



THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

PUBLIC MEETING

AGENDA

MAY 30, 2024

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

Roll Call - Lynn Rauch Esq., General Counsel

Approval of Minutes - April 25, 2024 and May 9, 2024

Elected Officials

- Elected Officials Speakers List
Board of Education - Other

Committee Reports

Registered Student Speakers

- Student Speakers List
Board of Education - Other

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

- Board of Education - Other
Superintendent Remarks Presentation

Presentations

- Charter Schools Office Presentation
Board of Education - Other

Written Testimony

- Written Testimony
Board of Education - Other

Action Item Questions and Responses

- Action Item Questions and Answers
Board of Education - Other

Registered Speakers on General Topics

- General Speakers List

Action Item

1. Acceptance of Grant Agreement from Pennsylvania Department of Education and Contract with General Recreation Inc. (\$150,000)
Schools - Grants/Donations

2. Acceptance of State Facilities Improvement Grant from the Department of Community and Economic Development for (\$20,000,000)
Operations - Capital Programs - Other
3. Authorization to Apply to the Department of Community and Economic Development (DCED) Keystone Communities Program for a Grant in Support of the Sayre Pool Renovation Project (\$500,000)
Superintendent - Other
4. Limited Contract Process Authority - Updated 5.13.2024/Updated 5.17.2024
Board of Education - Other
5. Amendment to Limited Contract Process Authority FY 2023-2024 - Updated 5.13.24
Board of Education - Other
6. Proposed Student Expulsion J.E - Updated 5.23.2024
Board of Education - Other
7. Approval of Personnel Hires - Updated 5.23.2024
Talent - Other
8. Approval of Personnel Terminations - Updated 5.30.2024
Talent - Other
9. Administration's Recommendation for Termination of Professional Employees - Updated 5.30.2024
Talent - Other
10. Approval of Retirements and Resignations - Updated 5.30.2024
Talent - Other
11. Memorandum of Understanding with Elevate 215 for In-Kind Strategic Support for Para Pathway Program
Talent - Memorandum of Understanding
12. Contract with The Management Center for Management Training (\$200,000)
Talent - Contracts
13. Adoption of Amended Operating Budget for 2023-2024 and Operating Budget for 2024-2025 - Updated 5.28.2024
Finance - Other
14. Authorization of Payment to City of Philadelphia for Single Audit Fees
Finance - Contracts
15. Amendment of Contract with Fidelity Information Services for Mainframe Hosting Services (\$1,310,000)
Information Technology - Amended Contracts
16. Contract with Valsoft Corporation dba ScholarChip for Visitor Badge Management System for K-12 Schools (\$552,200) - Updated 5.17.2024
Information Technology - Contracts
17. Authorization to Engage Additional Outside Counsel Firms
General Counsel - Other

18. Adoption of Amended Capital Budget for 2023-2024 and Amended Capital Program for 2024- 2029, and Adoption of a Capital Budget for 2024-2025 and a Capital Program for 2025-2030
Operations - Capital Programs - Other
19. Capital Award for Stormwater Management Improvement at William D. Kelley School (\$1,890,000)
Operations - Capital Programs - Capital Awards
20. Ratification Amendment of Contract with The Sheward Partnership for Professional Design Services for the Kensington High School Building Envelope Improvement Project (\$163,725)
Operations - Capital Programs - Other
21. Capital Award for the Replacement of Exterior Doors and Access Control System at Roxborough High School (\$714,700)
Operations - Capital Programs - Capital Awards
22. Ratification of Contract with Cotton Disaster Solutions for Repairs and Restoration Services (\$600,000)
Operations - Facilities - Other
23. Renewals of Lease Agreement with Various Lessees
Operations - Facilities - Lease
24. Change Orders at Various Locations (\$756,673)
Operations - Capital Programs - Other
25. Lease Agreements with Various Lessors for Additional Space (\$485,649.71)
Operations - Facilities - Lease
26. License Agreement with ESS Northeast, LLC – Substitute Staffing Services (\$27,549.95)
Operations - Facilities - License
27. Amendment of Contract with ODP Business Solutions, LLC & Supra Office Solutions, INC.– Office Supplies (\$32,000,000)
Operations - Procurement - Amended Contracts
28. Contract with Seashore Fruit and Produce Company for Fresh Fruit and Vegetable Sample Program (\$3,000,000)
Operations - Food Services - Contracts
29. Contract with Seashore Fruit and Produce Company for Fresh Produce Distribution (\$5,200,000)
Operations - Food Services - Contracts
30. Agreement for Service with Sproutly, LLC – Social -Emotional Lesson Planning Tool (\$125,000)
Student Support Services - Contracts
31. Amendment of Contract with Educational Development Software, LLC- HIBster and Harassment Database (\$90,000)
Student Support Services - Amended Contracts
32. Amendment of Contract with LanguageLine Solutions - Telephonic

