliams.com



**COMMITTEES**

COMMUNITY, ECONOMIC &  
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LEGISLATIVE DATA PROCESSING  
COMMITTEE

## Senate of Pennsylvania

February 15, 2024

Reginald Streater, Chairman  
The School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130

Dear Chairman Streater and Esteemed Members of the Philadelphia School Board,

I trust this letter finds you well.

As a fervent advocate for education in our city and a steadfast supporter of initiatives aimed at empowering our youth, I am compelled to express my unwavering support for the approval and opening of Global Leadership Academy International Charter High School.

The arrival of a high school of this magnitude in the city of Philadelphia is a cause for celebration and optimism. Global Leadership Academy International Charter High School holds the promise of catalyzing positive change and transformation in our neighborhood, providing our families and students with much-needed opportunities for growth and success.

In a city where the challenges of crime, poverty, and educational inequality loom large, Global Leadership Academy International Charter High School stands as a beacon of hope and possibility. Our young people deserve every chance to thrive, and Global Leadership Academy International Charter High School is poised to provide them with the tools, resources, and support they need to excel both in school and beyond.

The focus on leadership development, real-world learning, and global competence sets Global Leadership Academy apart as a trailblazer in education. By equipping our students with these essential skills and competencies, we are empowering them to become leaders of tomorrow, capable of effecting positive change in our city and beyond.

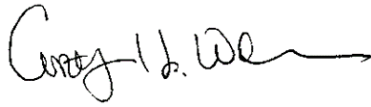
I commend the founding coalition of Global Leadership Academy International Charter High School for their unwavering dedication and perseverance throughout the rigorous application and hearing process. Their commitment to addressing the needs of our community and providing a world-class education for our students is truly commendable.

Furthermore, the overwhelming support from over 700 families and students who have pre-enrolled for this opportunity speaks volumes about the demand and desire for Global Leadership Academy International Charter High School within our community. The voices of our citizens matter, and it is imperative that we heed their call for quality education and opportunity.

In light of the undeniable benefits and impact that Global Leadership Academy International Charter High School will bring to our city, I urge you and your esteemed colleagues to cast your vote in favor of its approval on February 29th.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony H. Williams", with a long horizontal flourish extending to the right.

Senator Anthony H. Williams  
Pennsylvania Senate – 8<sup>th</sup> District

3RD DISTRICT  
STATE SENATOR  
**SHARIF STREET**  
SENATE BOX 203003  
THE STATE CAPITOL  
HARRISBURG, PA 17120-3003  
717-787-6735  
FAX: 717-772-0581  
1621 W. JEFFERSON STREET  
PHILADELPHIA, PA 19121  
215-227-6161  
FAX: 215-560-1316  
4458 A GERMANTOWN AVENUE  
PHILADELPHIA, PA 19140  
215-457-5200  
FAX: 215-457-5206



**COMMITTEES**  
**BANKING & INSURANCE,**  
**DEMOCRATIC CHAIR**  
**AGRICULTURE & RURAL AFFAIRS**  
**APPROPRIATIONS**  
**COMMUNICATIONS & TECHNOLOGY**  
**URBAN AFFAIRS & HOUSING**  
**PENNSYLVANIA COMMISSION ON SENTENCING**  
EMAIL: sharif.street@pasenate.com  
TWITTER: @SenSharifStreet  
FACEBOOK: SenSharifStreet  
INSTAGRAM: @SenSharifStreet  
WEBSITE: www.SenatorSharifStreet.com

## Senate of Pennsylvania

February 15, 2024

**Board of Education  
School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130**

### **RE: Global Leadership Academy Int. HS**

To the Esteemed Members of the Board:

I am writing to express my wholehearted support for the approval of the Global Leadership Academy International Charter High School's application. As leaders entrusted with shaping the educational landscape of our city, I urge you to consider the immense value this institution will bring to our community. This marks the third time Global Leadership Academy International Charter High School has applied for establishment, and each submission has surpassed the previous in excellence. What truly sets this application apart is the overwhelming demand demonstrated by over 700 parents who have completed pre-enrollment forms. This demand is particularly significant considering the challenges faced by the Mathematics, Civics, and Sciences Charter School. A good portion of those pre-enrollment forms represent families from Mathematics, Civics, and Sciences Charter School. In a time of crisis, we need innovative solutions, and Global Leadership Academy International Charter High School offers just that. Moreover, the strength of the founding coalition and the unwavering support from the community underscore the potential impact of this school. It is with great confidence and optimism that I endorse this initiative, and I implore you to vote in favor of its establishment on February 29th.

By approving Global Leadership Academy International Charter High School, we are not just endorsing a school, we are investing in the future of Philadelphia. Let us seize this opportunity to provide our students and families with an great opportunity to empower them to thrive in an ever-changing world.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sharif Street'.

**Sharif Street,  
Senator 3<sup>rd</sup> District PA**

Please vote YES on 2/29/24 to approve the new charter for Global Leadership Academy Int'l Charter HS. I have been informed regarding the current situation with the Mathematics Civics and Sciences Charter School located at 447 N. Broad Street. Please save the school's charter and transfer it to GLA would be appreciated for the sake of any additional trauma to students and their families. Thanks in advance for your consideration.

Sincerely,  
Sophia Saunders  
Auxiliary and Constituent



MORGAN CEPHAS, MEMBER  
192ND DISTRICT  
323 MAIN CAPITOL  
P.O. BOX 202192  
HARRISBURG, PENNSYLVANIA 17120-2192  
(717) 783-2192  
FAX: (717) 787-2960  
7538 HAVERFORD AVENUE  
PHILADELPHIA, PENNSYLVANIA 19151  
(215) 879-6625  
FAX: (215) 879-8566  
WWW.REPCEPHAS.COM



House of Representatives  
COMMONWEALTH OF PENNSYLVANIA  
HARRISBURG

COMMITTEES

GOVERNMENT OVERSIGHT, CHAIR  
APPROPRIATIONS  
INSURANCE  
CONSUMER PROTECTION, TECHNOLOGY & UTILITIES  
HOUSING & COMMUNITY DEVELOPMENT, SECRETARY

DELEGATION

CHAIRWOMAN OF THE PHILADELPHIA DELEGATION

February 26, 2024

Reginald Streater, Esq.  
President  
Board of Education  
The School District of Philadelphia  
440 N. Broad Street, Suite 101  
Philadelphia, PA, 19130

Dear President Streater & the Board of Education,

I hope this letter finds you well. As State Representative of the 192<sup>nd</sup> Legislative District and Philadelphia Delegation Chair, I am writing to express my enthusiastic support for the approval of the Global Leadership Academy International Charter High School.

As a representative deeply committed to the well-being and success of our community, I have witnessed firsthand the challenges faced by our students and families, particularly in areas affected by crime, poverty, and educational disparities. In light of these challenges, the establishment of a school like Global Leadership Academy presents a beacon of hope and opportunity for our youth.

With over 700 pre-enrollment forms already submitted, it is evident that there is a significant demand and desire for a school that prioritizes leadership development, real-world learning, and global competence. This innovative approach to education aligns perfectly with the needs and aspirations of our students, preparing them not only for academic success but also for leadership roles in our rapidly changing world.

Furthermore, I commend the founding team for their dedication and diligence throughout the charter application and hearing process. Their commitment to excellence and their vision for the future of education in our city are truly commendable.

I am particularly excited about the prospect of providing a new opportunity for high school students transitioning from the Mathematics, Civics, and Sciences Charter School. The focus on leadership

development offered by Global Leadership Academy will undoubtedly serve as a catalyst for their continued growth and success.

In closing, I urge you and your fellow board members to vote yes on February 29th in support of the approval of Global Leadership Academy International Charter High School. Together, we can empower our students to reach their full potential and transform our community for the better.

Thank you for your attention to this important matter. I look forward to celebrating the approval of this groundbreaking initiative and the bright future it holds for our students.

Warm regards,

A handwritten signature in black ink, appearing to read 'MCP', is positioned above the printed name.

Morgan Cephas  
Philadelphia Delegation Chair  
PA House of Representatives  
192 Legislative District

State Representative Napoleon Nelson

Board of Education  
School District of Philadelphia  
440 North Broad Street  
Philadelphia, PA 19130

Dear Esteemed Members of the Board,

I am writing to express my wholehearted support for the approval of the Global Leadership Academy International Charter High School's application. As leaders entrusted with shaping the educational landscape of Philadelphia and the Commonwealth, I urge you to consider the immense value this institution will bring to our broader community.

This marks the third time Global Leadership Academy International Charter High School has applied for establishment, and each submission has surpassed the previous in excellence. What truly sets this application apart is the overwhelming demand demonstrated by over 700 parents who have completed pre-enrollment forms. This demand is particularly significant in light of the challenges faced by the Mathematics, Civics, and Sciences Charter School. A good portion of those pre-enrollment forms represent families from Mathematics, Civics, and Sciences Charter School.

In a time of crisis, we need innovative solutions, and Global Leadership Academy International Charter High School offers just that. With a mission centered on real-world learning, leadership development, and global competence, this institution is precisely what our city needs. Its vision aligns perfectly with the Superintendent's *Accelerate Philly* agenda and Mayor Parker's commitment to providing diverse educational options for the city's youth.

Moreover, the strength of the founding coalition and the unwavering support from the community underscore the potential impact of this school. It is with great confidence and optimism that I endorse this initiative, and I implore you to vote in favor of its establishment on February 29th.

By approving Global Leadership Academy International Charter High School, you are not just endorsing a school; you are investing in the future of Philadelphia. Seize this

opportunity to provide students and families with an extraordinary educational option that will empower them to thrive in an ever-changing world.

Sincerely,

State Representative Napoleon Nelson

Dear School Board Members,

As a concerned caregiver/parent of students attending McCall School (325 S. 7th Street, 19106), we are writing to bring to your attention some pressing issues regarding the school's infrastructure. Families and school administration have been seeking answers for several years regarding timelines and plans for our school.

We understand that maintaining and upgrading school facilities is an ongoing and challenging process across the district, but the severity of these issues requires immediate attention and action. We have been told that there is a "moratorium on infrastructure improvements" due to a planned school expansion/upgrade. However, we have received no details about any such improvements in over 5 years. We are fortunate to have an engaged school community that has already done significant fundraising---but we are unable to put any of this into action with district engagement. As we wait, our crumbling infrastructure is a deterrent for neighborhood families considering our public school and negatively impacts our school community.

Below is a summary of the most pressing capital improvement needs McCall:

1. Broken metal slide and crumbling playground structure: The condition of the schoolyard is alarming, especially the area the playground equipment. The slide has a large crack with protruding metal, posing a daily safety hazard to our children. A work order has been pending for nearly 18 months and we still have no clarity on how to remedy this dangerous situation. While we understand that we are lucky to have playground equipment, we are deeply concerned about the safety of the students who use these facilities daily.
2. Flooding Problems: Our schoolyard experiences significant flooding with even a small amount of rain. In the winter, turns the entire surface into ice. This not only affects the safety of the students but also contributes to the deterioration of the schoolyard and play structure. A plan for improvements to this was developed over 5 years ago, yet no changes have been made and the conditions have further deteriorated.
3. Outdoor Lighting. Our school lacks any outdoor lighting or the infrastructure to install it. We are fortunate to have numerous after-school programs and people coming and going on the school premises after the sun sets, and it is extremely dark on school property. The lack of lighting has led to unsafe conditions for teachers and families, with individuals sleeping on our grounds, etc... Proper lighting would help create a safer environment for everyone attending school and the surrounding community.
4. Other needed capital improvements Our elementary school is one of the oldest in the district. Our crumbling walls, faulty plumbing, and outdated facilities are not conducive to a healthy learning environment. We believe that a conducive and clean space is essential for our children's overall well-being and academic success.

We kindly request the school board and district work with us to find a way forward to proceed with these much-needed capital improvement projects. Our school community wants to contribute to the work needed to solve these issues. Further, we ask that you keep school administration and families

informed about the steps being taken to address these concerns. Transparent communication will go a long way in reassuring parents and caregivers that the safety and well-being of our children while at school is truly a top priority.

We look forward to partnering with you to provide solutions.

Sincerely,  
Vildan and Paul Lench

February 29, 2024

Yvonne Coates 215-268-4709  
5334 North Broad Street  
Philadelphia, PA 19141

**Re: Community Support for Global Leadership Academy International  
Charter High School**

Dear Board of Education,

I have been a resident on the 5300 block of North Broad Street for over 30 years.

I attended a community meetings hosted by Global Leadership Academy International Charter High School at their proposed new school location at *Our Lady of Hope Parish*. This was the first time that members of my community were invited in as a partner with a local school. Our concerns about parking, trash, and congestion were heard, and the school has proposed to form committees that involve the neighboring community as stakeholders. Not only was this a first, but it was exciting to know that the community will participate in the success of the school.

Moreover, I was deeply impressed by the design presentation of the school. A mentor of mine told me years ago, "Our communities know what works when we see it." GLA International let us see it for sure. I clearly understood that this school would focus on global competence, real world learning, and leadership development. The more I listened the more I understood that so often schools are preparing students for a bygone world — a world that no longer exists.

Yet GLA International seeks to give young people training on leadership — how to collaborate, how to speak and give presentations, how to mobilize

people, how to listen, how to function with purpose, and how to leverage talent. I was very glad to hear this. Sadly, many believe learning is restricted to the classroom. This school proposes to provide students with essential adult connections through mentorships, shadow days, and internships. This is exactly what students of color need. And the ongoing focus on global competence is a game changer for me. Imagine the scores of young people who are trapped by the confining and limited perspectives of their family, neighborhood, and even schools. Now, we have a school — GLA International — that will allow students to see themselves in the context of a global world.

Please approve this school, as we, members of the community, clearly see the benefit to students and families in our community and across the city. Our community is behind this school and we are looking forward to the partnership.

Sincerely,

Yvonne Coates  
Community Member



**Action Item - 1.**

**Title: Acceptance of Donation of Licenses from and Memorandum of Understanding with Study.com for Teacher Certification Test Prep - Updated 2.22.2024**

**Board of Education Meeting Date: 2/29/2024**

**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 Memorandum of Understanding, as follows:

**With:**

Study.com

**Purpose:**

Accept donation of licenses from and enter into a Memorandum of Understanding with Study.com so District employees and student teachers may receive access to free teacher certification exam test preparation programs

**Start date:** 3/1/2024

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

**Value of Services not to exceed:** 150,000

**Location:**

All school locations

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** \$300,000

**Description:**

1. Why is this contract needed?
  - a. Study.com, through their Keys to the Classroom initiative, is seeking to partner with the School District of Philadelphia to offer access to their teacher certification exam test preparation programs at no cost to the employee or District.
  - b. The District currently has 1,552 employees on emergency permits, 550 of whom

must pass teacher certification exams to continue in their teacher of record positions. We also have 438 participants in our teacher pathway programs as part of our SY24-25 teacher pipeline (Para Pathway, Teacher Residency and Student Teaching). This resource will assist these employees and student teachers in becoming fully certified District teachers.

- c. Study.com is initially offering 500 licenses, with the possibility of adding more if there is additional demand from District employees and student teachers. This service's retail value is \$59.99/month, with an average use time of 4 months per participant, so the value of Study.com's contribution is estimated to be \$120,000, with the possibility of additional support if demand exceeds the initial 500 licenses.
2. How is this work connected to the District's plan to achieve Goals & Guardrails?
  - a. This MOU will allow us to continue and expand teacher retention and pipeline programs through the Office of Talent.
3. How will the success of this contract be measured?
  - a. We will measure not only who many people express interest, but also how many engage in the test preparation resources, their passing rates, and analyze results according to the type of participant and demographic data to ensure that this partnership supports the goal of hiring and retaining high quality, diverse teachers in the District.
4. 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?
  - a. N/A
5. When applicable, is this an evidence based strategy? If so, what evidence exists to support this approach?
  - a. Study.com has 25 partnerships in 20 states, including state departments of education, school districts, teachers associations and nonprofits. Based on their experience with the Keys to the Classroom initiative, they report the following results (excerpted from Study.com's Keys and Working Scholars report).
    - i. The Keys to the Classroom report finds when aspiring teachers have access to test preparation resources and tools, they achieve higher pass rates, providing a solution to current teacher shortages and the lack of a diverse teacher workforce.
    - ii. Program Diversity:
      1. Keys to the Classroom participants are more diverse than the national teacher workforce. 56% of program participants identify as people of color, compared to 20% of teachers nationally.
      2. Notably, 43% of Keys to the Classroom participants identify as Black, while only 7% of America's teacher workforce consists of Black educators.
      3. Furthermore, 7% of program participants are Black males, who represent only 1.3% of the national teacher pipeline.
      4. 43% of Keys to the Classroom participants are first-generation college students.

5. 71% of Keys to the Classroom participants are employed by a school district and 82% are seeking full teaching licensure or on a temporary license.

iii. Praxis Pass Rates

1. 72% of Keys to the Classroom participants passed the Praxis exam on the first attempt. On a national level, only 46% of those who take the Praxis test on elementary-level content pass on the first try, and 25% never manage to pass the exam.
2. 51% of Black Keys to the Classroom participants passed the Praxis. In comparison, only 38% of Black teacher candidates nationally pass the Praxis even after multiple attempts.
3. Nearly all Keys to the Classroom participants who completed 90% of the Study.com test prep course passed the Praxis exam. Black Keys to the Classroom participants who completed 90% of the Study.com test prep course passed at a 30% higher rate.

**Office Originating Request:** Talent

## **Action Item - 2.**

**Title: Acceptance of Donation from the Lindy Foundation; License and Right of Entry with MGA Remodeling LLC for Schoolyard Improvements at the Various Schools (\$300,000) - Updated 2.23.2024**

**Board of Education Meeting Date:** 2/29/2024

### **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 a Donation as follows:

**From:** The Lindy Foundation

**Purpose:** To accept a donation of schoolyard improvements

**Donation Start Date:** 3/1/2024

**Value of Donation for an amount up to:** \$300,000

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a license and right of entry agreement and any other necessary documents, subject to funding, as follows:

**With: MGA Remodeling LLC**

**Purpose:** Schoolyard improvements

**License/Right of Entry Start Date:** 3/1/2024

**License/Right of Entry End Date:** 12/31/2025

**Location:**

Feltonville School of Arts and Sciences

Conwell, Russell H. School

Wagner, General Louis Middle School

#### **Why is this contract needed?**

To provide schools with upgrades to their existing exteriors and give the teachers and students better teaching and learning environments, the Lindy Foundation has been partnering with the District for several years to provide schoolyard amenities to improve the quality of playful learning and outdoor learning. The three identified middle schools were selected based on their proximity to neighborhood apartment complexes operated by The Lindy Foundation and the commitment of the school leadership to maintain the improvements.

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

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

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

This work will make the Feltonville School of Arts and Sciences, Conwell Middle School, and Wagner Middle School more welcoming and supportive schools as well as a safer and healthier place where our students, staff, and community want to be and learn each day.

Office Originating Request: Operations - Capital Programs

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

### **Action Item - 3.**

**Title: Contract with Data Driven Decisions, Inc. for Direct Report Survey Administration, Reporting, and Follow Up Support (\$150,000)**

**Board of Education Meeting Date: 2/29/2024**

#### **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:**

Data Driven Decisions, Inc.

**Purpose:**

To administer surveys and to give leaders support with interpreting the results

**Start date:** 3/28/2024

**End date:** 3/28/2025

**Compensation not to exceed:** \$150,000

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** 150,000

**Description:**

In the Spring of 2024, the vendor, also known as 3D Group, will administer a survey (the "Leadership Navigator 360") to collect performance feedback for all District principals, Assistant Superintendents, and leaders of Central Office departments. The survey will be a 360 assessment, meaning that for each leader, there will be a self assessment, plus a survey for their direct reports, and their supervisor. All direct reports of a leader will be invited to take the survey. Their feedback will be anonymous. 3D group will provide implementation support to facilitate maximum participation.

The survey will take approximately 10 minutes for each participant to complete. The

questions will be selected from a validated item bank, in consultation with the SDP project team, and will measure a number of competencies tied to success in educational leadership settings (e.g., Communication, Inclusiveness, Developing Talent). Feedback will be summarized in individual-level reports and a high level aggregate District report. Each leader will then be offered a group session to support them in interpreting results, as well as a 1:1 coaching session.

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

- This work is identified in Accelerate Philly strategic action 4.10 to “launch surveys that provide principals, Assistant Superintendents, and District leaders with feedback from their direct reports.” A contract is needed to administer an existing reliable and validated survey and support interpreting the results quickly and confidentially for participants.

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

The success of the contract will be determined by: (1) the number and percentage of principals, Assistant Principals, and District leaders and their direct reports that participate in the feedback survey and (2) the percentage of leaders who participate in sessions to interpret the results of the feedback surveys.

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

This is a new contract.

**Is this an evidence-based strategy? If so, what evidence exists to support this approach?**

Survey questions will come from a bank of research based, validated questions. The vendor provided supporting documentation of how the survey was developed by a group of industrial-organizational psychologists.

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

Consistent with the District’s competitive procurement process, the selection process resulting in this contractor included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated contractors’ RFP responses. It also included representatives from PFT and CASA as non-scoring members as this work is relevant to both teachers and principals.