Interpretation Services (\$50,000)
Student Support Services - Amended Contracts

33. Memorandum of Understanding with Colleges, Universities and Qualified Accredited Institutions for Student Health Related Practicums and Internships
Academic Support - Memorandum of Understanding
34. Contract with Center for Black Educator Development for Freedom Schools Literacy Academy (\$369,000) - Updated 5.17.2024
Academic Support - Contracts
35. Contract with JEVS Human Services – Services and Supports for Student Internships and Stipends (\$350,000)
Academic Support - Contracts
36. Amendment of Contract with Discovery Education and Explore Learning
Academic Support - Amended Contracts
37. Memorandum of Understanding (MOU) with Albert Einstein Medical Center - Pre-K Nutrition Education Program
Academic Support - Memorandum of Understanding
38. Contract with Community College of Philadelphia- High School of the Future (\$381,664)
Schools - Contracts
39. Ratification of Contract with Univision (\$50,000) - Added 5.9.2024
External Relations - Other
40. Renewal Lease with Sayre Health Center, Inc. at William Sayre High School - Added 5.9.2024
Operations - Facilities - License
41. Contract with Concentric Educational Solutions, Inc. (\$200,000) - Added 5.9.2024
Student Support Services - Contracts
42. Capital Award for Stormwater Management Improvement at Grover Washington School (\$2,062,000) Added 5.13.2024
Operations - Capital Programs - Capital Awards
43. Contract with Ricoh USA, INC. - Mailing Equipment Lease (\$1,067,000) - Added 5.17.2024
Operations - Procurement - Contracts
44. Contract with Conner Strong & Buckelew Companies Inc. - Casualty and Property Insurance (\$6,687,840) - Added 5.17.2024
Finance - Contracts
45. Belmont Charter School - Request for Location Change Amendment - Added 5.24.2024/ Updated 6.12.2024
Board of Education - Other
46. Young Scholars Charter School - Request for Change to Grade Levels Served Amendment - Added 5.24.2024/ Updated 6.12.2024
Board of Education - Other

47. YouthBuild Philadelphia Charter School – Request for Location Change
Amendment - Added 5.24.2024/Updated 6.12.2024
Board of Education - Other

Adjourn

Call to Order - Intermediate Unit Board of Directors

Roll Call - Board of Directors

Action Items - Intermediate Unit

1. Adoption of Philadelphia Intermediate Unit No. 26 Operating Amended Budget for 2023-2024 and Philadelphia Intermediate Unit No. 26 Operating Budget for 2024-2025 - Update 5.28.2024
Finance - Other
2. Authorization of IDEA, Part B Sub-award Agreements with Various Charter Schools – Special Education Services (\$27,000,000)
Academic Support - Other
3. Contracts with The Camelot Schools of Pennsylvania, L.L.C. aka Specialized Education Services, Inc. and Community Council Education Services, Inc. for Alternative Special Education Settings (\$9,000,000)
Academic Support - Other
4. Contracts with Various Vendors for the Provision of Professional Development and Support for Teachers and Staff of Students with Autism (\$3,000,000)
Academic Support - Other
5. Amendments of Contracts with Approved Private Schools, Private Schools, Alternative Placements, Intermediate Units, and Alternative Special Education Settings for Summer Extended School Year (ESY) Programs for District Students Placed Out of District (\$20,656,135)
Academic Support - Other