**Funding Source(s):**

FY24: ORE Operating - contracts

FY25: ORE Operating- contracts

**Office Originating Request:** Evaluation, Research and Accountability



**Action Item - 4.**

**Title: Approval of Personnel Hires - Updated 2.22.2024**

**Board of Education Meeting Date:** 2/29/2024

**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 January 31, 2024 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

Personnel Hires - February

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 **January 31, 2024** 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

AIT GUENISSAID, FATIHA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	01/16/24	\$23,474.00 ANNUAL SALARY
ALEXANDER, BRITE A	SUPPORTIVE SERVICES ASST, 3 HR	DUCKREY, TANNER SCHOOL	01/16/24	\$10,431.00 ANNUAL SALARY
ARCE, EVA	TEACHER,FULL TIME	SHEPPARD, ISAAC A. SCHOOL	01/01/24	\$51,568.00 ANNUAL SALARY
ARMBRISTER, MALIKA	SCHOOL NURSE	FRANKFORD HIGH SCHOOL	01/29/24	\$66,442.00 ANNUAL SALARY
AUSTIN, NABIYAH	SPECIAL EDUCATION ASSISTANT	COOKE, JAY ELEMENTARY SCHOOL	01/16/24	\$23,474.00 ANNUAL SALARY
AVERY, QUINCY	CLIMATE SUPPORT SPECIALIST	THE U SCHOOL	01/29/24	\$23,474.00 ANNUAL SALARY
BABB, TIYONNA N	SPECIAL EDUCATION ASSISTANT	SAYRE, WILLIAM L. HIGH SCHOOL	01/16/24	\$23,474.00 ANNUAL SALARY
BAREFIELD GRAY, TYSHAWA	SPECIAL EDUCATION ASSISTANT	KELLY, JOHN B. SCHOOL	01/16/24	\$23,474.00 ANNUAL SALARY
BARON, JULIANA	TEACHER,FULL TIME	RHODES ELEMENTARY SCHOOL	01/16/24	\$51,568.00 ANNUAL SALARY
BARRON, JADE	SPECIAL EDUCATION ASSISTANT	COMLY, WATSON SCHOOL	01/29/24	\$23,474.00 ANNUAL SALARY
BARTON, JENNA	SPECIAL EDUCATION ASSISTANT	HANCOCK DEMONSTRATION SCHOOL	01/08/24	\$23,474.00 ANNUAL SALARY
BAXTER, LORRIE	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	01/08/24	\$23,474.00 ANNUAL SALARY
BENMEDDOUR, SABRINA	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	01/03/24	\$23,474.00 ANNUAL SALARY
BERDEJA, JULISSA	SPECIAL EDUCATION ASSISTANT	SWENSON ARTS/TECH HIGH SCHOOL	01/16/24	\$23,474.00 ANNUAL SALARY
BERNSTEIN, GHEALZE KRIS P	TEACHER,SPEC EDUCATION	RHODES ELEMENTARY SCHOOL	01/08/24	\$73,652.00 ANNUAL SALARY
BLACKWELL, ERIC DENZEL	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	01/16/24	\$10,164.00 ANNUAL SALARY
BLAIR, SAMUEL MURRAY	TEACHER,FULL TIME	MULTILINGUAL PROGRAMS	01/16/24	\$51,568.00 ANNUAL SALARY

Personnel Hires  
February 29, 2024  
Page 2 of 8

BOUDJELLOUAH, REZKIA	SPECIAL EDUCATION ASSISTANT	JENKS, ABRAM SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
BROWN, BREONAH	SPECIAL EDUCATION ASSISTANT	AMY 5 AT JAMES MARTIN	01/29/24	\$23,474.00	ANNUAL SALARY
BROWN, NICHOLAS	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
BUDHEAH, DWANE QUINCY	SCHOOL COUNSELOR, 10 MONTHS	KENDERTON ELEMENTARY	01/11/24	\$53,085.00	ANNUAL SALARY
BULICA, BRISILDA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
BYRD, DAHMIR	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
CARRELL, KRISTYN	TEACHER,FULL TIME	HIGH SCHOOL OF THE FUTURE	01/25/24	\$51,568.00	ANNUAL SALARY
CARROLL, CHYNA K	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
CARSON, DEANNA	SPECIAL EDUCATION ASSISTANT	MARSHALL, THURGOOD SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
CARTER, MALCOLM	CASE MANAGER	OFFICE STUDENT RIGHTS & RESP	01/16/24	\$62,373.00	ANNUAL SALARY
CASTANO, ELISABETH C	TEACHER,FULL TIME	MORTON, THOMAS G. SCHOOL	01/22/24	\$53,749.00	ANNUAL SALARY
CEDANO, DASHERSY	SPECIAL EDUCATION ASSISTANT	JUNIATA PARK ACADEMY	01/29/24	\$23,474.00	ANNUAL SALARY
CHOWDHURY, RIFATHARA	SPECIAL EDUCATION ASSISTANT	FRANKLIN, BENJAMIN ELEM SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
COBB, AMIRA F	SPECIAL EDUCATION ASSISTANT	CATHARINE, JOSEPH W. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
COLLEY, SHANIA	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
COLLTON, MICHAEL	ACCOUNTING SUPERVISOR	ACCOUNTS PAYABLE	01/08/24	\$67,406.00	ANNUAL SALARY
COOPER, GREGORY SCOTT	TEACHER,SPEC EDUCATION	LONGSTRETH, WILLIAM C. SCHOOL	01/29/24	\$57,351.00	ANNUAL SALARY
CORNISH, AMIR	SPECIAL EDUCATION ASSISTANT	WEBSTER, JOHN H. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
CORNISH, AYANNA	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	01/23/24	\$23,474.00	ANNUAL SALARY
CORSON, ALLISON NICOLE	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	01/29/24	\$51,568.00	ANNUAL SALARY
CORTEZ, ADRIANA	SPECIAL EDUCATION ASSISTANT	LOESCHE, WILLIAM H. SCHOOL	01/16/24	\$35,101.00	ANNUAL SALARY
CRABBE, TRUDI-ANN	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
CRENSHAW, IMANI YASMEEN	PROJECT MANAGER	OFFICE OF SCHOOL SAFETY	01/16/24	\$68,964.00	ANNUAL SALARY
CRUZ, MAGDALENA B	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY

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CRUZ, NORMA	SPECIAL EDUCATION ASSISTANT	RICHMOND SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
CURRAN, MADELINE	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	01/11/24	\$51,568.00	ANNUAL SALARY
CUSTUS, TYASYA A	SPECIAL EDUCATION ASSISTANT	GIDEON, EDWARD SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
DAVIS, JOANNE	SPECIAL EDUCATION ASSISTANT	PENNYPACK HOUSE SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
DAVIS, JOANEI	TEACHER,FULL TIME	TILDEN MIDDLE SCHOOL	01/22/24	\$51,568.00	ANNUAL SALARY
DE LA ROSA, EMELY	SPECIAL EDUCATION ASSISTANT	JENKS ACADEMY ARTS & SCIENCES	01/08/24	\$23,474.00	ANNUAL SALARY
DEMIRAJ, EGLANTINA	SPECIAL EDUCATION ASSISTANT	LINCOLN, ABRAHAM HIGH SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
DOWDY, ANDREANNA	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	01/08/24	\$23,474.00	ANNUAL SALARY
DURAN, DIANA G	TEACHER,FULL TIME	SHEPPARD, ISAAC A. SCHOOL	01/02/24	\$71,473.00	ANNUAL SALARY
EBSON, BRITTANY	TEACHER,FULL TIME	MCDANIEL, DELAPLAINE SCHOOL	01/08/24	\$83,507.00	ANNUAL SALARY
ECHAVARRIA, ANA	CLASSROOM ASST,SP ED,HEAR IMP	HANCOCK DEMONSTRATION SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
EDWARDS, NATALIA	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
ELEBY-LACKEY, CHRISTIAN	STUDENT CLIMATE STAFF,6 HOURS	SWENSON ARTS/TECH HIGH SCHOOL	01/04/24	\$20,327.00	ANNUAL SALARY
ELSOKARY, SAFAA	SPECIAL EDUCATION ASSISTANT	HACKETT, HORATIO B. SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
EPPS, ZOEY	SPECIAL EDUCATION ASSISTANT	KIRKBRIDE, ELIZA B. SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
EVANS, TORA LATRICE	DEPUTY,SPECIALIZED SERVICES	OFFICE OF SPECIALIZED SERVICES	01/29/24	\$170,000.00	ANNUAL SALARY
FALOUHI, MERYEM	SUPPORTIVE SERVICES ASST, 3 HR	RHAWNHRST SCHOOL	01/16/24	\$10,431.00	ANNUAL SALARY
FERRIS, FITISHA A	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
FIGUEROA, NICOLE MARIA	SUPPORTIVE SERVICES ASST, 3 HR	ARTS ACADEMY AT BENJAMIN RUSH	01/29/24	\$10,431.00	ANNUAL SALARY
FLOOD, ASHLEY	SPECIAL EDUCATION ASSISTANT	EMLN, ELEANOR C. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
FOUNTAIN, XAVIER	SPECIAL EDUCATION ASSISTANT	MCDANIEL, DELAPLAINE SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
FRANCOIS, BARBARA	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	01/11/24	\$68,442.00	ANNUAL SALARY
GADA, NADIA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
GANNON- GORAL, AMANDA	SPECIAL EDUCATION ASSISTANT	POTTER-THOMAS SCHOOL	01/03/24	\$23,474.00	ANNUAL SALARY

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GARCIA, ANA	SPECIAL EDUCATION ASSISTANT	JUNIATA PARK ACADEMY	01/29/24	\$23,474.00	ANNUAL SALARY
GARRETT, ELIZAR	SPECIAL EDUCATION ASSISTANT	CONSTITUTION HIGH SCHOOL	01/22/24	\$35,101.00	ANNUAL SALARY
GARRETT, TINA	SPECIAL EDUCATION ASSISTANT	POWEL, SAMUEL SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
GARSTKA, HEATHER M	TEACHER,FULL TIME	DECATUR, STEPHEN SCHOOL	01/02/24	\$80,223.00	ANNUAL SALARY
GERSON, JULIA	TEACHER,FULL TIME	DICK, WILLIAM SCHOOL	01/03/24	\$53,085.00	ANNUAL SALARY
GILBERT, UNIQUE	SPECIAL EDUCATION ASSISTANT	SULLIVAN, JAMES J. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
GILLIARD, DARLENE D	SPECIAL EDUCATION ASSISTANT	KELLY, JOHN B. SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
GOLDEN, ALICIA	PRG CD, MULTIPLE OFFICES	OFFICE OF THE CHIEF OF SCHOOLS	01/30/24	\$58,885.00	ANNUAL SALARY
GRAHAM, BEANCA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
GRAHAM, CHANTEL	SPECIAL EDUCATION ASSISTANT	BARTRAM, JOHN HIGH SCHOOL	01/10/24	\$23,474.00	ANNUAL SALARY
GRANT, AJELLA J	SPECIAL EDUCATION ASSISTANT	CROSSAN, KENNEDY C. SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
GRANT, TIFFANY	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	01/17/24	\$35,101.00	ANNUAL SALARY
GRANT, TIFFANY	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	01/17/24	\$35,101.00	ANNUAL SALARY
HAMILTON, GISELE V	SUPPORTIVE SERVICES ASST, 4 HR	ADAIRE, ALEXANDER SCHOOL	01/29/24	\$13,908.00	ANNUAL SALARY
HAMMOCK, ALEXIS B	TEACHER,FULL TIME	ALLEN, DR. ETHEL SCHOOL	01/02/24	\$64,268.00	ANNUAL SALARY
HARDEE, JENNIFER C	TEACHER,FULL TIME	HARDING, WARREN G. MIDDLE SCH	01/05/24	\$60,573.00	ANNUAL SALARY
HARRIS, DAJAH	SPECIAL EDUCATION ASSISTANT	PEIRCE, THOMAS M. SCHOOL	01/03/24	\$23,474.00	ANNUAL SALARY
HARSH, ANDREW	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	01/11/24	\$51,568.00	ANNUAL SALARY
HARSH, ANDREW	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	01/25/24	\$51,568.00	ANNUAL SALARY
HAYES, DWAYNE	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	01/08/24	\$23,474.00	ANNUAL SALARY
HILL, JESSICA L	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
HINES, YVETTE	SPECIAL EDUCATION ASSISTANT	MC MICHAEL, MORTON SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
HOLMES, BRIDGETTE M	SUPPORTIVE SERVICES ASST, 3 HR	CATHARINE, JOSEPH W. SCHOOL	01/16/24	\$10,431.00	ANNUAL SALARY
HOLMES, STEPHANIE M	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GROVER JR. MIDDLE	01/29/24	\$23,474.00	ANNUAL SALARY

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HUEZCA, BRENDA	CLASSROOM ASST,SP ED,HEAR IMP	BACHE-MARTIN SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
HUNSBERGER, ANDREA Y	INTERP, DEAF/HARD OF HEARING	HANCOCK DEMONSTRATION SCHOOL	01/22/24	\$40,572.00	ANNUAL SALARY
HYPOLITE, EMILY M	SPECIAL EDUCATION ASSISTANT	CASSIDY,LEWIS C ACADEMICS PLUS	01/08/24	\$23,474.00	ANNUAL SALARY
IRVING, DENISE	SPECIAL EDUCATION ASSISTANT	BACHE-MARTIN SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
JACKSON, TRAMAINÉ	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	01/29/24	\$20.00	HOURLY RATE
JAMES, JAMIE M	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
JAMES, COREY	ASST PRINCIPAL	DOBBINS, MURRELL HIGH SCHOOL	01/29/24	\$111,357.00	ANNUAL SALARY
JOHNSON, LORI	SPECIAL EDUCATION ASSISTANT	SOUTHWARK SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
JOHNSON, SHANELL N	SPECIAL EDUCATION ASSISTANT	POWEL, SAMUEL SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
JONES, RASHANDA	SPECIAL EDUCATION ASSISTANT	MCCLOSKEY, JOHN F. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
KNOX, RITA	SPECIAL EDUCATION ASSISTANT	BLAINE, JAMES G. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
KNOX, RITA	SPECIAL EDUCATION ASSISTANT	BLAINE, JAMES G. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
LASSITER, SHANTE	SPECIAL EDUCATION ASSISTANT	BLANKENBURG, RUDOLPH SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
LEE, DIONNE R	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	01/02/24	\$53,749.00	ANNUAL SALARY
LENHART, ASSUNTA	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
LEWIS, VANESSA	SPECIAL EDUCATION ASSISTANT	FRANKLIN, BENJAMIN HIGH SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
LEWIS, STANTON TWAN	STEP CASE MANAGER	RHODES ELEMENTARY SCHOOL	01/04/24	\$56,604.00	ANNUAL SALARY
LYS, DENISIA	EQUAL EMPL OPFR TITLE IX INVES	EMPLOYEE RELATIONS	01/08/24	\$87,000.00	ANNUAL SALARY
MALDOU, JIHANE	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
MARCHIANO, JAMES C	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
MARTEZ, SIANIE	SPECIAL EDUCATION ASSISTANT	CAYUGA SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
MATHIEU, GERARD JUNIOR	TEACHER,SPEC EDUCATION	WASHINGTON, GEORGE HIGH SCHOOL	01/09/24	\$54,032.00	ANNUAL SALARY
MILEK, CORINNE	TEACHER,FULL TIME	SHARSWOOD, GEORGE SCHOOL	01/02/24	\$75,558.00	ANNUAL SALARY
MILLER, RYNYA	SPECIAL EDUCATION ASSISTANT	COOKE, JAY ELEMENTARY SCHOOL	01/30/24	\$23,474.00	ANNUAL SALARY

Personnel Hires  
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MOHAMED ALI, ZAHIA	SPECIAL EDUCATION ASSISTANT	FRANK, ANNE SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
MORALES, DASTENIE M	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
MORALES, VICTOR ANTHONY	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	01/16/24	\$72,330.00	ANNUAL SALARY
MOSES, ALEXIA	TEACHER,FULL TIME	DISSTON, HAMILTON SCHOOL	01/24/24	\$53,085.00	ANNUAL SALARY
MOULTRIE, NAIYANA A	SPECIAL EDUCATION ASSISTANT	ACADEMY AT PALUMBO	01/22/24	\$23,474.00	ANNUAL SALARY
NAIT MAMMAR, KENZA	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
NEGRON, MICHELLE MARIE	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	01/02/24	\$71,473.00	ANNUAL SALARY
NYHUIS, KAITLYN	TEACHER,FULL TIME	BLAINE HEAD START	01/01/24	\$53,085.00	ANNUAL SALARY
ON, CAVID	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
PADEN, TANEISHA	SPECIAL EDUCATION ASSISTANT	PHILA JUV JUSTICE SVCS CTR	01/08/24	\$23,474.00	ANNUAL SALARY
PANNELL, MALIKA	SPECIAL EDUCATION ASSISTANT	POWEL, SAMUEL SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
PATTERSON, IMANI V	SPECIAL EDUCATION ASSISTANT	STEARNE, ALLEN M. SCHOOL	01/02/24	\$35,101.00	ANNUAL SALARY
PHILLIPS, SHAQUAYA	SPECIAL EDUCATION ASSISTANT	LINGELBACH, ANNA L. SCHOOL	01/30/24	\$23,474.00	ANNUAL SALARY
PICKETT, CRYSTAL	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
PITTMAN, ANGELA Y	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
PLATING, MADELYN	TEACHER,FULL TIME	SAYRE, WILLIAM L. HIGH SCHOOL	01/19/24	\$53,085.00	ANNUAL SALARY
PLATING, MADELYN	TEACHER,FULL TIME	SAYRE, WILLIAM L. HIGH SCHOOL	01/02/24	\$51,568.00	ANNUAL SALARY
PORTER, KYRA L	SPECIAL EDUCATION ASSISTANT	STEARNE, ALLEN M. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
PRESCOTT, KIARA TATIANA	TEACHER,FULL TIME	PARKWAY WEST HIGH SCHOOL	01/29/24	\$51,568.00	ANNUAL SALARY
RABENA, MIA NOEL	TEACHER,FULL TIME	CAYUGA SCHOOL	01/08/24	\$51,568.00	ANNUAL SALARY
RANDALL, TIERRA	SUPPORTIVE SERVICES ASST, 4 HR	PENN ALEXANDER SCHOOL	01/29/24	\$13,908.00	ANNUAL SALARY
RANKIN-DAVY, ADENA	SPECIAL EDUCATION ASSISTANT	MCCLOSKEY, JOHN F. SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
REDDING, TESSA	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	01/29/24	\$51,568.00	ANNUAL SALARY
REYES, NALLELY	SECRETARY I	PHILADELPHIA VIRTUAL ACADEMY	01/29/24	\$26,351.00	ANNUAL SALARY

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RICHARDSON, ZENZELE	TEACHER,SPEC EDUCATION	WEST PHILADELPHIA HIGH SCHOOL	01/29/24	\$55,170.00	ANNUAL SALARY
RIOS, STEVEN	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
ROSADO ALMODOVAR, MAYLI	SPECIAL EDUCATION ASSISTANT	TAYLOR, BAYARD SCHOOL	01/22/24	\$23,474.00	ANNUAL SALARY
ROSMONDO, JENNIFER	SPECIAL EDUCATION ASSISTANT	HANCOCK DEMONSTRATION SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
ROY-PACE, RAYMOND	PROFESSIONAL LRNING SPECIALIST	OFC OF LEADERSHIP DEVELOPMENT	01/18/24	\$105,000.00	ANNUAL SALARY
RUDOLPH, CHRISTIAN	TEACHER,FULL TIME	DECATUR, STEPHEN SCHOOL	01/02/24	\$51,568.00	ANNUAL SALARY
SAMUELS, KAYLA L	TEACHER,FULL TIME	CRAMP, WILLIAM SCHOOL	01/11/24	\$51,568.00	ANNUAL SALARY
SHAREEF-SMITH, MUNAJJ A	SUPPORTIVE SERVICES ASST, 3 HR	DUCKREY, TANNER SCHOOL	01/29/24	\$10,431.00	ANNUAL SALARY
SHEERON, JESSICA L	SPECIAL EDUCATION ASSISTANT	AMY 5 AT JAMES MARTIN	01/16/24	\$23,474.00	ANNUAL SALARY
SIERRA, MAGERLY	SPECIAL EDUCATION ASSISTANT	MAYFAIR SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
SIMMONS, NORA	TEACHER,FULL TIME	MASTBAUM, JULES E. HIGH SCHOOL	01/26/24	\$51,568.00	ANNUAL SALARY
SIMPSON, ETALYAH W	SPECIAL EDUCATION ASSISTANT	ANDERSON, MARIAN ACADEMY	01/22/24	\$23,474.00	ANNUAL SALARY
SMITH, ERICK ANTHONY	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
SNYDER, CARMEN	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
STEVENS, JAYLAH	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
STEVENS, JAYLAH	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
STEVENSON, TIESHA	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	01/08/24	\$24,286.00	ANNUAL SALARY
STREETTER, KWAMESH	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	01/15/24	\$23,474.00	ANNUAL SALARY
STROTHERS, ESHANA T	SPECIAL EDUCATION ASSISTANT	TILDEN MIDDLE SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
STROZEWSKI, GRACE	TEACHER,FULL TIME	BACHE-MARTIN SCHOOL	01/22/24	\$53,085.00	ANNUAL SALARY
THOMAS, CHARNELE A	SPECIAL EDUCATION ASSISTANT	LONGSTRETH, WILLIAM C. SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
THOMPSON, SHANEIKA	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
THOMPSON, STEVEN	TEACHER,FULL TIME	CASTOR GARDENS MIDDLE SCHOOL	01/22/24	\$51,568.00	ANNUAL SALARY
TOLL, AMY	TEACHER,FULL TIME	MAYFAIR SCHOOL	01/05/24	\$60,573.00	ANNUAL SALARY



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TREON, ISABELLE	TEACHER,SPEC EDUCATION	HACKETT, HORATIO B. SCHOOL	01/30/24	\$52,516.00	ANNUAL SALARY
TRUJILLO, GRACIELA	SPECIAL EDUCATION ASSISTANT	GLORIA CASAREZ ELEMENTARY	01/16/24	\$23,474.00	ANNUAL SALARY
VENEY, BRITTANY	SUPPORTIVE SERVICES ASST, 4 HR	SHEPPARD, ISAAC A. SCHOOL	01/08/24	\$13,908.00	ANNUAL SALARY
VILLARINO PELIER, MILVIURIS	SPECIAL EDUCATION ASSISTANT	BROWN, JOSEPH H. SCHOOL	01/02/24	\$23,474.00	ANNUAL SALARY
VITKO, SAMANTHA	SUPPORTIVE SERVICES ASST, 4 HR	GLORIA CASAREZ ELEMENTARY	01/03/24	\$13,908.00	ANNUAL SALARY
WADE, MELVIN	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
WALKER, CARL	SCHOOL CLIMATE LIAISON	STRAWBERRY MANSION HIGH SCHOOL	12/20/23	\$46,923.00	ANNUAL SALARY
WARD, DAYSHA	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
WARD, ANDREW J	INVESTIGATOR,INSPECTOR GENERAL	OFFICE OF INSPECTOR GENERAL	01/24/24	\$85,000.00	ANNUAL SALARY
WEATHERS, LYNETTE	SPECIAL EDUCATION ASSISTANT	RHODES ELEMENTARY SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
WEBER, CAROLYN BIERLY	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	01/22/24	\$65,313.00	ANNUAL SALARY
WHITE, OHENEWAA D	CASE MANAGER	OFFICE STUDENT RIGHTS & RESP	01/16/24	\$65,694.00	ANNUAL SALARY
WHITER CURTIS, INYAH	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
WILEY, CARLOS A	TEACHER,FULL TIME	PHILA JUV JUSTICE SVCS CTR	01/08/24	\$56,405.00	ANNUAL SALARY
WILLIAMS, CORILYNN	SPECIAL EDUCATION ASSISTANT	BALDI MIDDLE SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
WILSON, YVETTE MYERS	SPECIAL EDUCATION ASSISTANT	DUCKREY, TANNER SCHOOL	01/08/24	\$23,474.00	ANNUAL SALARY
WISE, TYNISHA N	SPECIAL EDUCATION ASSISTANT	ANDERSON, ADD B. SCHOOL	01/29/24	\$23,474.00	ANNUAL SALARY
WISOTSKY, BRIANNA	SPECIAL EDUCATION ASSISTANT	GREENFIELD, ALBERT M. SCHOOL	01/16/24	\$23,474.00	ANNUAL SALARY
WONG, OLIVIA	TEACHER,FULL TIME	LEA, HENRY C.	01/12/24	\$53,085.00	ANNUAL SALARY
YOUNG, BRIA ANNEI	PROJECT ASSISTANT	OFFICE OF MULTIPLE PATHWAYS	01/02/24	\$52,000.00	ANNUAL SALARY

**Action Item - 5.**

**Title: Approval of Personnel Terminations - Updated 2.29.2024**

**Board of Education Meeting Date:** 2/29/2024

**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 February 29,2024:

**Office Originating Request:** Talent

**ATTACHMENTS:**

Description

Action Item 5 - 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 February 29, 2024:

Shakara Bailey	Student Climate Staff
Shermane Brown	Special Education Assistant
Taliyah Carr	Special Education Classroom Assistant
Talikqua Manning	School Safety Officer
Stephany McFee	Special Education Classroom Assistant
Christopher Neal	Special Education Classroom Assistant
Khalil Ray	Special Climate Staff
Briane Turner	Special Education Classroom Assistant

RESOLVED, that ERNEST DALTON be dismissed from his employment as a nonprofessional employee by The School District of Philadelphia, effective immediately.

FURTHER RESOLVED, that the Hearing Officer's Official Recommendation, Findings of Fact and Conclusion 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.

RESOLVED, that JEANNETTE MAPP be dismissed from her employment as a nonprofessional employee by The School District of Philadelphia, effective immediately.