Adjourn - Intermediate Unit Board of Directors

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

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Title: Action Item Questions and Answers

Board of Education Meeting Date: 5/30/2024

Compensation not to exceed: \$

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Action Item Questions and Answers

Type

Supporting Document



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Action Item Questions

1

Action Item Questions	Submitted by:	Response
<p>1). Acceptance of Grant Agreement from Pennsylvania Department of Education and Contract with General Recreation Inc. (\$150,000)</p> <p>1. What is the grant being used for? Looking for a big picture understanding of what the grant dollars are being used for?</p>	<p>Board Member Lam</p>	<p>1. The grant is being used to purchase and install a new playground at A.S. Jenks.</p>
<p>3) Authorization to Apply to the Department of Community and Economic Development (DCED) Keystone Communities Program for a Grant in Support of the Sayre Pool Renovation Project (\$500,000)</p> <p>1. What is the timeline for this work?</p>	<p>Board Member Harper Vice President Novales Board Member Jones</p>	<p>1. The Sayre Pool project is currently in the process of selecting a design firm. Design work is expected to begin in July 2024 and is estimated to be completed in March 2025. Following the completion of the design phase, procurement of the construction contract is expected to be finished in</p>



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
May 30, 2024

		<p>September 2025, and construction will commence in October 2025, with completion anticipated in March 2027. Final building testing, commissioning, and certification will be completed in April 2027, with a ribbon cutting the same month.</p>
<p>16) Contract with Valsoft Corporation dba ScholarChip for Visitor Badge Management System for K-12 Schools (\$552,200)</p> <p>1. Is this replacing an old system or is this the current system that we are using?</p>	<p>Vice President Novales</p>	<p>1. The District conducted an RFP with participation from several offices. Based on the procurement process and evaluation of options, the same vendor was chosen to provide and maintain the visitor management kiosk.</p>
<p>18). Adoption of Amended Capital Budget for 2023-2024 and Amended Capital Program for 2024- 2029, and Adoption of a Capital Budget for 2024-2025 and a Capital Program for 2025-2030</p> <p>1. Is this considered a facilities plan?</p>	<p>Vice President Novales</p>	<p>1. The Capital Budget is a component of the Capital Improvement Plan (CIP). The CIP identifies our investments to improve facilities and infrastructure over the next six years. A separate initiative is currently underway to develop a longer term Facilities Plan which will cover a 25-year time horizon. The Facilities Plan will be segmented into three components:</p> <ul style="list-style-type: none"> ● Short-Range: 0-5 years ● Mid-Range: 6-12 years



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
May 30, 2024

		<ul style="list-style-type: none"> • Long-Range: 13-25 years <p>By structuring our Facilities Plan in this manner, the short-range component will directly inform and support our shorter term CIP, allowing for amendments as necessary to align with evolving needs and priorities. This integrated approach ensures that our CIP is both forward-looking and adaptable.</p>
<p>24). Change Orders at Various Locations (\$756,673)</p> <ol style="list-style-type: none"> 1. Do all change orders come to the Board or is there a threshold? 	<p>Board Member Jones</p>	<ol style="list-style-type: none"> 1. All potential change orders go through a multi-step review process to evaluate their validity. Capital Programs and key staff make a final determination to approve or deny each change order. All change orders that are deemed valid by Capital Programs must then go before the Board via an action item and receive Board approval.
<p>29). Contract with Seashore Fruit and Produce Company for Fresh Produce Distribution (\$5,200,000)</p> <ol style="list-style-type: none"> 1. Is this something new? 2. Request for an update on where we are 	<p>Vice President Novales Board Member Wilkerson</p>	<ol style="list-style-type: none"> 1. A competitive bid and contract for a provider to source and deliver fresh fruits and vegetables to our full-service locations has been in place for over ten years. The vendor, Seashore Fruit and Produce Company, is asked to source high-quality, fresh, local (when available) produce for our students.



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
May 30, 2024

<p>with this work.</p>		<p>This contract allows for the continued provision of high-quality fresh fruits and vegetables to students.</p> <p>2. At our full-service locations, fresh fruits and vegetables are offered in various ways on a rotating basis across multiple menu items. We continuously collaborate and listen to student feedback to enhance and improve the menu offerings. We will work with the vendor to ensure we purchase locally sourced or in-season produce as it is available during the school year.</p>
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Elected Officials - •

Title: Elected Officials Speakers List

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Elected Officials

Type

Supporting Document



Registered Elected Officials

1. Councilmember Nicolas O'Rourke,
Topic: Air Safety
2. Senator Nikil Saval,
Topic: Safe Air in Schools
3. Rep. Elizabeth Fiedler
Topic: Safe Air in Schools
4. Rep. Rick Krajewski
Topic: Safe Air in Schools

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Type

Student Speakers List

Supporting Document

**Registered Student Speakers**

1. Ernest Blair, Philadelphia Hebrew Public Charter School
Topic: Philadelphia Hebrew Public Charter School Renewal
2. Taslim Sabil, Northeast High School
Topic: Students Rights Violation
3. Tasnim Sabil, Northeast High School
Topic: Students' Voices Being Heard
4. Lev Wise, Masterman
Topic: Teaching Students to Think
5. Amir Mohammad, Northeast High School
Topic: Current Events in the Classroom
6. Anisha Renard, Philadelphia Hebrew Public Charter School
Topic: Philadelphia Hebrew Public Charter School Renewal
7. Andre Baldwin, The Workshop School
Topic: The Ability to get a New Building for our School
8. Jaylen Clark Carr, Belmont Charter High School
Topic: New Building for Belmont Charter High School
9. Kadedra Mattis, Northeast High School
Topic: Current Event
10. Zariyah Johnson, Sankofa Freedom Academy Charter School
Topic: The Need for School Therapists
11. Hazel Heiko, Northeast High School
Topic: Student Censorship
12. Alba Marku, Northeast High School
Topic: School Safety
13. Lanna Casey,
Topic: School Safety

Primary Waitlist Student Speakers

None

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

Title: Superintendent Remarks Presentation

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Superintendent Remarks Presentation

Type

Supporting Document



THE SCHOOL DISTRICT OF
PHILADELPHIA

Superintendent Opening Remarks

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

May 30, 2024



Overview

- District Recognition
- Conditions for Success
- FY 2025 Operating Budget & FY 2025-30 CIP





District Recognition





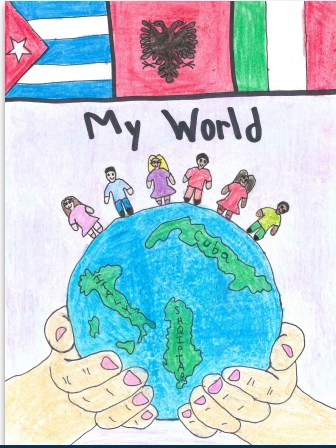
ASIAN AMERICAN & PACIFIC ISLANDER HERITAGE MONTH





CULTURE ON THE TABLE

YEAR ENDED JUNE 30, 2023



2023 Comprehensive Annual Financial Report: Student Art Contest Winners



Associate Superintendent of Elementary Schools Update

- Associate Superintendent, **Evelyn Nunez**, has been appointed as the new **Chief Executive Officer of Esperanza Academy Charter School**. She will remain with the District until the end of July.
- There will be a **search to fill the Associate Superintendent of Elementary Schools position**.
- Ms. Nunez's direct reports will report to the Deputy Superintendent of Academics until the position is filled.



Chief of Student Support Services Update

- Chief of Student Services, **Karyn Lynch**, **will retire from the School District of Philadelphia on May 31, 2024.**
- There will be a **national search to fill the Chief of Student Support Services position.**
- Ms. Lynch's direct reports will report to the Deputy Superintendent of Academics until the position is filled.