FURTHER RESOLVED, that the Hearing Officer's Official Recommendation, Findings of Fact and Conclusion 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.

RESOLVED, that Benjamin Litman be dismissed from his employment by The School District of Philadelphia as a placement specialist, 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 Public School Code of 1949, as amended, following an independent review of the record by the individual members of the Board of Education.

**Action Item - 7.**

**Title: Approval of Resignations and Retirements - Updated 2.29.2024**

**Board of Education Meeting Date:** 2/29/2024

**Action under consideration**

RESOLVED, by the Board of Education that the resignations and retirements of the  
\*following individuals\* are accepted effective February 29, 2024.

\*Names to be provided for public view immediately prior to the Board of Education Action  
Meeting on February 29, 2024.

**Office Originating Request:** Talent

**ATTACHMENTS:**

Description

Action Item 7

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective February 29, 2024

Name	Location	Position	Effective Date	Reason
Albertie, Samuel	Frankford High School	Climate Support Specialist	2/7/2024	Resignation
Alexander, Hannah	Rhoads, James School	Food Svcs Assistant	1/26/2024	Resignation
Alfaro, Zaida	Ellwood School	Principal	7/3/2024	Retirement
Alvarado, Enrique	Office Of School Safety	School Safety Officer, 8Hrs	1/30/2025	Retirement
Anderson, Sherry	Overbrook High School	Student Climate Staff, 7 Hours	3/6/2024	Resignation
Asan, Aubri	Olney High School	Teacher, Full Time	6/14/2024	Resignation
Baxter, Resie	Ellwood School	Special Education Assistant	6/14/2024	Retirement
Berrian, Danecia	Rowen, William School	Teacher, Full Time	4/12/2024	Resignation
Bishop, Barbara	Mayfair School	Teacher, Full Time	2/16/2024	Resignation
Bouknight, Norma	Rhodes Elementary School	Teacher, Full Time	6/14/2024	Retirement
Bowe, Sylvia Atchison	Wright, Richard R. School	Teacher, Spec Education	6/14/2024	Retirement
Braxton, Vanita	Bryant, William C. School	Special Education Assistant	4/15/2024	Resignation
Brown, Clarice	Mckinley, William School	General Cleaner, 8 Hours	6/20/2024	Retirement
Brown-Crawford, Willetta	Ludlow, James R. School	Custodial Assistant	6/20/2024	Retirement

Brown-Turner, Jonice	Patterson, John M. School	Special Education Assistant	2/9/2024	Resignation
Burke, Janet	Lincoln High Bright Futures	Teacher, Full Time	6/14/2024	Retirement
Burrell, Mikel	Science Ldshp Academy @ Beeber	General Cleaner, 8 Hours	3/1/2024	Resignation
Burton, Carlyn	Bache Martin Bright Futures	Teacher Asst, Pkhs	6/14/2024	Retirement
Butler, Amelia	Lankenau High School	Teacher, Full Time	4/1/2024	Retirement
Cabrera Encarnacion, Steff	Lowell, James R. School	Teacher, Spec Education	4/2/2024	Resignation
Campbell, Monique	Potter-Thomas School	Asst Principal	6/21/2024	Resignation
Campie, John	Lincoln, Abraham High School	Teacher, Full Time	6/14/2024	Retirement
Cannady, Charmel	Olney High School	Student Climate Staff, 6 Hours	1/31/2024	Resignation
Christman, Dina	Moore, J. Hampton School	Teacher, Full Time	6/14/2024	Retirement
Clark, Ricky	Kelly, John B. School	Asst Principal	6/21/2024	Retirement
Clark, Aniya	Mifflin, Thomas School	Student Climate Staff, 4 Hours	2/5/2024	Resignation
Connelly, Miriam	Dobbins, Murrell High School	Food Svcs Assistant	1/18/2024	Resignation
Connelly, Ly-Dia	Ellwood School	Special Education Assistant	2/6/2024	Resignation
Crane, William	West Philadelphia High School	Teacher, Spec Education	2/1/2024	Retirement

Cue, Indira	Office Of School Safety	School Safety Officer, 8Hrs	2/1/2024	Resignation
Daniels, Chelyn	Rhoads, James School	Bus Attendant, One To One	2/26/2024	Resignation
Davenport, K D	Curriculum Inst & Assess Off	Dir, Science	2/22/2024	Resignation
Degregorio, Kristen	Frankford High School	Teacher, Spec Education	4/5/2024	Resignation
Dickerson, Kathleen	Olney High School	Teacher, Full Time	2/9/2024	Resignation
Dynan, Joseph	Olney High School	Teacher, Full Time	6/14/2024	Retirement
Easley, Aasiyah	Mitchell Elementary School	Student Climate Staff, 6 Hours	2/14/2024	Resignation
Fairburn, Bridget	Constitution High School	Secretary I	10/11/2024	Retirement
Fatema, Umai Matul	Penn Alexander School	Food Svcs Assistant	2/16/2024	Resignation
Fields, Percy	Girls, Phila High School For	Teacher, Full Time	4/1/2024	Resignation
Fields, Patricia	Office Of School Safety	Prog Assistant	9/30/2024	Retirement
Figuerola-Rodriguez, Joselyn	Deburgos, J. Elementary	Counseling Asst, Bilingual	3/1/2024	Resignation
Flood, Deborah	Edison, Thomas A. High School	Teacher, Spec Education	6/14/2024	Retirement
Flynn, Lyndsay	Bache-Martin School	Teacher, Spec Education	3/22/2024	Resignation
Fogg, Tiera	Wright, Richard R. School	Teacher, Full Time	3/22/2024	Resignation
Foster, Janaye	Mifflin, Thomas School	General Cleaner, 8 Hours	2/9/2024	Resignation
Franchine, Joseph	Bethune, Mary McLeod School	Teacher, Full Time	2/16/2024	Resignation



Frazier, Aaron	Comegys, Benjamin B. School	Student Climate Staff,5 Hours	3/1/2024	Resignation
Funchess, Cheryl	Edison, Thomas A. High School	Special Education Assistant	6/14/2024	Retirement
Gill, Japbir	District Performance Office	Senior Associate	2/16/2024	Resignation
Grant, Shakeema	Lawton, Henry W. School	Special Education Assistant	2/2/2024	Resignation
Hanton, Kisha	Washington, Grover Jr. Middle	Special Education Assistant	2/23/2024	Resignation
Harris-Wright, Amirah	Dunbar, Paul L. School	Special Education Assistant	2/9/2024	Resignation
Harvey, Jeffrey	Stanton, Edwin M. School	General Cleaner, 8 Hours	4/1/2024	Retirement
Hatfield, Janice	Board Of Education	Communications Officer	2/9/2024	Retirement
Heng, Promsovanpor	Jenks, Abram School	Student Climate Staff,4 Hours	2/23/2024	Resignation
Henson, Evelyn	Office Of School Safety	School Safety Officer	1/29/2024	Resignation
Hernandez, Raquel	Stearne, Allen M. School	Supportive Services Asst, 3 Hr	2/16/2024	Resignation
Hicks, Lauren	Bluford Elementary School	Teacher,Spec Education	4/16/2024	Resignation
Howard-Cox, Charmaine	Ludlow, James R. School	Secretary I	1/3/2024	Resignation
Hudson, Lorraine	Hamilton, Andrew School	Food Svcs Worker Senior	6/14/2024	Retirement
Hudson, Cameryn	Bache-Martin School	Teacher,Spec Education	2/15/2024	Resignation

Huntley, Davisa	Broad Street Garage	Bus Chauffeur 5.25-7.75 Hrs,Pt	2/9/2024	Resignation
Isabell, Sakeena	Sullivan, James J. School	Special Education Assistant	2/9/2024	Resignation
Jackson, Deja	Wright, Richard R. School	Student Climate Staff,5 Hours	2/9/2024	Resignation
Jardine, Tanae	Duckrey, Tanner School	Special Education Assistant	1/26/2024	Resignation
Jeanty, Junior	Heston, Edward School	Teacher,Full Time	4/15/2024	Resignation
Johnson, Mercedes	Ludlow, James R. School	Food Svcs Worker Senior	2/9/2024	Resignation
,				
Johnson, Denise	Gideon Head Start	Teacher Asst,Pkhs	6/14/2024	Retirement
Johnson, Tommiana	Barton, Clara School	Special Education Assistant	2/27/2024	Resignation
Julien, Taj	Recruitment & Staffing	Recruitment & Selection Spclst	3/1/2024	Resignation
Julius, Derek	Kearny, Gen. Philip School	Custodial Assistant	6/14/2024	Retirement
Kelly, Brian	Harding, Warren G. Middle Sch	Teacher,Full Time	2/2/2024	Resignation
Kimble, Richard	Childs, George W. School	Custodial Assistant	2/16/2024	Retirement
Kola, Blerina	Fox Chase School	Special Education Assistant	1/31/2024	Resignation
Kranidiotis, Sofia	Northeast High School	Food Svcs Assistant	4/1/2024	Retirement
Kreidie, Munir	Lincoln, Abraham High School	Teacher,Full Time	6/14/2024	Retirement
Lane, Marshon	Harrington, Avery D. School	Bus Attendant,Six Hours	1/22/2024	Resignation

Ledford, Susan	Office Of General Counsel	Legal Secretary	2/16/2024	Retirement
Lee, Debra	Parkway C.C. Middle College	Secretary I	6/14/2024	Retirement
Lee, Michael	Fox Chase School	Student Climate Staff, 6 Hours	2/26/2024	Resignation
Leighton, Mary Claire	Comly, Watson School	Teacher, Full Time	2/14/2024	Resignation
Lemar, Eboni	Peirce, Thomas M. School	Student Climate Staff, 4 Hours	2/14/2024	Resignation
Liebling, Anna	Gideon, Edward School	Step School Behavioral Consult	1/19/2024	Resignation
Lifsey, Madeleine	Gloria Casarez Elementary	Teacher, Full Time	6/14/2024	Resignation
Linscomb, Sara	Mastbaum, Jules E. High School	Teacher, Full Time	6/14/2024	Resignation
Listwan, Rebecca	Moore, J. Hampton School	Special Education Assistant	2/16/2024	Resignation
Lopez, Isabel	Mc Clure, Alexander K. School	Student Climate Staff, 5 Hours	2/2/2024	Resignation
Luong Applegate, Binh	Vare-Washington Elementary	School Nurse	4/22/2024	Resignation
Mackie, Antoine	Greenfield, Albert M. School	Lead Food Service Worker	1/29/2024	Resignation
Marchiano, Audrey	South Philadelphia High School	Special Education Assistant	2/16/2024	Resignation
Martinez, Awilmarys	Taylor, Bayard School	Student Climate Staff, 4 Hours	2/20/2024	Resignation
Mateen, Waajidah	Feltonville Arts & Sciences	Special Education Assistant	3/22/2024	Resignation

Mathew, Alice	Decatur, Stephen School	Teacher,Full Time	1/16/2024	Retirement
Mc Dermott, William	Mccloskey, John F. School	Teacher,Full Time	6/14/2024	Retirement
Mcbride, Octavia	Powel, Samuel School	Teacher,Full Time	6/14/2024	Retirement
Mccoll, Sarah	Spruance, Gilbert School	Teacher,Full Time	4/8/2024	Resignation
Mcguinn, Starr	Recruitment & Staffing	Recruitment & Selection Spclst	2/23/2024	Resignation
Meachum, Khadijah	High School Of The Future	Special Education Assistant	4/5/2024	Resignation
Mellon Bechtel, Debrah	Comly, Watson School	Special Education Assistant	2/2/2024	Retirement
Mendez Santana, Joselin	Barton Head Start	Student Climate St,Erl Ch 5 Hr	2/20/2024	Resignation
Michaels, Kenneth	Hunter, William H. School	Custodial Assistant	2/16/2024	Resignation
Mont, Ikeisha	Nebinger, George W. School	Special Education Assistant	2/20/2024	Resignation
Montague, Kyleesha	Nebinger, George W. School	Student Climate Staff,5 Hours	2/22/2024	Resignation
Morgan, Beverly	Kensington High School	Special Education Assistant	6/14/2024	Retirement
Muldrow, Camille	Powel, Samuel School	Special Education Assistant	1/25/2024	Resignation
Murphy, Maureen	Mccloskey, John F. School	School Nurse	6/14/2024	Retirement
Naylor, Saundria	Houston, Henry H. School	Special Education Assistant	3/1/2024	Retirement
Nealy, Kierra	Washington, Martha School	Bus Attendant,One To One	2/16/2024	Resignation

Norman, Charlene	Blankenburg, Rudolph School	Teacher, Full Time	4/19/2024	Retirement
Padilla, Elsi	Northeast High School	Counseling Asst, Bilingual	6/14/2024	Retirement
Palmer, Seta	Fitler Academics Plus	Teacher, Spec Education	6/14/2024	Retirement
Parlade, Ani	Deburgos, J. Elementary	Teacher, Full Time	6/14/2024	Retirement
Paulson, Melisandra	Steel, Edward T. School	Teacher, Full Time	2/2/2024	Resignation
Penny, Savannah	Washington, Martha School	Bus Attendant, One To One	2/6/2024	Resignation
Perez, Migdalia	Kensington High School	Special Education Assistant	11/22/2024	Retirement
Persaud, Montgomery	Solis-Cohen, Solomon School	General Cleaner, 8 Hours	2/23/2024	Resignation
Petusky, Jacqueline	Franklin, Benjamin Elem School	Teacher, Spec Education	3/1/2024	Resignation
Pezanowski, Tanya	Penn Treaty High School	Special Education Assistant	6/14/2024	Retirement
Phillips, Alishia	Bethune, Mary McLeod School	General Cleaner, 8 Hours	2/20/2024	Resignation
Poindexter, Raymona	Gompers, Samuel School	Student Climate Staff, 5 Hours	1/18/2024	Retirement
Porter, Rachel	Kirkbride, Eliza B. School	Teacher, Full Time	6/14/2024	Resignation
Porto, Rochelle	Lawton, Henry W. School	Teacher, Spec Education	6/14/2024	Retirement
Richards, Sabrina	Bluford Elementary School	Secretary I	2/16/2024	Resignation
Richardson, Shawn	Employee Health Support	Leave Admin Specialist	2/2/2024	Resignation

Rita, Teresa	Talent Administration	Deputy Chief, Talent Acquisit	3/1/2024	Resignation
Rivera, Ariel	Comly, Watson School	Special Education Assistant	2/7/2024	Resignation
Robinson, Brianna	Washington, George High School	Teacher, Full Time	6/14/2024	Resignation
Rodriguez, Adaly	Ziegler, William H. School	Special Education Assistant	2/29/2024	Resignation
Ruszkowski, Mark	Juniata Park Academy	Custodial Assistant	2/6/2024	Resignation
Schaffer, Olivia	Willard, Frances E. School	Teacher, Full Time	2/23/2024	Resignation
Scott, Sabra	Wagner, Gen. Louis Middle Sch.	School Counselor, 10 Months	2/7/2024	Resignation
Scott, Porsha	Robeson, Paul High School	General Cleaner, 8 Hours	2/9/2024	Resignation
Searfoss, Jaime	Moore, J. Hampton School	School Psychologist	4/12/2024	Resignation
Shervington, Darla	Mc Michael, Morton School	Special Education Assistant	2/9/2024	Retirement
Singleton, Danielle	Longstreth, William C. School	Special Education Assistant	2/14/2024	Resignation
Skinner, Janette	Greenfield, Albert M. School	General Cleaner, 8 Hours	4/12/2024	Retirement
Skipworth, Charlene	Morrison, Andrew J. School	Supportive Services Asst, 3 Hr	1/18/2024	Resignation
Small, Erika	Building 21	Special Education Assistant	1/30/2024	Resignation

Smith, Roxanne	Oic Cadi	Food Svcs Worker Senior	6/14/2024	Retirement
Smith, Sierra	Philadelphia Military Academy	Food Svcs Worker Iii	2/23/2024	Resignation
Smith, Danielle	Harrington, Avery D. School	Student Climate Staff,5 Hours	2/16/2024	Resignation
Smith-Wright, Linda	Jackson Head Start	Teacher Asst,Pkhs	1/26/2024	Retirement
Snyder, Sean	Decatur, Stephen School	Teacher,Full Time	2/16/2024	Resignation
Stafford, Madison	Meade, Gen. George G. School	Teacher,Full Time	4/1/2024	Resignation
Staley-Singh, Tracey	Harding, Warren G. Middle Sch	Special Education Assistant	2/12/2024	Resignation
Stewart, Briana	Widener Memorial School	Teacher,Spec Education	4/1/2024	Resignation
Stewart, Kristyn	Evaluation, Research & Acct.	Director, Strategic Planning	2/9/2024	Resignation
Stukes, Amber	Facilities Mgmt. & Services	Building Engineer Trainee	6/28/2024	Resignation
Sutton, Rod	Welsh, John School	Teacher,Full Time	1/25/2024	Resignation
Taylor, Portia	Washington, George High School	Teacher,Full Time	3/8/2024	Resignation
Teet, David	Pennypacker, Samuel School	Custodial Assistant	3/1/2024	Resignation
Tinson, Roxanne	Dobson, James School	Special Education Assistant	2/7/2024	Retirement
Wang, Mary	Academy At Palumbo	Teacher,Full Time	6/14/2024	Resignation

Ward, Terrell	Franklin, Benjamin High School	Food Svcs Utility Worker	3/18/2024	Retirement
Washington, Kiara	Cassidy, Lewis C Academics Plus	Step School Behavioral Consult	2/16/2024	Resignation
Weaver, Ruthann	Northeast High School	Teacher, Spec Education	4/19/2024	Retirement
Weston, Deborah	Longstreth, William C. School	Supportive Services Asst, 4 Hr	4/26/2024	Retirement
Whelan, Mary	Widener Memorial School	Special Education Assistant	6/14/2024	Retirement
White, Donna	Hamilton, Andrew School	Student Climate Staff, 5 Hours	6/7/2024	Retirement
Whitefeathermanning, Nicholas	Kensington High School	Teacher, Full Time	6/14/2024	Resignation
Whitfield, Imani	Crossroads @ Hunting Park	Student Climate Staff, 6 Hours	12/11/2023	Resignation
Williams, Annette	Saul, Walter B. High School	General Cleaner, 8 Hours	1/18/2024	Retirement
Williams, Tiana	South Philadelphia High School	Climate Support Specialist	1/24/2024	Resignation
Williams, Victoria	South Philadelphia High School	Bus Attendant, Six Hours	4/1/2024	Retirement
Williams, Judy	Catharine, Joseph W. School	School Nurse	6/14/2024	Retirement
Williams, Minaj	Kensington Health Sciences	Student Climate Staff, 6 Hours	2/2/2024	Resignation
Williams, Yvette	Custodian- Administration Bldg	General Cleaner, 8 Hours	3/5/2024	Retirement



Williams, Falicia	Duckrey, Tanner School	Bus Attendant	2/22/2024	Resignation
Worthy, June	Marshall, Thurgood School	Food Svcs Assistant	6/7/2024	Retirement
Wright, Sa'Miyah	Frankford High School	Teacher, Full Time	3/15/2024	Resignation
Zarick, Kaylee	Wilson, Woodrow Middle School	School Psychologist	4/1/2024	Resignation

**Action Item - 8.**

**Title: Amendment of Contract with ESS Northeast, LLC (\$10,000,000)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Source 4 Solutions LLC d/b/a ESS Northeast LLC

**Purpose:**

To increase the authorized compensation to provide substitute staffing services

**Original Start Date:** 7/1/2022

**Current End Date:** 6/30/2024

**Amended End Date:** 6/30/2025

**Currently Authorized Compensation:** \$58,000,000

**Additional Compensation:**

\$10,000,000

**Total New Compensation:** \$68,000,000

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** Each option at fixed amount of \$39,000,000

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

The Office of Recruitment and Staffing is asking for approval of this amendment to continue the crucial work of providing substitute services to all schools in the event of vacancies and long-term leaves where quick backfilling is necessary. Substitute provider, Source 4 Solutions LLC d/b/a ESS Northeast LLC, has been filling absences and vacancies at a higher rate than was initially anticipated and, therefore, the District needs to increase the authorized compensation amount.

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

Securing great talent quickly to move the essential work of The District forward supports all goals in that it allows for the District to improve safety and well-being, partner with families and community, accelerate academic achievement, recruit and retain diverse and highly effective educators, and deliver efficient, high-quality, cost effective operations.

For example, in the month of November, ESS increased their nurse fill rates by >500% compared to last November and increased the teacher fill-rate by 12%.

School Year	Daily Teacher Sub Fills/ Requests (Nov)	Daily Teacher Sub Fill Rate	Daily Nurse Sub Fills/ Requests (Nov)	Daily Nurse Sub Fill Rate	Daily Support Staff Sub Fills/ Requests (Nov)	Daily Support Staff Sub Fill Rate
22-23	505/924	54.7%	3/21	14.3%	53/456	11.6%
23-24	567/920	61.6%	22/25	88%	128/594	21.5%

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

Success of this contract will be measured on a combination of quantitative factors (fill-rate, number in available substitute pool) and qualitative feedback from schools and administrative staff (principal survey, Talent feedback).

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

This contract has supported immediate staffing needs in our schools. In addition to fill-rates, and substitute pool size, ESS has demonstrated success by being able to assign a building substitute to combat daily teacher absences at almost every single school in the District. Additionally, the ESS Zone Manager approach has allowed school leaders to have one point of contact for all substitute-related questions and concerns and has given ESS the opportunity to build relationships with school staff and better understand the needs of the schools and their communities.

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

Consistent with the District's competitive procurement process, the selection process resulting in this contractor included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated contractors' RFQ responses.

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

May 19, 2016; A-35

February 15, 2018; A-4

February 15, 2018; A-5  
February 25, 2021 A-6  
December 9, 2021; A-10

**Funding Source(s):**

FY 24: Operating  
FY 25: Operating

**Office Originating Request:** Talent

## **Action Item - 9.**

**Title: Contract with Alma Advisory Group for Talent/HR Data Audit (\$215,663)**

**Board of Education Meeting Date:** 2/29/2024

### **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:**

Alma Advisory Group

**Purpose:**

Staffing data audit & analysis

**Start date:** 3/1/2024

**End date:** 7/31/2024

**Compensation not to exceed:** \$215,663

**Location:**

Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** 50% of first year amount

**Description:**

**Why is this contract needed?**

The School District has selected Alma Advisory Group to conduct a comprehensive talent/human resources staffing data audit and analysis. The broad goal of the review is to identify and assess strengths, opportunities, and priorities related to the Talent Office and its departments, the District's talent/human resources policies and practices, and the Strategic Actions listed in the strategic plan (Accelerate Philly). Specifically, this contract will operationalize Strategic Action 4.3: Audit and analyze staffing data to make recommendations to address long-term District staffing needs. By leveraging external expertise, the District can support a robust/well-equipped assessment process, minimize

potential biases, and elevate research-based best practices that correspond to our most acute staffing needs.

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

This work connects directly to Guardrail 1. Our commitment to maintaining Safe and Welcoming Schools hinges on the effective recruitment, assignment, onboarding, development, evaluation, engagement, support, and retention of diverse and highly effective cadre of educators, administrators, and school-based staff. These stakeholders play a pivotal role in shaping our District's academic landscape and cultivating a positive school climate for our students. This external review will provide us with invaluable insights, enabling the development of context-specific staffing strategies rooted in proven methodologies that help us attract and retain top-tier talent. The outcomes of this assessment will also contribute significantly to positioning us as the employer of choice in the region.

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

The success of this contract will primarily be evaluated through two dimensions: stakeholder engagement and the impact of the recommendations.

**(1) Stakeholder Engagement:**

The volume of stakeholder engagement will serve as a primary metric. Specifically, we will measure the number of stakeholders actively participating in the auditing process. The vendor will solicit input from a diverse range of external and internal stakeholders who can provide valuable perspectives on this topic. A robust level of engagement during the auditing process is indicative of the contract's success in fostering collaboration and inclusivity.

**(2) Impact Assessment:**

The perceived value of the final set of recommendations will be a key factor in evaluating the contract's success. To gauge this, we plan to conduct surveys among external and internal Talent Office stakeholders. These surveys will seek to determine the extent to which stakeholders agree that the findings and recommendations will reasonably contribute to improving talent data quality within our current systems.

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

The diagnostic process will be based on a clear, coherent, research-aligned talent management framework, leverage national and state benchmarks, and reference case studies in the field with proven results.

**Funding Source(s):**

FY24 Operating

**Office Originating Request: Talent**

## **Action Item - 10.**

**Title: Authorization of Education Payments to Other Educational Entities (\$18,850,000)**

**Board of Education Meeting Date:** 2/29/2024

### **Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to make payments pursuant to the Pennsylvania Public School Code (24 PS §§13-1302, 13-1306, 13-1306.2, and 13-1308), under which the District is responsible for payment of the educational programs for students

placed each year by the Philadelphia Departments of Human Services (DHS), Community Behavioral Health (CBH), the Juvenile Justice System or other agencies, but who remain legal residents of Philadelphia, in four categories: (i) regular education placements, (ii) special education placements in Pennsylvania, (iii) special educational placements outside of Pennsylvania, and (iv) payments for students educated in other Pennsylvania school districts due to a Best Interest

Determination, as follows:

**Start Date:** 7/1/2024

**End Date:** 6/30/2025

#### **(i) For Regular Educational Placements**

**To:** Any Intermediate Unit, school district, or other educational entity that provides a regular educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services.

**Purpose:** Payment of services for an estimated 300 regular education students

**Payment Amount:** Aggregate amount not to exceed \$3,000,000

**Locations:** Non-School District of Philadelphia facilities in Pennsylvania and out-of-state

**Description:** An estimated 300 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their regular educational programs in school districts, intermediate units and other educational institutions which are non-School District of Philadelphia facilities. Payments for previous years were made to Intermediate Units (Berks County, Bucks County, Chester County, Colonial, Northampton, Delaware County, Lancaster Lebanon, Luzerne County, Montgomery County, Northeastern), and School Districts (Allegheny Clarion Valley; Antietam; Bensalem Twp, Bethlehem Area; Bensalem Township; Bloomsburg Area; Bradford Area; Butler Area; Centennial;

Central Bucks; Central Susquehanna; Central York; Colonial; Connellsville Area; Conrad Weiser; Deer Lakes; Derry Area; Eastern York; Easton Area; Elizabethtown Area; Erie City; Franklin Area; Garnet Valley; Governor Mifflin; Grove City Area; Greater Latrobe; Hatboro Horsham; Hempfield; Jim Thorpe; Lancaster; Marple Newtown; Mars; Montour; Neshaminy; Norristown Area; Northampton Area; North Penn; Pennsbury; Pennridge; Pequea Valley; Pittsburgh; Pittston Area; Radnor; Red Lion; Rose Tree Media; Salisbury Township; Souderton Area; South Park; Southern Lehigh; Springfield Township; Twin Valley; Upper Darby; Upper Dublin; Waynesboro Area; Wayne Highlands; Western Wayne; West Chester Area; Western Wayne; Wilson; Wilson Area; Wissahickon), and Behavioral Health Treatment Centers (Belmont Behavioral Hospital, Therapeutic Center at Fox Chase, Friends Hospital, Resources for Human Development, and UHS of Pennsylvania).

**(ii) For Special Educational Placements, In-State**

**To:** Any Intermediate Unit, school district, or other educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services

**Purpose:** Payment of services for an estimated 400 special education students

**Payment Amount:** Aggregate amount not to exceed \$13,000,000

**Locations:** Non-School District of Philadelphia facilities in Pennsylvania

**Description:** An estimated 400 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their special educational programs in school districts, intermediate units, and other educational institutions which are non-School District of Philadelphia facilities. Payments for previous years were made to Intermediate Units (Bucks County, Chester County, Colonial, Northampton, Delaware County, Montgomery County, Northeastern, Northwest Tri-County), and school districts (Allegheny Clarion Valley; Antietam; Bensalem Twp, Bethlehem Area; Bensalem Township; Bloomsburg Area; Bradford Area; Butler Area Centennial; Central Bucks; Central Susquehanna; Central York; Colonial; Connellsville Area; Conrad Weiser; Deer Lakes; Derry Area; Eastern York; Easton Area; Elizabethtown Area; Erie York; Colonial; Connellsville Area; Conrad Weiser; Deer Lakes; Derry Area; Eastern York; Easton Area; Elizabethtown Area; Erie City; Franklin Area; Garnet Valley; Governor Mifflin; Grove City Area; Greater Latrobe; Hatboro Horsham; Hempfield; Jim Thorpe; Lancaster; Marple Newtown; Mars; Montour; Neshaminy; Norristown Area; Northampton Area; North Penn; Pennsbury; Pennridge; Pequea Valley; Pittsburgh; Pittston Area; Radnor; Red Lion; Rose Tree Media; Salisbury Township; Souderton Area; South Park; Southern Lehigh; Springfield Township; Twin Valley; Upper Darby; Upper Dublin; Waynesboro Area; Western Wayne; West Chester Area; Western Wayne; Wilson; Wilson Area; Wissahickon, and Behavioral Health Treatment Centers (Belmont Behavioral Hospital, Therapeutic Center at Fox Chase, Friends Hospital, Resources for Human Development, and UHS of Pennsylvania).



### **(iii) For Special Educational Placements, Out-of-State**

**To:** Any out-of-state educational entity that provides a special educational program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services.

**Purpose:** Payment of services for an estimated 60 special education students

**Payment Amount:** Aggregate amount not to exceed \$2,700,000

**Location:** Non-School District of Philadelphia facilities outside of Pennsylvania

**Description:** An estimated 60 Philadelphia students in residential institutions, partial hospitalizations, unpaid foster homes, and incarceration institutions are expected to receive their special educational programs in out of state facilities, school districts, intermediate units and other educational institutions which are non-School District of Philadelphia facilities. This proposal addresses payment of services for an estimated 60 Out of State Special Education Students placed by non-educational entities for the 2024-2025 fiscal year including some out of state placements. Payments for previous years were made to Bancroft Neurohealth, Benchmark Behavioral Health Services, Keystone Richland Center, Legacy Treatment Services, Millcreek of Arkansas, Sandy Pines Behavioral and Sequel of New Jersey.

### **(iv) For Best Interest Determinations**

**To:** Any district or other educational entity that provides a program to students whose parents or guardians are residents of Philadelphia and who submit proper invoices for and documentation of the subject services.

**Purpose:** Payment of services for an estimated 5 regular education students

**Payment Amount:** Aggregate amount not to exceed \$150,000

**Location:** Non-School District of Philadelphia facilities outside of Philadelphia

**Description:** An estimated 5 Philadelphia students in other districts, expected to receive their educational program in other school districts per a Best Interest Determination. This proposal addresses payment of services for an estimated of less than 5 students for the 2024-2025 fiscal year.

**Office Originating Request:** Finance



## **Action Item - 11.**

**Title: Contract with CGI Technologies for Advantage ERP Software Maintenance (\$463,389.34)**

**Board of Education Meeting Date:** 2/29/2024

### **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:**

CGI Technologies and Solutions, Inc.

**Purpose:**

Annual software system updates, maintenance, and technical support for the Advantage ERP Financial and HCM/Payroll systems

**Start date:** 7/1/2024

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

**Compensation not to exceed:** \$463,389.34

**Location:**

All Schools and Administrative Offices

**Renewal Options:** No

**Description:**

**1. Why is this contract needed?**

The School District of Philadelphia's (District) current and outgoing Enterprise Resource Planning ("ERP") system, known as CGI Advantage, requires an annual software support contract in order to provide the District with critical software updates, tax and payroll form updates, software maintenance and technical support. This annual agreement ensures the reliable and fully functional operation of the information system responsible for managing the District's financial, human resources, payroll and procurement business processes. While the District is live with the Oracle ERP (Finance) system, the District still needs to utilize Advantage Finance for payroll processing and related payroll payments and expenses. The annual fee for these services was negotiated as part of the original licensing and purchase of the CGI

Advantage system. The CGI Advantage system is slated to be fully replaced by the District's new Oracle ERP system.

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

The District needs to ensure that systems are in place to hire and compensate all staff correctly, so that staff can provide all of the services to support the goals and guardrails. As a foundation to all of the Goals and Guardrails, all employees need to have the safety and security of knowing that their benefits and pay are secure. This system also tracks the certifications of all instructional staff, which support the quality of instruction for our students.

**3. How will the success of this contract be measured?**

Support for the current ERP will be rendered. New Federal and State tax rules will be provided. This is the annual maintenance contract. It will be successful if we have all of the necessary Federal and State tax rules to complete Staff W2's.

**Funding Source(s):**

FY25 IT Operating

**Office Originating Request:** Information Technology

**Action Item - 12.**

**Title: Contract with Avela Inc. for School Application and Selection System for K-12 Schools (\$1,582,500)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Avela, Inc.

**Purpose:**

For an online school selection application and lottery system for students, families, principals, counselors and central office teams

**Start date:** 4/1/2024

**End date:** 1/30/2027

**Compensation not to exceed:** \$1,582,500

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** Each option at a fixed amount of \$467,500

**Description:**

**1. Why is this contract needed?**

The school selection process allows students currently in pre-kindergarten through 11th grade to apply to attend any school for the subsequent school year with available space other

than their catchment school. The process supports applications from current District students (“internal” students) as well as students who do not currently attend District schools (“external” students).

Action item 5.9 in Accelerate Philly, says the District will, “Review the school selection process annually and implement national best practices.” During the 2022-23 school year, the District engaged with Accenture to facilitate a review of the District’s school selection system and corresponding processes. At the conclusion of their work, Accenture issued a series of recommendations regarding improvements to the District’s school selection process. One recommendation was to conduct a competitive review of other school selection systems to ensure SDP ultimately has the best system that meets our needs. To that end, a competitive solicitation and review were conducted.

Further, while the District’s current contract with Schoolmint, Inc. extends through the 2024-25 school year, this procurement and contract were conducted during the 2023-24 school year for use in September of the 2024-25 school year so that the District could use Schoolmint’s waiting list from the 2024-25 school selection process during the 2024-25 school year (while the existing contract is in place).

Based upon a competitive solicitation and review, an evaluation team including principals, selected the Avela, Inc. school selection management platform by Avela, Inc. to facilitate an accessible, transparent and equitable system-wide approach for participation of students across the city in the annual K-12 school selection process.

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

Utilization of this system aligns with Guardrail 2: Enriching & Well-Rounded School Experiences, Guardrail 3: Partnering with Parents/Family Members and Guardrail 4: Addressing Racist Practices - Guardrail 4.

Specifically, the school selection system enables the application and lottery processes that are directly related to the District’s measurement of the following indicators for Guardrail 4:

Indicator 4.1(a): The percentage of 5th and 8th grade students who are qualified to attend Criteria based Schools, by student group.

Indicator 4.1(b): The percentage of qualified 5th and 8th grade students who applied and attend Criteria Based Schools, by student group.

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

Success will continue to be measured through annual reviews of the school selection process, that include the collection of stakeholder feedback/satisfaction and the tracking of overall participation in the District’s school selection and enrollment process.

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

Principals were engaged as committee members in the RFP review process. Accenture collected feedback from school and community members during the 2022-23 school year that contributed to recommendations for the District's school selection process which the District seeks to continue implementing through the utilization of this system.

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

**Funding Source(s):**

FY24 Operating

FY25 Operating

FY26 Operating

FY27 Operating

**Office Originating Request:** Information Technology

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

**Title: Capital Award for Early Childhood Program Access Improvements at Various Schools (\$1,092,953) - Updated 2.22.2024**

**Board of Education Meeting Date:** 2/29/2024

#### **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:**

**Jessco Construction**

**Purpose:**

To add ramps to facilitate better access to Pre-K facilities

**Start date:** 3/1/2024

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

**Compensation not to exceed:** \$1,092,953

**Location:**

Fitzpatrick, A. L. School; Loesche, William H. School; Forrest, Edwin School; Meade, General George G. School; Duckrey, Tanner G. School; McKinley, William School; Webster, John H. School; Heston, Edward School; Longstreth, William C. School;

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The Office of Early Childhood Education carefully reviewed several of its centers to choose the nine listed schools for improvements to access. This will provide a ramp to the Pre-K facilities at each listed school to improve access by students, families and food delivery providers. The funding is provided by one-time Federal Head Start funds allocated for one-time improvements.

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

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

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

The success of the contract will be measured by the completion of the noted upgrades and the facilities being made available to the teachers and students.



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):**

Head Start ARP Funding (\$803,658); Federal Head Start Federal Basic (\$89,295); PA Pre-K Counts Funding (\$200,000)

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

## **Action Item - 15.**

**Title: Capital Award for the Building Envelope Renovation with Lorenzon Brothers Company at Thomas K Finletter School (\$2,956,900)**

**Board of Education Meeting Date:** 2/29/2024

### **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:**

Lorenzon Brothers Company

**Purpose:**

Building Envelope Renovation

**Start date:** 3/1/2024

**End date:** 12/31/2026

**Compensation not to exceed:** \$2,956,900

**Location:**

Finletter, Thomas K. School;

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The Office of Capital Programs has identified the need for a structural repair project at Thomas K Finletter School for the replacement of all windows. The work scope includes window replacement, exterior masonry and structural repairs, exterior doors and frames painting, and lead paint and asbestos abatement in the boiler room.

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

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

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

The success of this project will be measured by the completion of the construction work indicated within the stated construction schedule in the contract documents in a timely manner.

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 Programs

FY 24-25 Capital Programs

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

**ATTACHMENTS:**

Description

Type

## **Action Item - 16.**

**Title: Alain Locke- Schoolyard Improvement Project - The Trust for Public Land (TPL) (\$0)**

**Board of Education Meeting Date:** 2/29/2024

### **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, deliver, and perform a License Agreement and a Purchase of Assets Agreement, subject to funding, as follows:

**With:** The Trust for Public Land

**Purpose:** To construct playground and stormwater improvements in the schoolyard of Alaine Locke School.

**Start Date:** 3/1/2024

**End Date:** 3/31/2026

**Payment not to exceed:** \$0

**Location:** Alain Locke

#### **Description:**

##### **Why is this contract needed?**

Over two-thirds of The School District of Philadelphia's (District) elementary schools do not have vibrant outdoor spaces with greening and age-appropriate equipment and safety surfacing. By partnering with The Trust for Public Land (TPL), the District will be able to install new playground improvements that include the installation of new playground equipment, green infrastructure practice, installation of artificial turf field surfacing, installation of poured-in-place safety surfacing, landscaping, and tree planting, fencing, basketball standard installation, high-quality site furniture, and repair and replacement of pavement. The District expects that through the implementation of this project, students will have increased opportunities for playful learning, cognitive respite and access to an outdoor learning space within the schoolyard. The total value of the schoolyard improvement project is \$1,832,620, there is no Office of Capital Improvement funds committed for this schoolyard improvements. Grants received for this project come from the Office of Children and Families, sub granted by Drexel, which received the funding from the U.S. Department of Education.

TPL works throughout the city in neighborhoods with barriers to opportunity, engaging

low-income (average 80% low-income), and communities of color (average 90% non-white) in the design and development of high-quality green schoolyards. Schoolyards are selected based on their ability to meet a variety of needs including the 10-minute walk metric, stormwater management capacity, and the commitment and capacity of school leadership and staff to be good stewards of the schoolyard park. TPL has prioritized work in communities most adversely impacted by generations of inequality.

The District intends to enter into a License Agreement with TPL so that TPL can make certain playground and stormwater improvements to the schoolyard at the Alain Locke School. TPL will work with Gessler Construction Company to perform this work. Once the playground and stormwater improvements have been completed to the District's satisfaction, the District will purchase the playground and stormwater improvements from TPL under the terms of a Purchase Assets Agreement.

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

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

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

The success of this project will be measured by the completion of the construction work indicated within the stated construction schedule in the Purchase of Assets Agreement in a timely manner.

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

**Action Item - 17.**

**Title: Amendment of Contract with Mobilease Modular Space, Inc. Various Locations (\$60,000)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Mobilease Modular Space, Inc.

**Purpose:**

To provide cost adjustment to the contract with Mobilease Modular Space, Inc

**Original Start Date:** 6/24/2022

**Current End Date:** 6/30/2025

**Currently Authorized Compensation:** \$900,485

**Additional Compensation:**

Mobilease Modular Space, Inc. - \$60,000

**Total New Compensation:** 960,485

**Location:**

Frankford High School;

**Renewal Options:** No

**Description:**

**Why is this contract needed?**

The Office of Capital Programs has identified a need for one (1) modular facility to be moved and installed at Frankford High School to support the Office of School Safety security access control. The cost of the original contract will need to be increased to facilitate this transfer and relocation.

Mobilease will complete additional services including, but not limited to,

- The relocation and setup of the one (1) single-wide unit at the location noted above.

- Supply and install all new data/communication cabling
- All other required activities, and materials associated with the relocation and upgrading of the modular facility

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

Guardrail 1: Welcoming and Supportive Schools - Adding these trailers will help this school continue to be a safe, welcoming place where our students, staff, and community want to be each day.

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

The success of the contract will be measured by the completion of the noted upgrades and the facilities being made available to the teachers and students.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

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

Yes, it is a continuation of a contract. The provision of the trailers has fulfilled the need for additional classrooms and or restrooms for the students and teachers at Comly Elementary School, Olney Elementary School, C.W. Henry Elementary School, Fox Chase Farm and C.W. Henry Elementary School.

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

June 23, 2022; No. 31

December 7, 2023; No. 18

**Funding Source(s):**

FY 21-22 Capital Programs

FY 22-23 Capital Programs

FY 23-24 Capital Programs

FY 24-25 Capital Programs

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

**Action Item - 18.**

**Title: Change Orders at Various Locations (\$133,970)**

**Board of Education Meeting Date:** 2/29/2024

**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 amendment of contracts for change order modifications to ongoing construction projects at various locations as follows:

**Board of Education Meeting:** 2/29/24

**With:**

BSI Construction, LLC  
Dolan Mechanical, Inc.  
E J Electric, Inc.  
Five Star Builders, Inc.  
Madden Electric Associates, Inc.

**Purpose:** To pay additional amounts necessitated by change orders for ongoing construction projects.

**Start Date:** 3/1/24

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

**Compensation not to exceed:** \$133,970

**Separate Compensation by Vendor and Locations:**

BSI Construction, LLC - General Contract - Addition and Major Renovations - Frank, Anne Elementary School  
Original contract amount: \$9,389,000  
Total approved change orders to date: \$9,837,106  
New change order amount: \$54,060  
Total compensation: \$9,891,166

BSI Construction, LLC - General Contract - Addition and Major Renovations - Frank, Anne Elementary School  
Original contract amount: \$9,389,000  
Total approved change orders to date: \$9,891,166  
New change order amount: \$9,391  
Total compensation: \$9,900,557

Dolan Mechanical, Inc. - Mechanical Contract - Major HVAC Renovation - Elkin, Lewis



Elementary Little School House  
Original contract amount; \$3,481,000  
Total approved change orders to date: 3,495,877  
New change order amount: \$4,247.00  
Total compensation: \$3,500,124

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,672,179  
New change order amount: \$677  
Total compensation: \$3,672,856

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,672,856  
New change order amount: \$2,419  
Total compensation: \$3,675,275

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: 3,675,275  
New change order amount: \$10,926  
Total compensation: \$3,686,201

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date:\$3,686,201  
New change order amount: \$746  
Total compensation: \$3,686,947

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,686,947  
New change order amount:\$2,235  
Total compensation: \$3,689,182

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,689,182  
New change order amount: \$1,325  
Total compensation: \$3,690,507

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School  
Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,690,507

New change order amount: \$746  
Total compensation: \$3,691,253

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,691,253  
New change order amount: \$677  
Total compensation: \$3,691,930

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,691,930  
New change order amount: \$2,514  
Total compensation: \$3,694,444

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,694,444  
New change order amount: \$9,651  
Total compensation: \$3,704,095

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,704,095  
New change order amount: \$1,825  
Total compensation: \$3,705,920

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,705,920  
New change order amount: \$677  
Total compensation: \$3,706,597

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,705,920  
New change order amount: \$2,991  
Total compensation: \$3,709,588

E J Electric, Inc. - Electrical Contract - New Construction - Peirce, Thomas May Elementary School \$12,584

Original contract amount: \$3,641,900  
Total approved change orders to date: \$3,709,588  
New change order amount: \$12,584  
Total compensation: \$3,722,172

Five Star Builders Inc. - Plumbing Contract - Toilet Renovations - Logan, James Elementary School \$3,942.00  
Original contract amount: \$657,000  
Total approved change orders to date: \$695,009  
New change order amount: \$3,942  
Total compensation: \$698,951

Madden Electric Associates, Inc - Electrical Contract - Major HVAC Renovation - Elkin, Lewis Elementary Little School House \$12,337.00  
Original contract amount: \$777,777  
Total approved change orders to date: \$777,777  
New change order amount: \$12,337  
Total compensation:\$790,114

**Description:**

This action item is to approve modifications to active construction contracts for new construction major renovations, and life cycle replacement projects approved in the Capital Budget. The change order process addresses modifications to contracts for work that is added, deleted, or otherwise modified from the original project design and scope of work. Change orders occur due to design errors, design omissions, unforeseen conditions, and requests from the District to ensure the completeness of the project. The Office of Capital Programs reviews, negotiates and approves change orders subject to Board approval so that construction work is not interrupted due to change orders.

The total number of construction contracts, relative to the change orders to be submitted is 5 with a value of \$17,946,677. The total number of projects is 4 with a value of \$48,735,197.00. The total number of change orders to be submitted to the Board of Education for approval, is 19 with a value of \$133,970.00 which is 0.75% of the total value of the construction contracts and 0.27% of the total value of the projects.

Our current change order rate on all open construction contracts is 2.9% of which 0.51% are design error(s) and 0.47% are design omission(s), 2.20% are unforeseen conditions and 0.53% are owner's requests.

The Office of Capital Programs works with the Office of General Counsel to determine the most effective approach to hold the Architects of Record accountable for errors and omissions and recover money for the District.