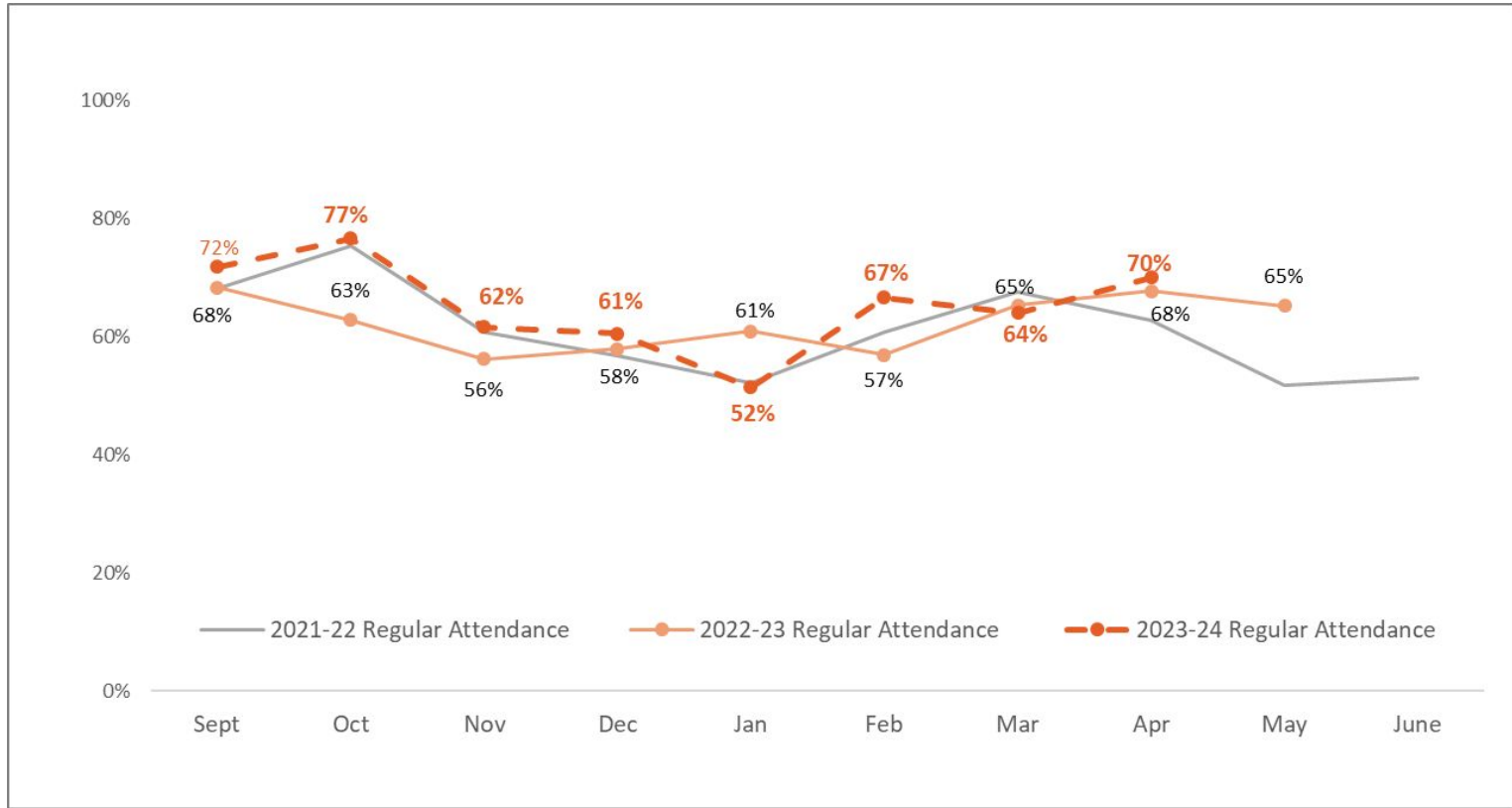
A photograph of a classroom scene. A female teacher with dark hair, wearing a blue denim dress, stands on the right side of the frame, smiling warmly. She is holding a light-colored clipboard and a white marker. In the foreground and middle ground, several young students are seated at desks. One girl in the center has her hand raised high, and another boy next to her also has his hand raised. Other students in the background are also visible, some with their hands raised. The classroom is decorated with educational materials, including a large colorful alphabet banner (Aa Bb Cc Dd Ee Ff Gg Hh) on the wall behind the teacher, and various papers and posters on the walls. The overall atmosphere is positive and engaged.