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

**Funding Source:** FY 24 Capital Budget

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

May 28, 2020; No.14  
November 18, 2021; No.12  
September 23, 2021; No.13  
December 9, 2021; No.17  
November 18, 2021; No.12

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

**ATTACHMENTS:**

Description

Summary

Type

Supporting Document

Change Orders to be presented to the Board of Education of Thursday February 29, 2024

Change Order #	School	Contractor	Work Description	Change Description	Reason for Change	Reason Description	CO Amount Requested	CO Amount Agreed	CO Amount of Savings	Amount of Contractor's Contract	CO % of Contract Amount	Project Amount	CO % of Project Amount
3	Elkin, Lewis Elementary Little School House	Dolan Mechanical, Inc.	Mechanical Contract - Major HVAC Renovation	Provide the labor, materials, and equipment necessary to install (2) destratification fans, a new exhaust grille in the Cafetorium and duct work associated with change in location of Unit Ventilators in the Cafetorium.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Additional work was required due to an unforeseen change in the location of Unit Ventilators in the Cafetorium.	\$4,247.00	\$4,247.00	\$0.00	\$3,481,000.00	0.12%	\$5,123,777.00	0.08%
1	Elkin, Lewis Elementary Little School House	Madden Electric Associates, Inc	Electrical Contract - Major HVAC Renovation	Provide the labor, materials, and equipment necessary to install temporary power in order to start up chiller and run for start of cooling season. Electrical Gear had to be shut down and tapped to a local 400 amp fused disconnect for temporary feed until permanent power	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Due to delays by PECO temporary power had to be provided to the chiller prior to the cooling season.	\$12,850.00	\$12,337.00	\$513.00	\$777,777.00	1.59%	\$5,123,777.00	0.24%
23	Frank, Anne Elementary School	BSI Construction, LLC	General Contract - Addition and Major Renovations	Provide the labor, material, and equipment to supply and Install shelving along with end panels and canopies.	Requested by School District	School District Request. Library furniture was shown for reference only during the bid per the note on drawing A812, but needed to be supplied and installed.	\$54,135.00	\$54,060.00	\$75.00	\$9,389,000.00	0.58%	\$10,091,080.00	0.54%

24	Frank, Anne Elementary School	BSI Construction, LLC	General Contract - Addition and Major Renovations	Provide the labor, materials, and equipment necessary to: 1) Seal cracks in existing asphalt with tar and, 2) Blackout existing conflicting markings with black traffic paint.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Cracks in existing asphalt needed to be addressed prior to painting.	\$10,824.00	\$9,391.00	\$1,433.00	\$9,389,000.00	0.10%	\$10,091,080.00	0.09%
7	Logan, James Elementary School	Five Star Builders Inc.	Plumbing Contract - toilet Renovations	Provide the labor, material and equipment necessary to: determine cause and extent of clog in Ph3 main lateral drain. Once cause is determined, Five Star is to have clog cleared.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Due to new toilets backing up and flooding an investigation to determine the cause was undertaken and once determined appropriate remedial action was performed.	\$3,981.00	\$3,942.00	\$39.00	\$657,000.00	0.60%	\$2,731,440.00	0.14%
6	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to remove three (3) electrical boxes (installed per contract) from drywall being removed and re- install after fire proofing is done.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. The Ansul cabinet would not fit in the specified location.	\$677.00	\$677.00	\$0.00	\$3,641,900.00	0.02%	\$30,788,900.00	0.00%

7	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install 25lf of 3/4" (RGS) rigid conduit, 150lf of THHN wire, one 20amp breaker and all required fittings to provide power to the metering cabinet.	Design Error (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract document E-100 did not show circuit information for the metering cabinet.	\$2,419.00	\$2,419.00	\$0.00	\$3,641,900.00	0.07%	\$30,788,900.00	0.01%
8	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install all wiring and connections necessary to complete the heat trace circuitry, including Chiller piping, connection kit, thermostat and end seal kit.	Design Error (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents	\$11,117.00	\$10,926.00	\$191.00	\$3,641,900.00	0.30%	\$30,788,900.00	0.04%
10	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to extend existing conduit then furnish and install one duplex receptacle for the trap primer.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The trap primer panel had to be relocated because it's specified location.	\$746.00	\$746.00	\$0.00	\$3,641,900.00	0.02%	\$30,788,900.00	0.00%

11	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install six (6) vapor tight light fixtures in lieu of the specified type "x" fixtures.	Design Error (s)	To limit maintenance issues specified lighting fixtured were changed to LED lighting.	\$2,235.00	\$2,235.00	\$0.00	\$3,641,900.00	0.06%	\$30,788,900.00	0.01%
12	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install three (3) NORA light fixtures in lieu of the three specified type 'B' fixtures for the IMC #220	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to take into consideration space constraints to install new lighting fixtures.	\$1,970.00	\$1,325.00	\$645.00	\$3,641,900.00	0.04%	\$30,788,900.00	0.00%



13	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to remove contract installed electrical rough-in and provide a new rough-in at the Nurse's station millwork.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design of the plumbing for the hand sink had to be changed from external to internal piping, which required additional electric work.	\$746.00	\$746.00	\$0.00	\$3,641,900.00	0.02%	\$30,788,900.00	0.00%
14	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to relocate fire alarm device on wall WP-1.	Design Error (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents failed to identify this device for relocation.	\$677.00	\$677.00	\$0.00	\$3,641,900.00	0.02%	\$30,788,900.00	0.00%

15	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install one lighting contactor in lieu of specified 2-pole contactor.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design failed to include for required	\$2,910.00	\$2,514.00	\$396.00	\$3,641,900.00	0.07%	\$30,788,900.00	0.01%
16	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to re- mobilize the scaffolding contractor so that EJ Electric can furnish and install (2) 30amp dis-connect switches for cab lighting at top of the shaft.	Design Error (s)	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Design documents failed to include for required dis-connect switches.	\$9,651.00	\$9,651.00	\$0.00	\$3,641,900.00	0.26%	\$30,788,900.00	0.03%
17	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install required wiring to complete replacement of specified rough-in at new wall.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. Due to lack of proper backfill resulted to having to redo electrical rough-in work.	\$1,825.00	\$1,825.00	\$0.00	\$3,641,900.00	0.05%	\$30,788,900.00	0.01%

18	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to remove contract installed electrical rough-in for the Ansul Fire Alarm system cabinet and provide a new rough-in on an adjacent wall.	Design Error (s)	Additional work implemented to remediate an existing unforeseen condition. The Ansul cabinet would not fit in the specified location.	\$677.00	\$677.00	\$0.00	\$3,641,900.00	0.02%	\$30,788,900.00	0.00%
19	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install additional wiring to connect the feeder from Exhaust Fan-5 to the emergency panel H2E for the kitchen hood controller.	Design Error (s)	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Contract documents did not include a start/stop action.	\$2,991.00	\$2,991.00	\$0.00	\$3,641,900.00	0.08%	\$30,788,900.00	0.01%
20	Peirce, Thomas May Elementary School	E J Electric, Inc.	Electrical Contract - New Construction	Provide labor, material and equipment necessary to furnish and install 150lf of 1- 1/2" EMT conduit, 1,000lf of 12/4LV cable, thirty (30) 1-1/2" EMT straps and two additional control panels in lieu of specified.	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. Necessary to install a remote motorized shade controller. Contract documents failed to include required CAT 5 cabling.	\$13,157.00	\$12,584.00	\$573.00	\$3,641,900.00	0.35%	\$30,788,900.00	0.04%

Totals

\$137,835.00	\$133,970.00	\$3,865.00	\$17,946,677.00	0.75%	\$48,735,197.00	0.27%
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## **Action Item - 19.**

**Title: Contract with Door & Window Guard Systems, Inc. for Securing Vacant Properties (\$550,000)**

**Board of Education Meeting Date:** 2/29/2024

### **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:**

Door & Window Guard Systems, Inc.

**Purpose:**

To provide vacant property security services

**Start date:** 3/1/2024

**End date:** 2/28/2027

**Compensation not to exceed:** \$550,000

**Location:**

All Schools;

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** Each option at a fixed amount of \$150,000

**Description:**

**Why is this contract needed?**

The Office of Facilities Management and Services has the need to engage with a contractor to secure our vacant properties to remain in compliance with the Philadelphia Fire Code (section 311) and the Philadelphia License & Inspections vacant property code. In addition, properly secured vacant properties help protect the District from liabilities resulting from unauthorized access that can result in injuries to persons or damage to surrounding properties. Finally, secure properties reduce the potential for vandalism and theft.

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

This work aligns with Guardrail 3, Partnering with Parents/Family Members - Every parent and guardian will be welcomed and encouraged to be partners in their child's school community. Secure properties help preserve the appearance of the surrounding area by deterring illegal activity and preventing vacant properties from deteriorating and subsequently contributing to community blight.

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

The success of this contract will be measured by the vendor's ability to provide security services to protect District properties and support communities.

**Funding Source(s):**

FY23-24: Operating

FY24-25: Operating

FY25-26: Operating

FY26-27: Operating

**Office Originating Request:** Operations - Facilities

**Action Item - 20.**

**Title: Contract with The Home Depot Pro for the Purchase of Custodial Supplies and Equipment (\$10,500,000)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

The Home Depot Pro

**Purpose:**

To provide cleaning and custodial supplies

**Start date:** 7/1/2024

**End date:** 6/30/2027

**Compensation not to exceed:** \$10,500,000

**Location:**

All Schools;

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** 3,500,000

**Description:**

**Why is this contract needed?**

The Office of Facilities Management and Services requires an ordering and distribution system to provide cleaning supplies not limited to but including detergents, floor care products, consumables, paper products, and other custodial supplies to support housekeeping services. This contract is necessary to enable Facilities to procure the aforementioned cleaning supplies. The availability of custodial supplies is vital to supporting a healthy and comfortable learning environment.

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

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

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

The success of this contract will be measured by the vendor's ability to provide the specified goods and services within the timeframe outlined in the contract.

**Funding Source(s):**

FY24-25 Operating

FY25-26 Operating

FY26-27 Operating

**Office Originating Request:** Operations - Facilities



**Action Item - 21.**

**Title: Contracts with Various Vendors for Temporary Staffing Services (\$2,405,000)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

CareersUSA  
22nd Century Technologies, Inc.

**Purpose:**

To provide a source for temporary staffing

**Start date:** 4/1/2024

**End date:** 3/31/2027

**Compensation not to exceed:** \$2,405,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$2,405,000

**Location:**

All Schools;  
Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** All vendors will be paid out of the aggregate amount not to exceed \$710,000 during each option

**Description:**

**Why is this contract needed?**

The Office of Facilities Management and Services has identified a need for a temporary

staffing contract to provide the District with a source for temporary staffing for warehousing, moving, and office support services. The warehousing and moving workers assist in relocating school operations, internal departments, furniture, and various materials that support the educational process. The clerical/office staff supports functions such as fielding phone calls, data collection/management, and other office work during the busier months before and after school opening. These services will be engaged on an as-needed basis.

As mentioned above, the services that these vendors provide directly supports the educational process operationally and logistically with materials and furniture moves. In addition, the clerical/office staff supports our school communities by collecting and reporting on vital data which Facilities require to operate effectively.

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

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

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

The success of this contract will be measured by the vendor's ability to provide specified goods and services within the timeframe outlined in the contract.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spend reports for verification and potential auditing. Then OMSBD will track the spend through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

**Funding Source(s):**

FY23-24 Operating

FY24-25 Operating

FY25-26 Operating

FY26-27 Operating

**Office Originating Request:** Operations - Facilities

**Action Item - 22.**

**Title: Parent Flat Rate Payment for Transportation Expenses (\$36,000,000)**

**Board of Education Meeting Date:** 2/29/2024

**Action under consideration**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to reimburse parents of eligible students for transportation expenses, subject to funding, as follows:

**Purpose:**

Flat rate monthly payment to households for their child's transportation expenses to and from school for the 2024-2025 school year

**Start Date:** 9/1/2024

**End Date:** 6/30/2025

Compensation not to exceed an aggregate amount of: \$36,000,000 for the period of 9/1/24 through 6/30/25

**Location(s):** All schools

**Description:**

The School District of Philadelphia's (District) Department of Transportation Services is seeking a continuation of the 2023-2024 Board Authorization to provide a flat rate of \$300/month, up to \$3,000/year per household, for eligible students to opt out of bus, van, or cab service to/from school. Additionally, parents or guardians have the option of a flat rate payment of \$150/month, up to \$1,500/year per household, for eligible students who opt out of bus, van, or cab service and transport their students in the morning only, but use the service in the afternoon. The requested authorization of \$36,000,000 will fund this transportation reimbursement for eligible families during the 2024-2025 school year.

**Why is this contract needed?**

The Parent Flat Rate Payment for Transportation Expenses is needed to provide an alternative transportation option to families impacted by the national bus driver shortages.

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

This work directly supports the Board of Education's Guardrail 1. Welcoming and Supportive Schools.

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

The success of the Parent Flat Rate Program is measured by the number of eligible students who continue to be transported to and from school by their parents and decrease the District's reliance on transportation contractors. For the 2023-2024 school year, approximately 16,500 students are transported by their parents under this program.

**Office Originating Request:** Operations - Transportation

## **Action Item - 23.**

### **Title: Agreement for Services with Mathies & Sons, Inc. (\$0)**

**Board of Education Meeting Date:** 2/29/2024

#### **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:  
Mathies & Sons, Inc.

Purpose:  
Removal and auction of inoperable Bus and Non-Bus Vehicles

Start Date: 7/1/2024

End Date: 6/30/2029

Compensation: Not Applicable

Location:  
Administrative Offices; All Schools; All District Garages

Description:  
The Department of Transportation Services (Transportation) is seeking a five-year Agreement for Services with Mathies & Sons, Inc. The agreement will cover vehicle auction and scrap/removal services. Mathies & Sons is one of the world's largest auction firms specializing in bus sales and has been a licensed and bonded auction company since 1976.

Why is this contract needed?  
Transportation needs the services Mathies & Sons provides to assist with disposing of the District's aged and/or inoperable yellow bus and non-bus fleet. Transportation currently has a fleet of 291 yellow buses and 408 non-bus vehicles. As vehicles age, become inoperable, or repair costs exceed the residual value, they are auctioned and removed from the department's inventory. The School District does not pay directly for this service. As vehicles are often purchased with capital dollars, Transportation coordinates with Capital Programs and the Office of Comptroller before any vehicle is disposed of.

How is this work connected to the District's plan to achieve Goals & Guardrails?  
This agreement directly supports the Board of Education's Guardrail 1. Welcoming and Supportive Schools.

How will the success of this contract be measured?  
The success of this agreement will be measured by Mathies & Sons ability to prepare the District's vehicles for auction, successfully auction them off, and provide the District with the

proceeds at no additional cost.

Related resolution(s)/approval(s):

Funding Source(s):  
FY25 - FY29 Operating

**Office Originating Request:** Operations - Transportation

## **Action Item - 24.**

**Title: Contract with Ferrellgas for Propane Fuel Purchases and Related Services (\$1,250,000)**

**Board of Education Meeting Date:** 2/29/2024

### **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:**

Ferrellgas

**Purpose:**

To provide propane fuel infrastructure and purchase propane fuel for School District propane buses

**Start date:** 3/1/2024

**End date:** 6/30/2028

**Compensation not to exceed:** \$1,250,000

**Location:**

Shallcross Garage

**Description:**

The Department of Transportation Services is seeking to contract with Ferrellgas for propane fuel purchase and related services.

**Why is this contract needed?**

The contract with Ferrellgas is needed to provide the installation of the infrastructure for the storage and distribution of propane fuel. This contract is required to support the operation of 38 propane-powered buses that have been ordered to modernize our fleet and replace older diesel buses. The new propane-powered buses are projected to be delivered by March 30, 2024.

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

This contract directly supports the Board of Education's Guardrail 1. Welcoming and Supportive Schools.

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

The success of this contract will be measured by Ferrellgas' ability to provide propane fuel on time and continuously in the required quantities at the Shallcross Garage.

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

**Funding Source(s):**

FY24-FY28 Operating

**Office Originating Request:** Operations - Transportation



**Action Item - 25.**

**Title: Contract with Atriade LLC for Professional Services in Support of the CCTV Transformation Program (1,849,077)**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Atriade, LLC

**Purpose:**

Program support, technical services, design services, and training services for the CCTV Transformation Program to modernize all CCTV security camera systems across the District

**Start date:** 4/2/2024

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

**Compensation not to exceed:** 1,849,077

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** \$1,120,000

**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 video management system. Under this Action Item the District will enter into a contract with Atriade, LLC for professional services supporting the CCTV Transformation Program. Atriade will provide the following services: program and project management support, CCTV system design services, floor and site plan development, technical expertise and guidance, and the

development and execution of a training program for the use of CCTV systems.

**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 contract are:

- (1) maintaining program timelines and schedules for the completion of the CCTV Transformation Program, meeting annual targets for the number of school CCTV systems updated;
- (2) providing high-quality school floor plans and site plans, as well as CCTV system designs as specified in the program plan;
- (3) providing strong technical expertise to inform effective decision making and to ensure that schools are served by best in class security technology; and
- (4) development and execution of a training program inclusive of in-person and asynchronous training to ensure that School Safety staff and school administrators are able to effectively use new CCTV systems in support of school safety.

**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?**

Atriade, LLC initially supported a comprehensive assessment of CCTV system infrastructure across the District, and has further supported the initial development of the CCTV Transformation Program plan, CCTV system and video management system standards and specifications, as well as CCTV system designs for the first wave of 23 schools being updated under the CCTV Transformation Program. Atriade has been a strong and reliable consultant, providing high-quality, timely work.

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

January 25, 2024, 20

June 29, 2023, 81

April 21, 2022, 16

**Funding Source(s):**

FY24, FY25 Capital

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

**Action Item - 26.**

**Title: Contract with Catapult Learning, LLC and Littera Education, Inc. for High Impact Tutoring (\$2,700,000) - Updated 2.23.2024**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Catapult Learning, LLC and Littera Education, Inc.

**Purpose:**

High Impact Tutoring

**Start date:** 3/1/2024

**End date:** 6/30/2027

**Compensation not to exceed:** \$2,700,000

**Location:**

All Schools;

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** \$750,000

**Description:**

**Why is this contract needed?**

This contract is crucial for ensuring all students, regardless of background, have access to powerful evidenced instructional practices that provide the opportunity for accelerated learning. High Impact Tutoring (HIT), identified as Strategic Action 3.5, is central to the District's strategic plan Priority Area 3 (Accelerate Academic Achievement) as it offers a proven effective approach to boosting student learning by providing individualized attention, evidence-based instruction, frequent and focused support, strong collaboration, and data-

driven monitoring. This combination of factors creates a supportive and stimulating environment that can significantly enhance academic success for students of all abilities. This contract will secure the expertise needed to develop and implement this evidence-based practice, directly impacting student outcomes and propelling our district toward becoming the nation's fastest-improving large urban public school district.

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

The Goals and Guardrails represent our collective commitment to providing our students, educators, and leaders with the tools to improve student achievement. The implementation of High-Impact Tutoring aligns with achieving the Board's Goals and Guardrails in several key ways. By providing individualized and evidence-based support, HIT can help students who are behind grade level catch up and close achievement gaps. Additionally, it can empower students to excel and accelerate their learning, potentially surpassing grade-level expectations. HIT programs can be designed to ensure equitable access to additional support for all students, regardless of their background or academic level. This helps to level the playing field and create a more inclusive learning environment. By addressing achievement gaps, prioritizing equity, implementing proven instructional practices, and supporting academic development, High Impact Tutoring holds the potential to measurably improve learning and life outcomes for students. Investing in high-quality development and implementation of High Impact Tutoring is an indispensable step toward goal attainment.

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

Success will be measured in alignment with student achievement data collection and progress monitoring of the Goals and Guardrails and the District's Strategic Plan.

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

High Impact Tutoring has emerged as a powerful tool for boosting student learning, particularly for those struggling academically or aiming for accelerated learning. The existing research provides strong evidence for the effectiveness of HIT in improving student learning outcomes across various measures, including academic achievement, reduced achievement gaps, increased graduation rates, and college readiness. The evidence is well-documented across many national and international research publications. For example, a study of Saga Education by the University of Chicago found that students who received tutoring with fidelity learned up to 2.5 years worth of math in one year.

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

Consistent with the District's competitive procurement process, the selection process resulting in this contract included a committee of District staff with relevant programmatic, IT, and fiscal expertise who reviewed and evaluated contractors' RFP responses. Additional stakeholders who participated in the selection process included the District's senior leadership, assistant superintendents, principals, assistant principals, teachers, students, families.

**Funding Source(s):**

FY 24: Private Foundation Support

FY 25: Operating and Private Foundation Support

FY 26: Operating and Private Foundation Support  
FY 27: Operating and Private Foundation Support

**Office Originating Request:** Academic Support

**Action Item - 27.**

**Title: Amendment of Contract with Various Vendors - ERP Implementation (\$5,507,966) - Added 2.13.2024**

**Board of Education Meeting Date: 2/29/2024**

**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:**

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

**Purpose:**

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

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

**Current End Date: 3/29/2027**

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

**Currently Authorized Compensation: \$78,582,000**

**Additional Compensation:**

The total increase is \$5,507,966. Cherry Road Technologies, Inc will be paid from the additional not-to-exceed aggregate amount of \$4,986,000. Oracle will be paid from the additional not-to-exceed aggregate amount of \$521,966.

**Total New Compensation: \$84,089,966**

**Location:**

All Schools; Administrative Office(s)

**Renewal Options:** No**Description:**

1. Why is this contract needed?

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

The additional costs are for project management, solution configuration, system testing and system training. The cost increase is a result of a change in the implementation timeline, with a Payroll, Talent/HCM and related modules projected implementation date of December 31, 2024. The District's software licenses are through June 30, 2028.

The extended timeline accounts for time needed to run two additional parallel payrolls, complete integrations to all banks, benefits vendors, as well as additional testing of all employee related modules. The goal is to use the additional time to navigate a smooth transition to the new system. Due to the required go-live changes, we have re-assessed total project costs and timeline and we are focused on successfully managing the project through completion with this revised approach.

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

This system implementation improves the operational efficiency of the finance and human resources functions. This enhanced efficiency will ultimately improve the District's ability to effectively provide budget and talent resources to schools and departments in order to support their achievement of the Board of Education's Goals & Guardrails.

3. How will the success of this contract be measured?

This contract will be measured by the successful implementation of all Enterprise Resource Planning solutions in accordance with the amended timeline.

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

This is the continuation of a contract. In the past, this contract has supported several successfully-implemented components including Finance, Supplier Portal, Integrated Contracts, Kronos Time Clocks and Taleo.

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

March 15, 2018; A-24  
May 19, 2019; No. 23  
March 26, 2020; No. 16  
June 24, 2021; No. 22  
November 17, 2022; No. 6  
May 25, 2023; No.19

**Funding Source(s):**

Capital Funding

**Office Originating Request:** Finance



**Action Item - 28.**

**Title: Contract with Various Vendors for Furniture And Equipment for Digital Literacy Labs (\$10,000,000) - Added 02.13.2024**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Lakeshore Parent, LLC dba Lakeshore Learning Materials, LLC  
Sphero, Inc.

**Purpose:**

To update aging computer labs in schools

**Start date:** 4/1/2024

**End date:** 6/30/2027

**Compensation not to exceed:** \$10,000,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$10,000,000.

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** All entities will be paid out of an aggregate amount not to exceed \$3,000,000 during each option

**Description:****1. Why is this contract needed?**

Our aging computer labs have outdated equipment and furniture that do not meet the needs of students learning about digital literacy and computer science. The large, fixed tables discourage collaboration and the older computers struggle to meet the demands of newer websites and applications. This investment ensures that the physical space is in alignment with the Digital Literacy & Technology curriculum, supporting collaboration, hands-on learning, and student engagement by replacing the old furniture with tables and desks that can be moved and combined into groups to foster a real-world environment for digital learning and collaboration. The rows or circles of large desktop computers that encourage students to work in silos independently are being replaced with a mix of laptops and desktops so that students have opportunities to learn and work in a variety of ways.

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

This work is connected to Guardrail 2: Enriching and Well-rounded School Experiences by strengthening the teaching of digital literacy and computer science by providing space that provides a more flexible, collaborative, and engaging learning environment for the teaching of digital literacy and computer science.

**3. How will the success of this contract be measured?**

Success will be measured by the timely completion of labs while ensuring all expected tasks are executed according to the project plan and lab design.

**Funding Source(s):**

FY24-FY27 Capital, Operating, and Title I

**Office Originating Request:** Information Technology

**Action Item - 29.**

**Title: Contracts with Various Vendors - Furniture & Classroom Fixtures (\$60,000,000) - Added 2.13.2024**

**Board of Education Meeting Date: 2/29/2024**

**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:**

Corporate Interior, Inc  
Emerald Business Supply  
Hertz Furniture Systems, LLC  
Kaplan Learning Company  
Kay-Twelve, LLC  
Lakeshore Equipment Company dba Lakeshore Learning Materials  
Nickerson New Jersey, Inc.  
ODP Business Solutions, LLC (f/k/a Office Depot Business Solutions, LLC)  
Reed Associates, Inc.  
School Outfitters  
School Specialty, Inc  
W.B Mason Company Inc.  
Wenger Corporation

**Purpose:**

Access to a pool of qualified vendors for furniture purchases and classroom fixtures by schools and offices

**Start date:** 7/1/2024

**End date:** 6/30/2029

**Compensation not to exceed:** \$60,000,000

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$60,000,000.

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 3

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

**Maximum compensation authorized per option period:** \$12,000,000

**Description:**

**Why is this contract needed?**

Each District school and administrative office has specific needs for furniture and related classroom fixtures. Access to a pool of suppliers for furniture and classroom fixtures on an as-needed basis and receiving these items in a timely fashion is necessary in order to provide students and staff with an environment conducive to learning. The need for this access increases during the preparation for school openings and in preparation for end of the year activities such as graduations and ceremonies.

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

This authorization supports Board Guardrail 1: Welcoming and Supportive Schools, and Board Guardrail 2: Enriching and Well-rounded School Experiences, by enabling schools and central offices to have continuous access to furniture and classroom fixtures that support both the learning and work environments.

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

District staff making both small and large purchases are instructed to compare available options, obtain three different quotes from three of the authorized vendors on this list, and select the vendor that offers the best value. Each vendor recommended for authorization has performed satisfactorily by providing quality furniture within reasonable timelines during previous school years.

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

June 29, 2023, No. 75

**Funding Source(s):**

Various Schools & Offices

**Office Originating Request:** Operations - Procurement

**Action Item - 30.**

**Title: Contracts with Various Vendors for Educational Resources (\$50,000,000) Added 02.13.2024**

**Board of Education Meeting Date:** 2/29/2024

**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:**

Barnes and Noble Booksellers, Inc.  
Follett Content Solutions, LLC  
Kaplan Early Learning Company  
Lakeshore Learning Materials  
Scholastic Inc  
School Speciality, Inc.

**Purpose:**

Provide educational resources and instructional aids on an as needed basis

**Start date:** 3/1/2024

**End date:** 6/30/2029

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

**Separate Compensation by Vendor:**

All entities will be paid out of the aggregate amount not to exceed \$50,000,000

**Location:**

All Schools; Administrative Office(s);

**Renewal Options:** Yes

**Number of Options:** 2

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

**Maximum compensation authorized per option period:** \$10,000,000

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

The District has identified a need to purchase approved supplemental instructional materials to facilitate the educational process. By authorizing the list of vendors, the central office staff and principals have access to a wide variety of supplemental instructional resources for use in classrooms, that are aligned to the District's academic goals. Purchases authorized by this action item are reviewed and approved by the Office of Academic Supports, prior to purchase. Items include but are not limited to: audio books, library books, textbooks, instructional aides, consumables that support core curriculum, reading and writing assessments, grammar and vocabulary practice materials/workbooks.

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

The purchase of instructional resources are meant to help students better understand the relevance and value of diversity and inclusivity through texts and materials that reflect the contributions of all races, religions, people of all abilities and family representations. Acquisition of such materials provides the appropriate support within the learning environment to ensure that all students have equitable access to the content needed to build knowledge and accelerate learning outcomes, within a safe learning environment. Additionally, schools and program offices pursue these items to cultivate student interest, collaboration, and self-awareness through literacy by broadening students' empathy, community identity, and worldview. Purchases under this authorization support all Board Goals & Guardrails 1-4.

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

Success for this contract will primarily be measured by 3 key aspects:

- Feedback from school based and central office staff for on-time delivery performance and availability of needed items
- Cost savings on a yearly basis
- Involvement of local, minority and/or women-owned businesses

**Funding Source(s):**

FY24 - FY29 Various Schools & Offices

**Office Originating Request:** Operations - Procurement

**Action Item - 31.**

**Title: Application for New Charter School: Global Leadership Academy International Charter High School - Added 03.06.2024**

**Board of Education Meeting Date: 2/29/2024**

**Action under consideration**

WHEREAS, on or about November 15, 2023, the team for Global Leadership Academy International Charter High School ("Applicant") submitted an Application to the Charter Schools Office of The School District of Philadelphia to start a Charter School to be named Global Leadership Academy International Charter High School ("Global Leadership High");

WHEREAS, public hearings were held on the application on December 20, 2023, and January 23, 2024; and

WHEREAS, Applicant is seeking a charter from the Board of Education ("Board") to operate Global Leadership High starting in the 2024-2025 school year with Grade 9 and serving at scale Grades 9-12 with a maximum enrollment of 600 students; so be it

RESOLVED, that, pursuant to the representations, statements and materials contained in the charter school application and concluding document submitted by Applicant and made during the public hearings by representatives for Applicant, a Charter is hereby DENIED; and be it

FURTHER RESOLVED, that the Board adopts the attached Adjudication as the reasons for its decision; and be it

FURTHER RESOLVED, that the Applicant may appeal or take other action with respect to this decision in accordance with the procedures set forth in 24 P.S. § 17-1717-A(f)-(i).

**Office Originating Request: Board of Education**

**ATTACHMENTS:**

Description

Final Adjudication - Added 03.06.2024

Type

Supporting Document

**THE SCHOOL DISTRICT OF PHILADELPHIA  
BOARD OF EDUCATION**

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**IN RE: GLOBAL LEADERSHIP ACADEMY INTERNATIONAL CHARTER HIGH  
SCHOOL**

**2023 CHARTER SCHOOL APPLICATION**

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**ADJUDICATION**

The Board of Education ("Board") adopts this Adjudication regarding the 2023 Charter School Application ("Application") filed with The School District of Philadelphia ("School District") by the Applicant team for the Global Leadership Academy International Charter High School ("Applicant", "Global Leadership High" or "Charter School"). For the reasons that follow, the Application is denied.

**I. Findings of Fact**

1. The School District is a home rule school district of the first class organized and existing under the Pennsylvania Public School Code and the Philadelphia Home Rule Charter.
2. The Board currently authorizes 82 operating brick-and-mortar charter schools serving more than 64,000 students.
3. The Charter Schools Office ("CSO") assists the Board and the School District in meeting their legislative obligations under the Charter School Law ("CSL") and in promoting accountability by exercising oversight for educationally sound and fiscally responsible charter schools as a means of improving academic achievement and strengthening school choice options in Philadelphia.



4. On or around November 15, 2023, the School District received the Application filed by the Applicant. (GLAICHS00001-GLAICHS02635).
5. The Board appointed a Hearing Officer to preside at the hearings to be held on the Application. Pursuant to the appointment letter, the Hearing Officer was empowered to undertake the following actions: “(1) to regulate the course of each charter application hearing, including the scheduling thereof, subject to the approval of the Chief of Staff of the Board or her designee; (2) to administer oaths and affirmations; (3) to issue subpoenas, if necessary or permissible under applicable law; (4) to rule on offers of proof and receive evidence as may be permissible under applicable law; (5) to hold appropriate conferences before or after hearings; (6) to hear and dispose of procedural matters and motions in anticipation of or during hearings; and (7) to take other action necessary or appropriate to discharge your duties as Hearing Officer consistent with law.”
6. Two public hearings were held on the Application, the first occurring on December 20, 2023, and the second occurring on January 23, 2024. The public hearings were each stenographically recorded. All references to the Notes of Transcript are to the January 23, 2024 hearing unless specifically noted otherwise.
7. Supplemental materials were not accepted by the School District. Potential applicants were informed in the “Application Components and Guidelines For Submitting A New Charter School Application For Charter Schools Seeking To Open In The 2024-2025 School Year” form (“Application Form”) published by the School District at [https://drive.google.com/file/d/1rPbZ6ZXhRyBvq\\_kY4uW-48RMhdz\\_Fbow/view](https://drive.google.com/file/d/1rPbZ6ZXhRyBvq_kY4uW-48RMhdz_Fbow/view), as follows:

- a. Applications must be complete upon initial submission. No supplementary materials will be accepted or considered after submission of the application. All documents, policies, and procedures submitted should be specific to the proposed charter school . . .”
8. Applicants were also reminded at the December 20<sup>th</sup> hearing that the School District was not accepting supplemental materials as part of the hearing process and that each application should have been complete at the time of its submission. (12/20/22 N.T. 11:21-12:4) (GLAICH02651-GLAICH02652).
9. The Board has reviewed and evaluated the complete record in this matter, which contains the following documents:
  - a. The Application including all submitted attachments, marked as Exhibit 1 (GLAICH00001-GLAICH02635);
  - b. The CSO’s Application Quick Facts, marked as Exhibit 2 (GLAICH02636-GLAICH02638);
  - c. List of public commenters, marked as Exhibit 3 (GLAICH02639);
  - d. The Advertisement of Public Notice for December 20, 2023 hearing, marked as Exhibit 4 (GLAICH02640);
  - e. Transcript from the hearing held on December 20, 2023, marked as Exhibit 5 (GLAICH02641-GLAICH02694);
  - f. The CSO’s written Evaluation Report, marked as Exhibit 6 (GLAICH02695-GLAICH02744);
  - g. The Advertisement of Public Notice for January 23, 2024 hearing, marked as Exhibit 7 (GLAICH02745-GLAICH02746);
  - h. Letter from Dr. Colona Roberts to the Hearing Officer dated January 10, 2024, marked as Exhibit 8 (GLAICH02747);

- i. Letter from David Annecharico, Applicant's counsel, to the Hearing Officer dated January 19, 2024, marked as Exhibit 9 (GLAICH02748-GLAICH02749);
- j. Correspondence between the Hearing Officer and Applicant's counsel, marked as Exhibit 10 (GLAICH02750-GLAICH02753);
- k. Transcript from the hearing held on January 23, 2024, marked as Exhibit 11 (GLAICH02754-GLAICH02900);
- l. Written public comments received by the January 26, 2024 public comments deadline established by the School District, marked Exhibit 12 (GLAICH02901-GLAICH02902);
- m. Additional Intent to Enroll Forms submitted after November 15, 2023 deadline, marked as Exhibit 13 (GLAICH02903-GLAICH02994);
- n. Letter of Intent to support the Charter School from the Founder and Chief Administrative Officer of Mathematics, Civics and Sciences dated November 16, 2023, marked as Exhibit 14 (GLAICH02995);
- o. Letter from Lovett Hines, Philadelphia Clef Club of Jazz & Performing Arts's Artistic Director, marked as Exhibit 15 (GLAICH02996); and
- p. The School District's Application Form found at [https://drive.google.com/file/d/1rPbZ6ZXhRyBvq\\_kY4uW-48RMhdz\\_Fbow/view](https://drive.google.com/file/d/1rPbZ6ZXhRyBvq_kY4uW-48RMhdz_Fbow/view).
- q. The concluding document submitted by Applicant on February 2, 2024.

### General Information

10. The Application was filed by the Applicant for a charter to be granted to Global Leadership High with a stated mission “to provide Philadelphia youth with a holistic, purposeful, and empowering secondary education focusing on global competence, real-world learning, and leadership development.” (GLAICHS00005).
11. On four previous occasions in November 2014, November 2015, November 2022, and April 2023, at least some of the members of the Founding Coalition, led by Dr. Naomi Booker, applied to start a charter school to be called "Global Leadership Academy International Charter School." All previous applications proposed charter schools serving similar high school grades and having a similar international studies mission to that being proposed in the Application. The applications submitted in November 2014 and November 2015 were denied by the School Reform Commission ("SRC"). The applications submitted in November 2022 and April 2023 were denied by the Board.
12. Global Leadership High plans to open in the 2024-2025 school year (Year 1) and aims to serve 150 students in Grade 9, scaling to 600 students in Grades 9-12 in the 2027-2028 school year (Year 4). (Fact Sheet, p.1.) (GLAICHS00001).
13. Global Leadership High would be located at 5210-18 N Broad Street, Philadelphia, PA 19141 — and would admit students citywide with no geographical admission preferences, but preferences for students attending other Global Leadership Academy Schools. (Fact Sheet, p.1) (GLAICHS00001).
14. Global Leadership High has not selected a school leader and will not select a school leader until the remaining members of the Board are selected. (Fact Sheet, p.1) (GLAICHS00001).

### Governance Structure

15. The Application was filed by individuals employed by Global Leadership Academy Charter School ("Global Leadership Academy") or Global Leadership Academy Southwest at Huey ("Global Leadership Academy Southwest"), two existing K-8 charter schools located in the School District; individuals employed by Global Academies; and several consultants who perform work for Global Academies' schools (collectively, the "Founding Coalition"). (Fact Sheet, p. 2) (GLAICHS00002) (Attachment 5, Founding Resumes) (GLAICHS01346-GLAICHS01374) (Attachment 7, Board Resumes) (GLAICHS01381-GLAICHS01387).
  - a. More specifically, six of the nine members of the Founding Coalition previously were/currently are employed by or performed work for Global Academies, Global Leadership Academy or Global Leadership Academy Southwest. (Attachment 5, Founding Resumes) (GLAICHS01346-GLAICHS01374) (N.T. 34:5-13; 34:23-35:1; 36:5-36:14; 38:16-39:2; 42:21-43:11; 43:22-44:12;44:24-45:7)
16. Global Leadership High submitted a Vendor Agreement it intends to enter with Global Academies.
17. The proposed Vendor Agreement states that Global Academies will "provide recommendations to [Global Leadership High's] Designated School Leader... regarding [s]chool [o]perations[,]... an integrated team of professional advisors with unique and specialized experience in various aspects of school operations...[and] can advise and support school operators to effectively serve their stakeholders. (Attachment 11, Third Party Agreements) (GLAICHS01424-GLAICHS01435).

18. The proposed Vendor Agreement does not clarify how many “professional advisors” Global Academies will provide, nor does it establish the costs associated with providing such personnel. (Attachment 11, Third Party Agreements) (GLAICH01424-GLAICH01435).
19. Although specifically disclaimed in the Vendor Agreement, the proposed Vendor Agreement unequivocally provides Global Academies with the authority and responsibility to manage, oversee, and assist with all aspects of the Charter School’s operations. (Attachment 11, Third Party Agreements, Exhibit A) (GLAICH01433-GLAICH01435).

- a. More specifically, the Application states in pertinent part:

Global Leadership High intends to engage Global Academies in a vendor services and licensing agreement for the use of the Global Leadership Academy model at Global Leadership High. The agreement will be central to ensuring successful adaptation of these key components. Global Academies will advise Global Leadership High on development independent systems for: staff leadership training; assisting with credentialing of staff, subject to Global Leadership High oversight; proposing policies for Global Leadership High's Board of Trustees to consider and approve; supporting initiatives to renew the charter; providing tools to school leader to evaluate school leadership; assistant with human resources management; advising review of compliance issues with PDE and SDP; review of preparation of annual reports; development of marketing materials/brochures; public relations and marketing; grant writing; providing resources to ensure data compliance; assisting to warehouse and analyze data; professional development.

(Narrative, p. 41) (GLAICH00045).

- b. Additionally, if a charter is granted, then Global Academies, Dr. Booker and other unidentified contractors would engage with Global Leadership High to provide all start-up services.
- c. Further, the Applicant attempts to classify Global Academies as its “launch partner”, however, the Vendor Agreement has a five-year term and as shown in

the quote above, Global Academies services will extend far beyond the launch of Global Leadership High. (Narrative, p. 74) (GLAICHS00078).

20. Termination of the Vendor Agreement for convenience is not effective until the end of the school year in which notice of termination was received unless the party wishing to terminate the agreement can show there is “unusual or compelling circumstances”. The determination of whether there is an “unusual or compelling circumstance” is in the terminating party’s sole discretion.

a. Thus, upon giving 30 days’ notice to Global Leadership High of an unusual/compelling circumstance, which in Global Academies’ opinion necessitates termination of the Vendor Agreement, Global Academies may stop providing services to Global Leadership High mid-school year and Global Leadership High cannot challenge such termination. (Attachment 11, Third Party Agreements) (GLAICHS01427).

21. In addition to the Vendor Agreement, Global Leadership High also submitted an IT Services Consulting Agreement. (Attachment 13, Technology Service Agreement) (GLAICHS01437-GLAICHS01442).

a. Although the Vendor Agreement requires Global Academies to assist with Global Leadership High’s server, network infrastructure, end-user devices, implementation of software, services, and websites, the IT Services Consulting Agreement says that Global Leadership High is in need of technology assistance. (Attachment 11, Third Party Agreements) (GLAICHS01434) (Attachment 13, Technology Service Agreement) (GLAICHS01438).

- b. The IT Services Consulting Agreement unreasonably requires Global Leadership High to pay “any expenses incurred while working at the school”. (Attachment 13, Technology Service Agreement) (GLAICHS01438).
- 22. Regarding the Board of Trustees of Global Leadership High, only three of the seven possible members have been identified.
  - a. One member of the proposed Board of Trustees (the PTO parent member) cannot be identified until several months after a charter is obtained.
- 23. None of the proposed Board members have experience with starting a charter school. (Attachment 7, Board Resumes) (GLAICHS01381-GLAICHS01387) (N.T. 46:14-23).
- 24. Besides Dr. Colona Roberts, who last worked in a public school in 2005, none of the proposed Board members have experience in the public education system. (Attachment 7, Board Resumes) (GLAICHS01381-GLAICHS01387).
- 25. Two of the proposed Board members have no experience in the field of education. (Attachment 7, Board Resumes) (GLAICHS01381-GLAICHS01387)
- 26. The asset dissolution process set forth in the Articles of Incorporation does not conform with the requirements of the CSL which requires that after the disposition of any liabilities and obligations of the charter school, any remaining assets of the charter school, both real and personal, shall be distributed on a proportional basis to the school entities with students enrolled in the charter school for the last full or partial school year of the charter school.
  - a. Additionally, the asset dissolution process set forth in the bylaws conflicts with the asset dissolution process in the Articles of Incorporation, but is in line with the CSL.



27. The bylaws state that no trustee “shall maintain substantial personal or business interests which conflict or which may be seen as conflicting with those of the Charter School;” however, it is not clear how “substantial personal or business interests” are defined or determined.
28. The Applicant is represented by the law firm of Sand & Saidel. Sand & Saidel also represented the applicant for Global Leadership High in the previous applications, and represents Global Leadership Academy, Global Leadership Academy Southwest, and Global Academies. The Applicant has provided an executed conflict waiver, however, there was no documentation provided concerning whether Global Academies and Global Leadership High obtained independent counsel to understand the material risks involved with the waiver’s provisions.
- a. Further, presumably since Sand & Saidel is the incorporator of Global Leadership High, either it or the Founding Coalition, which is largely comprised of individuals associated with Global Academies, Global Leadership Academy, and Global Leadership Academy Southwest, chose the identified board members, further necessitating the need for Global Leadership High to have independent counsel review the provisions and material risks involved with the conflict waiver before its execution. (Attachment 6, Articles of Incorporation) (GLAICHS01378-79).
  - b. Additionally, only three (3) members of the proposed board are currently identified, and the bylaws allows for seven (7) members. Therefore, assuming Global Leadership High’s Board of Trustees operates at the full capacity authorized by its bylaws if a charter is granted, the majority of its members would not have had the opportunity to vote on whether it agreed to the conflict waiver, which only benefits Sand & Saidel.

The full seven member Board of Trustees would not be afforded the opportunity to obtain counsel on the risks associated with such waiver. (Attachment 9, Bylaws) (GLAICHS01396).

29. Representations are made throughout the Application that Global Leadership High does not plan on contracting with a charter school management operator. (*e.g. Narrative, pgs. 73-74, (GLAICHS00077-78)*). However, the Board finds that other representations in the Application and during the public hearings reflect a clear intention to contract with Global Academies to provide management-type services to the Charter School and for Global Leadership High to pay Global Academies significant funds to provide such services throughout the term of the charter being sought.

- a. Additionally, the Commonwealth Court has determined that, where a charter school proposes to use a management company, a school board cannot grant a charter without the applicant submitting the finalized and executed management agreement for review because “the Board cannot grant a charter based on a “model” agreement or promises that after negotiations it will comply with the law.” School District of the City of York v. Lincoln-Edison Charter School, 772 A.2d 1045, 1050 (Pa.Cmwth. 2001). Here, the Applicant only submitted a draft version of the proposed agreement with Global Academies although Global Academies will be providing management level services to the Charter School. (Attachment 11, Third Party Agreements) (GLAICHS01425-GLAICHS01435).

### Financial Operations and Budget

30. The Budget allocates between approximately \$15,000 and \$62,000 for legal services in Year 1 through Year 5.

- a. It is unclear how Applicant arrived at the allotted amounts. Further, no agreement for legal services was provided with the Application to justify and/or confirm the necessary amounts.

31. In the section of the budget for Purchased Professional and Technical Services in the 2000 Support Services, it contains a line item entitled "Educational and Support Services" with the following expenditures: \$55,000 in Year 1; \$226,875 in Year 2; \$317,625 in Year 3; and \$327,153.75 in Year 4. It is unclear what these expenses will cover, and there is no information provided regarding the drastic increase in these expenses each year.

32. The Applicant failed to submit a cohesive, balanced budget as a result of inconsistencies across the Application materials, as follows:

- a. The Organizational Chart depicts the following positions which are not included in the budget: Specialist/Elective Teachers in Years 1-5, Special Education Coordinator in Year 1, and College Coordinator in Years 4-5. (Attachment 8, Organizational Chart) (GLAICHS01388-GLAICHS1393); (Attachment 34, Budget) (GLAICHS02564-GLAICHS-02582).
  - i. Additionally, although the position of the Special Education Coordinator is not included in the Year 1 budget, the budget includes a "Special Education Coordinator Stipend" for \$10,000.00 in Year 1.
- b. Global Leadership High will outgrow the proposed location by Year 2 and the budget does not account for a new location.

- c. The lease proposal letter, dated November 9, 2023, is for lease of the “new building,” which is 26,260 of “rentable square feet,” for a term of five (5) years. (Attachment 41, Facility Intent) (GLAICHS02628).
- i. As depicted on the “New Building Floor Plans- 5210 N Broad” the proposed location has 10 classrooms available. Global Leadership High needs twelve (12) classrooms for Year 2. (Attachment 39, Facility Planning) (GLAICHS02618) (Attachment 40, Floor Plan) (GLAICHS02619-GLAICHS02625).
  - ii. The building is connected to an “Old Building,” which has an additional 14 classrooms, which the tenant can access by exercising an “Expansion Option;” however, the lease does not contain any addendum or provisions showing the parties intent to exercise the Expansion Option. (Attachment 41, Facility Intent) (GLAICHS02626).
  - iii. Although Global Leadership High will outgrow the space by Year 2, the proposed lease only allows Global Leadership High to terminate the lease if “its right to operate a school is suspended, revoked non-renewed substantially limited or conditioned as to make Tenant’s business unviable, voided or terminated.” (Attachment 41, Facility Intent) (GLAICHS02626-GLAICHS02631).
- d. The proposed lease states the rent for Year 1 is \$7/rentable square foot. The proposed location is 26,260 rentable square feet. The Narrative states that the rent in the budget includes costs for real estate taxes (\$.14/rentable square foot) and maintenance of common areas (unspecified costs). Therefore, without the inclusion

of maintenance costs for the common area since it is unspecified how to calculate such costs, the rent for Year 1 should be \$187,496.40, but the budget contemplates a total rent of \$282,820 for Year 1. (Attachment 41, Facility Intent) (GLAICHS02630) (Attachment 34, Budget) (GLAICHS02568).

- i. Similarly, the stated rent for Year 2 is \$10/rentable square foot, with the inclusion of real estate taxes, the rent would amount to \$266,276.40, but the budgeted rent for Year 2 is \$361,600.
- ii. Further, the contracted rental rate for Years 3-5 is \$10.30/rentable square foot, \$10.61/rentable square foot and \$10.93/rentable square foot respectively. With the inclusion of costs for real estate taxes, the rent would amount to the following rental amounts in Years 3-5 respectively: \$274,154.40, \$282,295, and \$290,698.20. However, the budgeted rent for the corresponding years is \$562,800, \$760,290, and \$777,118.00 resulting in discrepancies of approximately \$300,000 to \$500,000.

1. Although some of the above calculated rental discrepancies may be due to maintenance costs for the common areas, it is highly unlikely such costs will account for the total amount of the discrepancies because only \$10,000 is budgeted for maintenance and repairs of the entire building in Years 1 and 2 and only \$15,000 is budgeted for maintenance and repairs of the entire building in Years 3-5.
2. Additionally, the Applicant states that in Years 3-5 the rental figures are increased “to accommodate for any additional cost in terms of facilities that would come about with additional students coming on

board in years three, four, and five. to reflect an estimated increase in rental costs”. However, no documents are provided to explain how Applicant arrived at these estimates and the provided explanation do not remedy the above referenced discrepancies. (N.T. 78:9-13).

- e. The budget does not include the costs of English Learner (“EL”)/English as a Second Language (“ESL”) teachers although the Applicant states it will have an EL program.
- f. It is unclear whether the Special Services Coordinator is a contracted position or school staff and thus unclear how it should be included in the budget. Nevertheless, there is no budget line item for a Special Services Coordinator. (Narrative, pgs. 12, 25-26, 59) (GLAICHS00016; GLAICHS00029-30, GLAICHS00063).
- g. The Narrative states a contracted Senior Special Services professional will support the on-site leader of Special Services; however, under “Purchased Professional and Technical Services” there is no budgeted amount for a Senior Special Services professional. (Narrative, p. 25) (GLAICHS00029).
  - i. Further, the Narrative states that a Special Services teacher will ensure the implementation of each individual scholar’s IEP and services, but there is no budget line item for this position. (Narrative, p. 25) (GLAICHS00029).
- h. The Applicant budgeted the same total costs for chromebooks each year although they are proposing to serve about four times the initial number of students projected in Year 1 by Year 4. (Attachment 34, Budget) (GLAICHS02569).

### Staffing

33. It is unclear whether Global Leadership High will hire an EL/ESL teacher, contract for the position, or not have one at all.

- a. First, the Narrative states that it does not plan to hire separate teachers for the EL program and instead it will hire at least one teacher, who is certified in their subject area, that will also have an ESL certification to serve EL scholars. (Narrative, p. 12) (GLAICHS00016).
- b. Then, the Narrative states that scholars “will be monitored by EL/[ESL] teachers who oversee the programming to ensure they are on track to meet their goals.” (Narrative, p. 27) (GLAICHS00031).
- c. Next, the Narrative states that classroom teachers “will be supported by contracted ESL teachers” and that “[i]n addition to regular education classes, ELs will receive instruction from ESL teachers.” (Narrative, pgs. 26, 28) (GLAICHS00030; GLAICHS00032).
- d. EL/ESL teachers are not listed under contracted positions on the Organizational Chart, it is unclear if they are included with “Teachers”, and as mentioned above there is no budget line item for ESL/EL teachers.
- e. When asked about the recruitment of EL/ESL teachers, the Applicant was uncertain whether it would hire the position directly or contract for such personnel. (N.T. 82:1-20; 83:2-84:2).

### Curriculum

34. The mission of the Charter School is "to provide Philadelphia Youth with a holistic, purposeful, and empowering secondary education focusing on global competence, real-world learning and leadership development. GLAICHHS will develop leaders who can innovate, disrupt, create, care for, build, and rebuild their communities, country and their world." (Fact Sheet, p. 1) (GLAICHHS00001).
35. Opportunities for students include active learning projects; real world (global, national, and local) learning excursions; soft skills and social-emotional learning seminars; elective courses customized to follow scholars' interests; and Professional Pathways (Entrepreneurship; Health and Wellness; World Affairs; Engineering/Technology).
36. The Applicant failed to demonstrate that Global Leadership High would teach required PA Core and Academic Standards, according to the proposed curriculum. (CSO Report, pp. 2, 7) (GLAICHHS02696, GLAICHHS02701).
37. The Applicant also did not submit a comprehensive set of curricular materials to demonstrate that Global Leadership High would meet grade level requirements as required by Chapter 4, Title 22 of the Pennsylvania Code. (CSO Report, p. 2) (GLAICHHS02696) (N.T. 18:6-19).
38. The CSO reviewed the curriculum submitted by the Applicant to determine if the materials submitted contained a complete curriculum and evidence of planned instruction, and if the materials establish that the unique elements proposed by the Applicant are reflected in the submission. The CSO's "Curriculum and Educational Plan" findings (CSO report, pp. 5-8) (GLAICHHS02699-GLAICHHS02702) have been reviewed by the Board, are found to be



credible and supported by the record, and are hereby adopted and incorporated herein in their entirety. Highlights from those findings include the following:

**English:** The Applicant's submission was partially aligned to the Grade 9-10 English Language Arts (ELA) PA Core Standards. Although learning objectives were stated, evidence-based instructional strategies beyond performance task listings were not included.

The English Language Arts curriculum materials were missing evidence of planned instruction for the following standards: CC.1.3.9-10.A, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.4.9-10.A, and CC.1.5.9-10.G.

The English Composition materials contained evidence of planned instruction for some standards. However, the majority of corresponding eligible content standards are missing: C.A.1.1.1, C.A.1.1.2, C.A.1.1.3, C.A.1.1.4, C.A.1.1.5, C.A.2.1.1, C.A.2.1.2, C.A.2.1.3, C.A.2.1.4, C.A.2.1.5, C.A.2.1.6, C.A.2.1.7, C.A.3.1.1, C.A.3.1.2, C.A.3.1.3, C.A.3.1.4, C.A.3.1.5, C.IE.1.1.1, C.IE.1.1.2, C.IE.1.1.3, C.IE.1.1.4, C.IE.1.1.5, C.IE.2.1.1, C.IE.2.1.2, C.IE.2.1.3, C.IE.2.1.4, C.IE.2.1.5, C.IE.2.1.6, C.IE.2.1.7, C.IE.3.1.1, C.IE.3.1.2, C.IE.3.1.3, C.IE.3.1.4, and C.IE.3.1.5.

The English Literature materials contained evidence of planned instruction for some standards. However, the majority of corresponding eligible content standards are missing: CC.1.3.9-10.A, CC.1.3.9-10.G, CC.1.3.9-10.H, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.1, L.F.1.2.2, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.2.5.3, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.2, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.1, L.N.2.2.2, L.N.2.2.3, L.N.2.3.1, L.N.2.3.2, L.N.2.3.3, L.N.2.3.4, L.N.2.3.5, L.N.2.3.6, L.N.2.4.1, L.N.2.4.2, L.N.2.4.3, L.N.2.4.4, L.N.2.4.5, L.N.2.5.1, L.N.2.5.2, L.N.2.5.3, L.N.2.5.4, L.N.2.5.5, and L.N.2.5.6.

Although the English Composition and Literature standards may be covered during either Grade 9 or Grade 10, the Applicant fails to include the vast majority of these requirements in Grade 9. Because no curricular documents were submitted for Grade 10, it is unclear whether the Applicant has adequately planned to cover these omitted standards in Grade 10.

**Mathematics:** The Applicant states that Grades 9-12 will use Agile Mind's Comprehensive mathematics curriculum. These curricular materials include professional support, detailed lesson plans, high-yield instructional assessments and differentiated strategies. The Applicant states that its mathematics experts aligned Agile Mind's Grade 9 common core curriculum with PA Core standards and a cross walk will be done for Grades 10-12 as well (p. 1, Attachment 2-A-1). No materials were provided for any course or grade other than Intensified Algebra I Part A – Grade 9. A list of aligned standards is provided on a Standards Map for Grades 9–12, but this is not enough to review the Math curriculum

for effectiveness (pp. 1-5, Attachment 2-A-3).

The submitted Mathematics curriculum materials were missing evidence of planned instruction for the following standards: CC.2.1.6.E.3, CC.2.1.8.E.1, CC.2.1.8.E.4, and CC.2.2.8.B.1.

All Keystone Exam aligned Eligible Content standards are missing from the revised Grade 9 Algebra I curriculum materials. More specifically, the following standards were not found evident in the Applicant's submitted documents: CC.2.1.6.E.3, CC.2.1.8.E.1, CC.2.1.8.E.4, CC.2.2.8.B.1, A1.1.1.1.1, A1.1.1.1.2, A1.1.1.2.1, A1.1.1.3.1, A1.1.1.4.1, A1.1.1.5.1, A1.1.1.5.2, A1.1.1.5.3, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A1.2.1.1.1, A1.2.1.1.2, A1.2.1.1.3, A1.2.1.2.1, A1.2.1.2.2, A1.2.2.1.1, A1.2.2.1.2, A1.2.2.1.3, A1.2.2.1.4, A1.2.2.2.1, A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, and A1.2.3.3.1.

The Applicant describes the following math sequence:

Course Sequence (accelerated track):

Intensified Algebra Part B: 9th Grade

Geometry: Grade 10

Algebra II: Grade 11

Algebra III/Trigonometry - Possible AP Calculus and/or Dual Enrollment: Grade 12

Course Sequence (all other students):

Intensified Algebra Part A: 9th Grade

Intensified Algebra Part B: 10th Grade

Geometry: 11th Grade

Algebra II: 12 Grade (p. 2, Attachment 2-A-1).

While the sequence of courses is listed and described within the overview document, there were no materials provided to review courses beyond Intensified Algebra Part A & B.

**Science:** Given that SY 24-25 would serve as the proposed Charter School's first year of operation, the Pennsylvania state science standards must align with the Science and Technology Standards that were put into effect in 2002. Starting in SY 25-26, Pennsylvania will begin to implement the Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) standards. The Applicant specifies that the science program will be aligned to "Pennsylvania's new Science standards - The Next Generation Science Standards" (p. 1, Attachment 4-A-1). However, NGSS are not the newly adopted standards by Pennsylvania; as mentioned above, the newly adopted Pennsylvania science standards are the STEELS standards. While there is some crossover between the two sets of standards, there are also significant differences, including the Standards' coding system. Because of this, none of the curricular materials for science provided by the Applicant are aligned with either current (Science and Technology of 2002) or future (STEELS, going

into effect in SY 25-26) science standards. The science curriculum must be aligned to either the current or future standards to be compliant with Pennsylvania guidelines for science instruction.

**Social Studies:** The Applicant submitted curriculum materials that contained evidence of all Grade 9-10 Reading and Writing in History and Social Studies Standards. However, the submitted Social Studies curriculum materials were missing evidence of planned instruction for the following standards: 6.2.9.E, 7.4.9.B, and 8.4.9.A.

Some U.S. History, World History, and Civics and Government standards were evident as well; given that these courses will be taught more extensively in later grades according to the Applicant's submitted Scope and Sequence, it may be that these standards will be covered in their respective courses.

**Physical Education (PE):** Based on the submitted PE and Health Grades 9-12 overview document, the proposed Charter School would offer PE and Health to students during Grade 9. The resource that the proposed Charter School plans to utilize to address the PE standards is Fitness Gram program. The Applicant states that the Fitness Gram program will give students the opportunity to "sample new forms of fitness – some of which are international, less-known options -- while consistently warming up and moving around in every class" (p. 1, Attachment 6.A.1). The majority of the PA standards were addressed in the submitted curriculum. Only 10.1.9.B and 10.2.9.A were missing from the curriculum.

**Arts and Humanities:** The Applicant submitted curriculum materials for Freshman Seminar that aims to provide students with the opportunity to engage with the community and begin building an understanding of individual students' hopes for the future. Based on the materials submitted, the standards in this course cover a variety of areas: Career Education and Work, Arts and Humanities, and Family Consumer Science. The Freshman Seminar covers all of Pennsylvania's Career Education and Work Standards with the exception of the following: 13.3.11.F and 13.4.11.C, and these may be covered in 11th grade. Some 8th grade Arts and Humanities Standards and 9th grade Family Consumer Science Standards are covered by the submitted curriculum documents, but not extensively.

The Applicant also submitted curriculum materials for a Freshman Leadership Elective. This course will be required for all students in grades 9 and 10, who will cycle through the four quarterly offerings. As in the above case of the Freshman Seminar, some standards from Career Education Work and Family Consumer Science were covered in this course.

Regarding students with disabilities:

Based on this staffing table and limited description of programming for a "continuum of services," it is unclear how the Applicant will be able to provide a wide variety of supports with two identified special education teachers in Year 1 and five identified special education teachers in Year 5 (pp. 12 and 25, Narrative). The staffing table in the Narrative acknowledges that there will be an "AS/ES teacher;" however, these are two different types of programs that require two different types of support, which may require more than one

special education teacher, particularly by the time that the proposed Charter School is at full capacity (p. 25, Narrative).

There is also no reference to low incidence programming or staffing. There is a discrepancy in the number of special education teachers when the proposed Charter School is at capacity in Year 5 and the budgeted number of special education teachers in the attached budget. Per the budget, there will be eight special education teachers, but the staffing table lists only five by Year 5 (p. 12, Narrative).

Regarding English Learners:

While Attachment 4 outlines appropriate processes, it is unclear who will be responsible for ensuring the proper implementation of the policy and procedures for serving ELs. There is a lack of explanation in the staffing model which makes it insufficient to be able to support the proposed group of incoming English learners.

Regarding students requiring additional academic or behavioral support:

The 2023-24 Application for the proposed Charter School includes substantial revisions to the 2022-23 Revised Application pertaining to Students Requiring Additional Academic or Behavioral Support. The Applicant begins the identification process with Universal Screening tools taken by all students including 1) the SRSS and 2) the BASC III/BEES. There is also a list of norms instead of a “criteria for entry based on national percentile ranks” for determining student placement in MTSS tiers (p. 29, Narrative).

Furthermore, the Applicant states, “Intervention for Tier 2 and Tier 3 scholars will be provided by classroom teachers during one of their 1-2 daily prep periods” (p. 29, Narrative). There is no additional information on when their teachers will prepare and execute the intervention period given that planning time is for teachers to “meet in subject area teams for collaboration and PLC activities” (p. 49, Narrative).

It is noted that Tier 2 and Tier 3 will have small groups of 3-5 and 1-3 students, respectively. However, it is unclear how the groups will be supported under this framework given the projected population of 20% of Special Education students. Touchmath and System 44 have been removed, and System 44 has been added to the Sample MTSS interventions. There is still no provided framework for teacher observation, training, or evaluation to ensure that these intervention strategies are being implemented in classrooms. The proposed Charter School’s staff titled “Currencies Coordinators” has replaced the “Real World Leaders” and has the role of helping identified students with support (pp. 30-31, Narrative).

There are no details of how the Currencies Coordinators will be trained. It should also be noted that there is not a special services coordinator budgeted until Year 2. It is now noted that sessions like this will be led by contracted outside consultants and is listed in the professional development plan as facilitating multiple trainings in Year 1 regarding MTSS and special education services (Attachment 21). Overall, it is unclear if the proposed

Charter School has the appropriate staffing model to support this style of MTSS programming.

Regarding Gifted Students:

The curriculum materials highlight some details about how curriculum materials may be utilized for the instruction of gifted students. However, a concrete, comprehensive set of curricular materials or professional development plans for serving gifted students is not present in the Application. Lastly, the staffing model has been edited to no longer show a gifted teacher, either as staff or a contracted member of GLAICHS.

(GLAICHS02699-GLAICHS02702).

39. The required continuum of placement options has not been addressed by Applicant.

a. For instance, Applicant has not provided a plan with specificity and particularity as to how it will address the needs of students who require push-in/pull-out services or more restrictive services during the course of a school-day or in a particular subject matter.

i. Further, although the Narrative states a Special Services Teachers will provide push-in services, there is no budgeted amount/salary for a Special Services Teacher. (Narrative, p. 12) (GLAICHS00016).

#### Student Safety, Enrollment and Truancy

40. No clearances or background checks are provided in the Application even though members of the Founding Coalition are anticipated to have some role in the Charter School.

#### Facility

48. The Application identifies 5210-18 N. Broad Street, Philadelphia, PA 19141 as the proposed facility for Global Leadership High. As mentioned above, the proposed lease is for a “New Building” located at 5210 N. Broad Street, Philadelphia, PA 19141. The New

Building consists of 10 classrooms and since Global Leadership High needs 12 classrooms for Year 2, it will likely outgrow the New Building. (Fact Sheet, p. 1) (GLAICHS00001).

49. There is an “Old Building” on the site which is located at 5218 N. Broad Street, Philadelphia, PA 19141, however, the lease does not give Global Leadership High access to the classrooms in the Old Building. (Attachment 40, Floor Plan) (GLAICHS02619) (Attachment 41, Facility Intent) (GLAICHS02626-GLAICHS02632).

50. Notwithstanding the foregoing, the proposed lease for the space extends to 2029 and as mentioned above, it does not give Applicant the option to terminate the lease due to insufficiency of space. (Attachment 41, Facility Intent) (GLAICHS02626-GLAICHS02632).

#### Existing Operator

51. The Applicant takes the position that Global Leadership High, as a corporate entity, does not operate any other charter schools (as opposed to the individuals who make up the Founding Coalition who clearly are responsible for operating two existing charter schools). In the Application, the Applicant did not respond to the sections of the School District's application template through which applicants are to provide information about existing operations of their other operating charter schools. (Narrative, pgs. 2, 73) (GLAICHS00006; GLAICHS00077) (Attachments 42 and 43) (GLAICHS02632-33). For the reasons identified above, the Board disagrees with the Applicant's suggestions that the Applicant, and more specifically the people who are part of the Founding Coalition, are not existing operators of any charter schools.

52. Global Leadership Academy and Global Leadership Academy Southwest have had mixed outcomes in academic success and organizational compliance in the past years based upon

information in the record from the CSO Report, pages 49-50, and the CSO's Annual Charter Evaluation reports ("ACEs") of Global Leadership Academy and Global Leadership Academy Southwest, which are attached hereto and incorporated herein, and based upon publicly available PSSA proficiency data from the State for the 2021-2022 and 2022-2023 school years, all of which have been reviewed by the Board and are found to be credible. Specifically, as stated in the CSO Report:

GLACS and GLASW have similar missions and the Application notes that this school's mission is an "extension" (p. 74, Narrative) of Dr. Booker's vision for global education, so the academic outcomes of GLACS and GLASW are included in this evaluation report.

Both GLACS and GLASW showed student growth in both SY 2021-22 and SY 2022-23 from the previous year. Students at GLASW showed growth across all subjects in both years. Students at GLACS showed growth across all subjects in SY 2022-23, and students showed growth in ELA and Science (both Grades 4 and 8) for SY 2021-22. Notably, in SY 2022-23, lowest performing students at both schools demonstrated growth across all subjects.

ELA and Math proficiency scores for the GLACS and GLASW are found below. Due to the COVID-19 pandemic, scores for SY 2019-2020 and SY 2020-2021 are not included.

Both GLACS and GLASW have historically had mixed outcomes in relation to the Charter School Performance Framework's Academic Success domain. In the most recent ACE, students in Global Leadership Academy Charter School and Global Leadership Academy Southwest performed below the Similar Schools Group averages for PSSA ELA and PSSA Math. The 2021-22 ACE for Global Leadership Academy Charter School may be found here: [https://drive.google.com/file/d/IxryoGtRVWJD-qrq8uKb5-ZBRuCB8v2\\_P/view](https://drive.google.com/file/d/IxryoGtRVWJD-qrq8uKb5-ZBRuCB8v2_P/view). The 2021-22 ACE for Global Leadership Academy Southwest may be found here: <https://drive.google.com/file/d/ITV1LgsGOWkNZN-cB2X9zghswkhsMSasC/view>.

ELA and Math proficiency scores for the Global Leadership Academy Charter School and Global Leadership Academy Southwest are found below. Note that due to the COVID-19 pandemic, scores for SY 2019-2020 and SY 2020-2021 were not representative and are therefore not included.

#### GLACS

- SY 2017-2018: ELA 40%, Math 12%
- SY 2018-2019: ELA 33%, Math 11%
- SY 2021-2022: ELA 17%, Math 1%
- SY 2022-2023: ELA 19.2%, Math 4%

#### GLASW

- SY 2017-2018: ELA 17%, Math 2%
- SY 2018-2019: ELA 17%, Math 4%
- SY 2021-2022: ELA 10%, Math 1%
- SY 2022-2023: ELA 14.7%, Math 2.3%

"Does Not Meet" ratings in Organizational Compliance and Viability for GLACS and GLASW in the 2022-2023 ACE are listed here:

#### GLACS

- Enrollment Materials,
- Food Safety,
- Emergency Preparedness,
- Board Accessibility

#### GLASW

- Enrollment Materials
- Expulsion Process
- Certified SPED Teachers
- Board Accessibility

The "Does Not Meet" ratings in Financial Health and Sustainability for GLACS and GLASW in the 2022-2023 ACE are listed here:

- Global Leadership Academy Charter School: Debt Ratio
- Global Leadership Academy Southwest: None.

(CSO Report, pgs. 49-50) (GLAICHS02743-44).

53. In comparison to similar school groups' PSSA scores<sup>1</sup>, both Global Leadership Academy's and Global Leadership Southwest's students are consistently falling below similar school's proficiency averages in all PSSA categories. *See* 2022-2023 Global Leadership Academy ACE Report, p. 18; *See also* 2022-2023 Global Leadership Southwest ACE Report, p. 8.

## II. Evaluation Standards

The Charter School Law, Act of June 19, 1997, P.L. 225, as amended, 24 P.S. §17-1701-A *et seq.*, ("CSL") mandates that "[a] charter school application submitted under the [CSL] shall be

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<sup>1</sup> "Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%). Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually." 2022-2023 Global Leadership Southwest ACE Report, p. 4



evaluated by the local board of school directors based on criteria, including, but not limited to,” the following:

1. The demonstrated, sustainable support for the charter school plan by teachers, parents, other community members and students, including comments received at the public hearing;
2. The capability of the charter school applicant, in terms of support and planning, to provide comprehensive learning experiences to students pursuant to the adopted charter;
3. The extent to which the application addresses the issues required by the CSL; and
4. The extent to which the charter school may serve as a model for other public schools. 24 P.S. § 17-1717-A(e)(2); 53 Pa. C.S.A. § 303(2).

The CSL requires charter school applicants to address the following issues in their applications:

1. The identity of the applicant;
2. The name of the proposed charter school;
3. The grade or age levels served by the school;
4. The proposed governance structure, including a description and method for the appointment or election of members of the board of trustees;
5. The mission and education goals of the charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals;
6. An admission policy and criteria for evaluating the admission of students that complies with the CSL;
7. The procedures that will be used regarding the suspension or expulsion of pupils;
8. Information on the manner in which community groups will be involved in the charter school planning process;

9. The financial plan for the charter school and the provisions that will be made for auditing the school;
10. Procedures to review parent complaints regarding the operation of the school;
11. A description of and address of the physical facility in which the charter school will be located, the ownership of the facility, and the lease arrangements;
12. Information on the proposed school calendar, including the length of the school day and school year;
13. The proposed faculty and a professional development plan for the faculty of a charter school;
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school student in extracurricular activities with the school district;
15. A report of criminal history record for all individuals who shall have direct contact with students;
16. An official clearance statement from the Department of Public Welfare; and
17. How the charter school will provide adequate liability and other appropriate insurance for the charter school, its employees and the board of trustees of the charter school.

24 P.S. §17-1719-A. In addition, cases interpreting these requirements from the State Charter School Appeal Board (“CAB”) and the appellate courts provide additional parameters for the Board’s review.

Against this backdrop, the Board examines the Application.

**A. The Applicant Has Not Established That It Has Properly Planned To Provide Comprehensive Learning Experiences To Students.**

The CSL requires charter school applications to demonstrate "the capability of the charter school applicant, in terms of support and planning, to provide comprehensive learning experiences to students pursuant to the adopted charter." 24 P.S. § 17-1717-A(e)(2)(ii). A review of the Application establishes that the Applicant has not demonstrated, based upon its support and planning, the capability of providing a comprehensive learning experience to students under the standards articulated by CAB and the appellate courts in Pennsylvania.

i. Governance Structure

Under the CSL, a charter school is an "independent school" and "must be organized as a public, nonprofit corporation." 24 P.S. § 17-1703-A; *see also* 24 P.S. § 17-1720-A. Various entities, including inter alia: teachers, parents or guardians of students who will attend the school, non-profit corporations, for-profit corporations, associations, or partnerships may establish a charter school. 24 P.S. § 17-1717-A(a). However, even though for-profit corporations and non-profit corporations can establish a charter school, "the legislature did not want to entrust the management and operation of the charter school itself to entities seeking to make money from the school's management and operation; rather, that power is granted to the charter school's board of trustees who, as public officials have a single purpose to promote the interests of pupils." W. Chester Area Sch. Dist. v. Collegium Charter Sch., 760 A.2d 452, 468 (Pa. Commw. Ct. 2000), *aff'd*, 571 Pa. 503, 812 A.2d 1172 (2002)("Collegium"). This is evidenced within the CSL, as a charter school's board of trustees must, inter alia, have the "authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures..." and to "employ, discharge and contract with necessary professional and

nonprofessional employees...” *Collegium*, 760 A.2d at 468 (citing and interpreting 24 P.S. § 17-1716-A(a)). The board of trustees must also “determine the level of compensation and all terms and conditions of employment of the staff.” *Id.* (citing and interpreting 24 P.S. § 17-1724-A(a)).

To determine whether a charter school will be operated in accordance with the CSL, the appellate courts in Pennsylvania require a review of several different types of documents: the articles of incorporation filed by the applicant; the proposed Bylaws of the school; and the management agreement between the applicant and any proposed management company. *Carbondale Area School District v. Fell Charter School*, 829 A.2d 400, 407-408 (Pa.Cmwlt. 2003).

A number of governance-related concerns exist with this Applicant. First, pursuant to the Pennsylvania Supreme Court's direction in *West Chester Area School District v. Collegium Charter School*, 812 A.2d 1172, 1185 (Pa. 2002), charter schools must be independent, nonprofit corporations, the operations of which cannot be controlled by management companies. A charter school cannot be a division or part of a management company, and a management company cannot have the power to bind or legally operate the charter school. Further, a management company cannot have any role or relationship with the charter school that substantially limits the charter school's ability to exercise its rights, including cancellation of the contract between the two entities. *Id.*

Under the current CSL structure, arms-length transactions must occur between management companies and charter schools. As noted by the Commonwealth Court, “[u]nder the CSL and *Collegium*, management agreements must be products of arms-length negotiations between separate and independent entities.” *Insight PA Cyber Charter School v. Pennsylvania Department of Education*, 162 A.3d 591, 598 (Pa.Cmwlt. 2017). In reviewing corporate

documents and determining whether a charter school's board of trustees maintains real and substantial authority in light of a management agreement or relationship, the Commonwealth Court has considered the following factors: whether a charter school is a division or part of a management company; whether the management company has the power to legally bind or operate the charter school, or vice versa; whether the management agreement was a "products of arms-length negotiations between separate and independent entities" (as is required by the CSL); whether the parties developed and entered into their relationship through "arms-length negotiations;" whether the charter school's board of trustees is independent from the management company; whether the board of trustees have financial interest in or receive compensation from the management company; whether the board of trustees retained power to negotiate the terms of the management contract; and whether the board could terminate the agreement. *Insight*, 162 A.3d at 596; 598, 601 n.9. These enumerated factors are not an exhaustive list of factors that must be considered; rather, they are factors examined by the Commonwealth Courts in *Collegium* and *Insight* given the specific facts of the case.

As the charter authorizer of 82 operating charter schools, all of which have differing governance structures, the Board has become acutely aware of the need to ensure proper and appropriate relationships between charter schools and their management companies to ensure that the tenets of *Collegium* are met. The outcome of various investigations and the experience of the School District in terms of its oversight of the operations of Philadelphia charter schools require the Board to take a close look at the proposed organizational structure of the new applicants.

Despite the Applicant's repeated attempts to suggest that it will not have a management company and therefore no management or services contract is needed, the application identifies in a myriad of ways that Global Leadership High will be part of the family or network of Global

Academies' schools and that Global Academies will play a significant role in the work of Global Leadership High, including using Global Academies' model and utilizing its administrators and possibly other staff to provide supervisory and management-type services. The Charter School is marketing itself as a Global Academies school. It wants to give Global Leadership Academy and Global Leadership Academy Southwest students and their siblings preferential ability to enroll in Global Leadership High over all other students in Philadelphia because all three schools are going to be part of the Global Academies brand.

The Applicant's attempts to distance Global Leadership High from Global Academies while simultaneously relying on the resume and experience of Dr. Booker and her teams at Global Leadership Academy, Global Leadership Academy Southwest and Global Academies and suggesting multiple ways in which individuals employed by those entities will be involved in operating the school under the Global Academies umbrella is extremely disingenuous and not credible. Additionally, Global Leadership High's failure to procure independent legal counsel to negotiate its Vendor Agreement with Global Academies raises another independence concern. The Vendor Agreement is not the product of an arm's length relationship or negotiation, as both parties employed the same independent counsel to help negotiate its terms. Applicant has provided an executed conflict waiver to address this issue; however, although separate legal counsel should have been sought to fully understand the terms and implications of the Vendor Agreement under such circumstances, it is unclear whether Global Academies and the Applicant received separate legal counsel or advice regarding whether they should sign the conflict letter. (*See Joan Myers Brown Academy: A String Theory Charter School v. School District of Philadelphia*, CAB No. 2022-02, at 22-23).

The Applicant submitted Articles of Incorporation that contain a problematic provision. The dissolution of assets provision is not in accordance with the CSL, which requires any remaining assets of the charter school to be distributed in a specific fashion. 24 P.S. § 17-1729-A(i).

Finally, not defining what "substantial personal or business interests which conflict or which may be seen as conflicting with those of the Charter School" in the Bylaws also calls into question whether that provision will be interpreted in accordance with the Ethics Act. (Attachment 9, Bylaws) (GLAICH01403).

These issues reflect a lack of proper planning or a lack of understanding of legal requirements governing the Charter School's operations.

ii. Financial Operations and Budget

Under the CSL, a charter school's board of trustees must have the authority to decide matters related to the school's budget. 24 P.S. § 17-1716-A. Additionally, an applicant must "submit a budget that provides a sufficient basis from which to conclude that the charter school has considered fundamental budgeting issues and has determined that it will have the necessary funds to operate." In Re: Thomas Paine Charter School, CAB No. 2009-04, at 12 (citing Voyager Charter School, CAB No. 2005-09). In other words, under Section 1717-A(e)(ii), a charter school must "provide a sound financial plan that will enable [the charter school] to operate." In Re: Bear Creek Community Charter School, CAB No. 2003-3 at 18-19. The budget must be complete and must clearly identify a plan to address start-up expenses and the source of such funds. *New Castle Arts Academy Charter School v. New Castle Area School District*, CAB Docket No. 2014-14. Deficiencies in the budget submitted by the applicant can be grounds to reject an application under Section 1717-A(e)(2)(ii). *Bear Creek Community Charter School*, CAB No. 2003-3.

Material concerns exist with the Applicant's financial and staffing plan, articulated in more detail above. A significant number of administrative and professional positions that have prescribed roles in Charter School's operations are absent from the budget and staffing plan. Other material errors or omissions related to financial planning and staffing include, but are not limited to: (1) the assumption of legal services fees ranging from \$15,000 to \$62,000 with no explanation as to how Applicant arrived at such assumptions; (2) lack of the following positions from the budget, during various years, although included in the Organizational Chart: Specialist/Elective Teachers, Special Education Contractor and College Coordinator; (3) assuming rental amounts which result in discrepancies between \$300,000 to \$500,000 based on the Intent to Lease documents. (At the hearing the Applicant stated some of the later rental amount accounted for renting out the "Old Building" in addition to the "New Building," however Applicant did not provide any lease documents for lease of the "Old Building"); (4) failing to budget for EL/ESL teachers although Applicant states it will have an EL program; (5) failing to budget for a Special Services Coordinator, Special Services teacher, and a Senior Special Services professional although mentioned throughout the narrative; and (6) failure to sufficiently budget for student chromebooks.

These problems and errors compel the Board to conclude that the Applicant has not properly considered fundamental budgeting issues associated with its model in its planning process. For these reasons, the Board finds that the budgetary planning by the Applicant is deficient.



### iii. Curriculum

Under the CSL, a charter school's application, "must contain 'the curriculum to be offered.'" In Re: Appeal of Environmental Charter School at Frick Park (CAB No. 2007-0) at 6 (interpreting *24 P.S. § 17-1719-A(5)*). "The curriculum of a school, any school, is one of the most significant building blocks of the educational program at that institution." In Re: Thomas Paine Charter School (CAB No. 2009-04) at 9. "The failure of a charter school applicant to provide a sufficient curriculum plan has been found to be a basis for the denial of an application, because it is evidence that the proposed charter school could not be a model for other public school." In Re: Appeal of Environmental Charter School at Frick Park (CAB No. 2007-0) at 6.

A curriculum is defined as "a series of planned instruction aligned with the academic standards in each subject area that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students." 22 Pa. Code § 4.3. Planned instruction is defined as: "instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity." *Id.* In turn, a charter school must adhere to Pennsylvania Core and Academic Standards. CAB routinely upholds the denial of charter applications when a school's curriculum does not align with Pennsylvania Standards. See e.g. *In re: Bear Creek Community Charter School Appeal* (CAB No. 2003-3) at 12 ("[t]he Application fails to explain how planned instruction fulfills Chapter 4 requirements." (citing) 22 Pa. Code § 4.11(h)); Spartansburg Community Charter School v. Corry Area School District, CAB Docket No. 2016-02, at 35 ("Furthermore, the curriculum maps set forth the PA Core Standards to which they are aligned, but there are standards missing, or standards listed that do not exist, with the result being that the curriculum maps describe a program that is not fully

aligned with PA standards.”); Allentown Engineering Academy Charter School v. Allentown School District (CAB No. 2014-01) at 20 (“At its most fundamental level, the [] proposed curriculum fails to satisfy the curriculum requirement of the CSL by lacking the planned instruction required by the Department of Education regulations for grades 6 through 8.”).

The curricular documents submitted must also give an idea of “how the teacher of the course is to lead the students through the course or gauge whether students understand the concepts and have attained the competencies at the heart of the course.” Spartansburg Community Charter School v. Corry Area School District, at 33. The resources and materials to be used in each course must be age-appropriate for the grades to be served by the charter school. *Id.*, at 33-35. Failure to use age-appropriate material creates barriers to learning. *Id.*, at 35. An applicant's failure to align its curriculum to state standards, failure to demonstrate planned instruction for various grade levels and subject areas, and failure to differentiate the curriculum for students of varying ability levels are grounds for denial of an application. *Summit Charter School v. Pocono Mountain School District*, CAB Docket No. 2021-09, at 13.

Additionally, “CAB has found that the failure to describe how the nontraditional elements of the Charter School will be integrated into the curriculum renders the curriculum insufficient.” In re Appeal of Community Service Leadership Development Charter School, Docket No. 2010-02) at 11 (citing *In re David P. Richard Academy Charter School*, Docket No. 2001-8). For example, in *Community Service Leadership Development*, CAB, in upholding the denial of an application, emphasized that although the school indicated that it would provide educational opportunities on the basis of gender, the curriculum did not “clearly articulate how gender-based instruction [would] be applied.” *Id.* Similarly, in *Spartansburg Community Charter School*, CAB,

in upholding a denial of an application, emphasized that the school's curriculum did not indicate where and how its agriculture and agribusiness themes and hand-on learning elements would be integrated into the school's programming. *Spartansburg Community Charter School v. Corry Area School District*, CAB Docket No. 2016-02, at 39.

Here, Global Leadership High's curriculum fails to demonstrate that Global Leadership High would teach all required Pennsylvania Core and Academic Standards. Global Leadership High failed to submit a comprehensive set of curricular materials to demonstrate that Global Leadership High would meet grade level requirements as required by Chapter 4, Title 22 of the Pennsylvania Code. As enumerated in the Findings of Fact, the submitted materials did not demonstrate full alignment with the Pennsylvania Core and Academic Standards. *See* Findings of Fact Paragraph Nos. 34-38. Further, Applicant has not provided a plan with specificity and particularity as to how it will address the needs of students who require push-in/pull-out services or more restrictive services during the course of a school-day or in a particular subject matter.

**B. The Application does not Consider All of the Information Required under Section 1719-A**

Section 1719-A of the CSL requires the charter applicant to include certain information in its application. *See* 24 P.S. § 17-1719-A. The Board believes that the Applicant has failed to include or properly address several items of information as required in this section of the CSL.

- i. Section 1719-A(4) — The Proposed Governance Structure Of The Charter School, Including A Description And Method For The Appointment Or Election Of Members Of The Board Of Trustees.

The proposed governance structure of the Charter School raises concerns, as discussed more fully above.

- ii. Section 1719-A(5) — The mission and education goals of the charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational goals.

As explained in more detail above, the proposed curriculum fails to adhere to Pennsylvania regulations and academic standards.

- iii. Section 1719-A(9) -- The Financial Plan For The Charter School And The Provisions That Will Be Made For Auditing The School Under Section 437.

As explained more fully above, the financial plan submitted by the Charter School is deficient.

- iv. Section 1719-A (11) A description of and address of the physical facility in which the charter school will be located and the ownership thereof and any lease arrangements.

As explained more fully above, the lease for the proposed location provides an insufficient number of classrooms to accommodate Global Leadership High's enrollment projections after Year 1.

- v. Section 1719-A(15) - A report of criminal history record for all individuals who shall have direct contact with students.

Charter schools must include information on the criminal backgrounds of individuals who will have direct contact with students. Here, the Applicant fails to provide any information on the criminal background history of its identified personnel.

#### **C. The Extent To Which The Charter School May Serve As A Model For Other Public Schools.**

Pursuant to Section 1717-A(e)(2)(iv) of the CSL, the School District must evaluate the Charter School's Application with regard to the "extent to which it will serve as a model for other public schools." 24 P.S. § 17-1717-A(e)(2)(iv). "The failure of a charter school applicant to provide

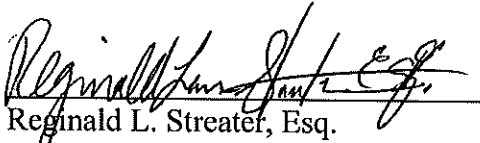
a sufficient curriculum plan has been found to be a basis for the denial of an application because it is evidence that the proposed charter school could not be a model for other public schools, as required under section 1717-A(e)(2)(iv) . . ." *Spartansburg Community Charter School, supra*, at 31 (citations omitted). Upon examination and evaluation of the myriad of deficiencies in the Application identified above, the Board concludes that the proposed Charter School does not have the capacity to serve as a model for other public schools in Pennsylvania.

In the Existing Operator section above, the Board identifies findings from recent evaluations of the Global Academies' charter schools. Members of the Applicant group currently operate Global Leadership Academy Charter School and Global Leadership Academy Southwest. The most recent information found in the record about the academic performance and operations of Global Leadership Academy Charter School and Global Leadership Academy Southwest does not reflect a successful model that is ready or worthy for replication in a new public school. In years prior, Global Leadership Academy was viewed as a model for other public schools, which is why it was authorized to operate Global Leadership Southwest as a Renaissance charter school. However, the Board concludes that the facts articulated in the Existing Operator section in the Factual Findings do not support approving another charter school to be operated and managed with assistance from the Founding Coalition that would utilize the Global Academies services and model. Global Academies and the employees of Global Leadership Academy Charter School and Global Leadership Academy Southwest who are the members of the Founding Coalition must focus their efforts on the students enrolled in their existing charter schools to ensure that academic performance for those students improve and those charter schools become compliant in all areas of the charter schools' operations.

**ORDER**

For the reasons set forth above, the Application to create the Global Leadership Academy International Charter High School is hereby **DENIED**.

The applicant may appeal or take other action with respect to this decision in accordance with the procedures set forth in 24 P.S. § 17-1717-A(f)-(i).

  
Reginald L. Streater, Esq.  
President

## **Action Items - Intermediate Unit - 1.**

**Title: Contract with ProxTalker.com LLC dba Logan Tech and Dancing Dots Braille Music Technology, L.P. to Provide Technology for Blind and Low Vision Students (\$50,000)**

**Board of Education Meeting Date:** 2/29/2024

### **Action under consideration**

The Administration recommends that the Board of Education, acting in its capacity as the Board of Directors of Philadelphia Intermediate Unit No. 26 (IU 26), through the Executive Director or his designee, execute and perform a contract by IU 26, as follows:

#### **With:**

ProxTalker.com LLC dba Logan Tech  
Dancing Dots Braille Music Technology, L.P.

#### **Purpose:**

To increase educational technology for blind and low vision students and to enhance learning opportunities for literacy and independence in the classroom helping to address learning loss as a result of the COVID-19 pandemic

**Start date:** 3/1/2024

**End date:** 9/30/2024

**Compensation not to exceed:** \$50,000.00

**Location:** Non-Public School – St. Lucy School for Children with Visual Impairments

#### **Description:**

The American Recovery Plan Act (ARPA) Emergency Assistance to Non-Public Schools (EANS II) is federal funding the IU is charged with administering for the PA Department of Education (PDE). EANS II provides allowable services and assistance, including educational technology, for eligible non-public schools to prepare, respond and prevent COVID-19. This contract will provide the equipment, and materials requested for blind and low vision students at St. Lucy School to help address learning loss the result of the pandemic.

#### **Why are these Contracts needed?**

EANS allocations are federal dollars the IU is required to administer for PDE. EANS provides goods and services to remediate the effects of the Coronavirus and to address learning loss.

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

EANS funds will allow students in Philadelphia non-public schools to have the opportunity to be welcomed into a safe and supportive learning environment connected to Guardrail 1. EANS funds provide instructional goods and services to non-public schools to help children

achieve their full potential.

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

For EANS, the law provides goods and services to help ameliorate the impacts of Covid-19.

The vendors were selected through a competitive process and will be assigned work by the Office of Non-Public Programs, who will monitor the work for quality and completeness.

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

March 24, 2022; Intermediate Unit - 2

February 23, 2023; Intermediate Unit - 1

**Funding Source(s):**

PDE allocation of federal EANS II funds to the IU for non-public schools.

**Procurement process:** Invitation for Bids (IFB)

**Number of proposers:** 2

**Request or Solicitation Number:** NG10399

**Office Originating Request:** Finance

**Charge Account:**

150-2714-2024-9610-1501010-271423-00000

**Office Originating Request:** Finance



## **Action Items - Intermediate Unit - 2.**

**Title: Amendment of Ratification of Acceptance of Safe Schools Targeted Non-Public School Equipment and Program Grants and Authorization to Purchase from Various Vendors for Security and Surveillance Equipment and Support, Communications Equipment, School Safety Programming and Other Related Goods and Services (\$350,000) – No cost time extension and to add contractors**

**Board of Education Meeting Date:** 2/29/2024

### **Action under consideration**

**Purpose:** To provide an extension to the end date for expending Safe Schools Targeted Non-Public School Equipment and Program Grant funds competitively awarded to IU 26 for goods and services at non-public schools to help address school violence and security issues and to add the contractors completing the projects

**Original Grant Acceptance Start Date:** 1/1/2023

**Current Grant Acceptance End Date:** 12/31/2023

**Amended Grant Acceptance End Date:** 6/30/2024

**Grant for an amount up to:** \$350,000

**Original Contracts Start Date:** 1/1/2023

**Current Contracts End Date:** 12/31/2023

**Amended Contracts End Date:** 6/30/2024

**Compensation not to exceed:** All contractors and suppliers to be paid from the aggregate not to exceed \$350,000 total for projects at seven non-public schools

**Location:** CB Community School, Community Partnership School, Logan Hope School, Mercy Career and Technical High School, Saints John Neumann and Maria Goretti High School, St. Hubert Catholic High School for Girls and Saint Peter the Apostle Catholic School

**Renewal Option:** No

**Description:**

**Why is this Contract needed?**

The Intermediate Unit is required to manage grant funds for school safety and security enhancements and programs at designated non-public schools located within the IU in line with the terms of the grant agreements and the guidance issued by the Pennsylvania Department of Education's Office for Safe Schools.

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

The grant funds will allow students in Philadelphia non-public schools to have the opportunity

to be welcomed into a safe and supportive learning environment connected to Guardrail 1. Numerous non-public schools are located in areas where school climate and community violence can directly affect students' learning and safety. This funding will allow non-public schools to improve or enhance the learning environment within the non-public schools.

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

The IU was awarded grants funds for projects at seven non-public schools. Each school provided outcomes and measurable objectives for the school's unique project.

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

June 29, 2023; IU No. 1

May 26, 2022; IU No. 1

**Funding Source(s):**

Categorical

**Office Originating Request:** Finance

**Why vendor was selected:**

Vendor selection was based on the lowest responsible cost and timely delivery of goods, materials and services.

**Procurement process:** Quote Solicitation

**Number of proposers:** 1 to 3 quotes per contractor

**Request or Solicitation Number:** N/A

**M/WBE Participation Level:** 0

**Charge Accounts(s):**

150-3716-2023 (and 2024)-9610-2390210-5300000-000000-000000 (CB Community)

150-3730-2023 (and 2024)-9610-2390210-5600000-000000-000000 (St. Hubert)

150-3734-2023 (and 2024)-9610-2390210-5600000-000000-000000 (Community Partnership)

150-3735-2023 (and 2024)-9610-2390210-5600000-000000-000000 (Mercy Career and Technical)

150-3736-2023 (and 2024)-9610-2390210-5600000-000000-000000 (St. Peter the Apostle)

150-3737-2023 (and 2024)-9610-2390210-5600000-000000-000000 (Sts. Neumann and Goretti)

150-3738-2023 (and 2024)-9610-2390210-5600000-000000-000000 (Logan Hope)

**Office Originating Request:** Finance