Conditions for Success

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

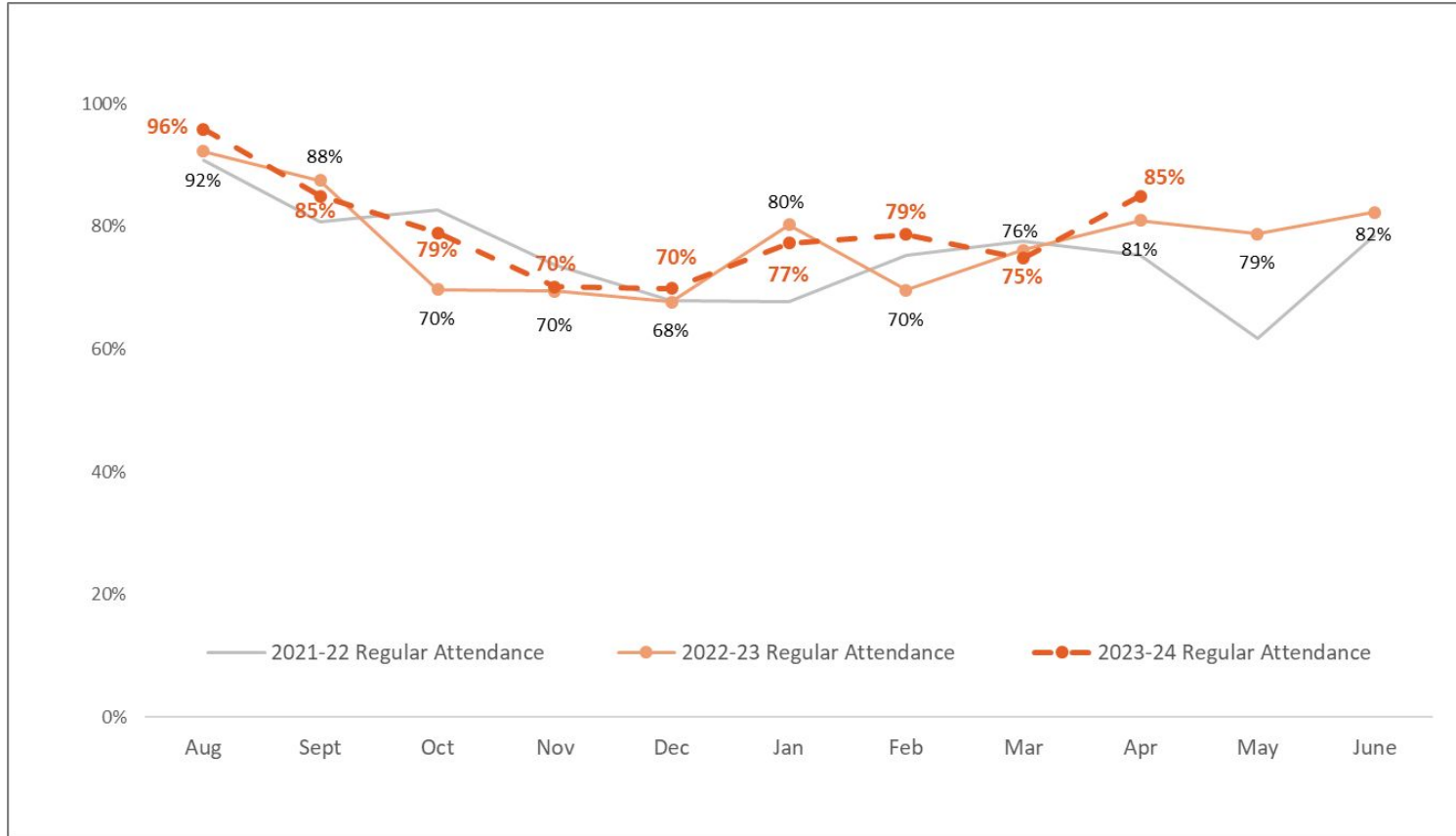
District-Wide

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



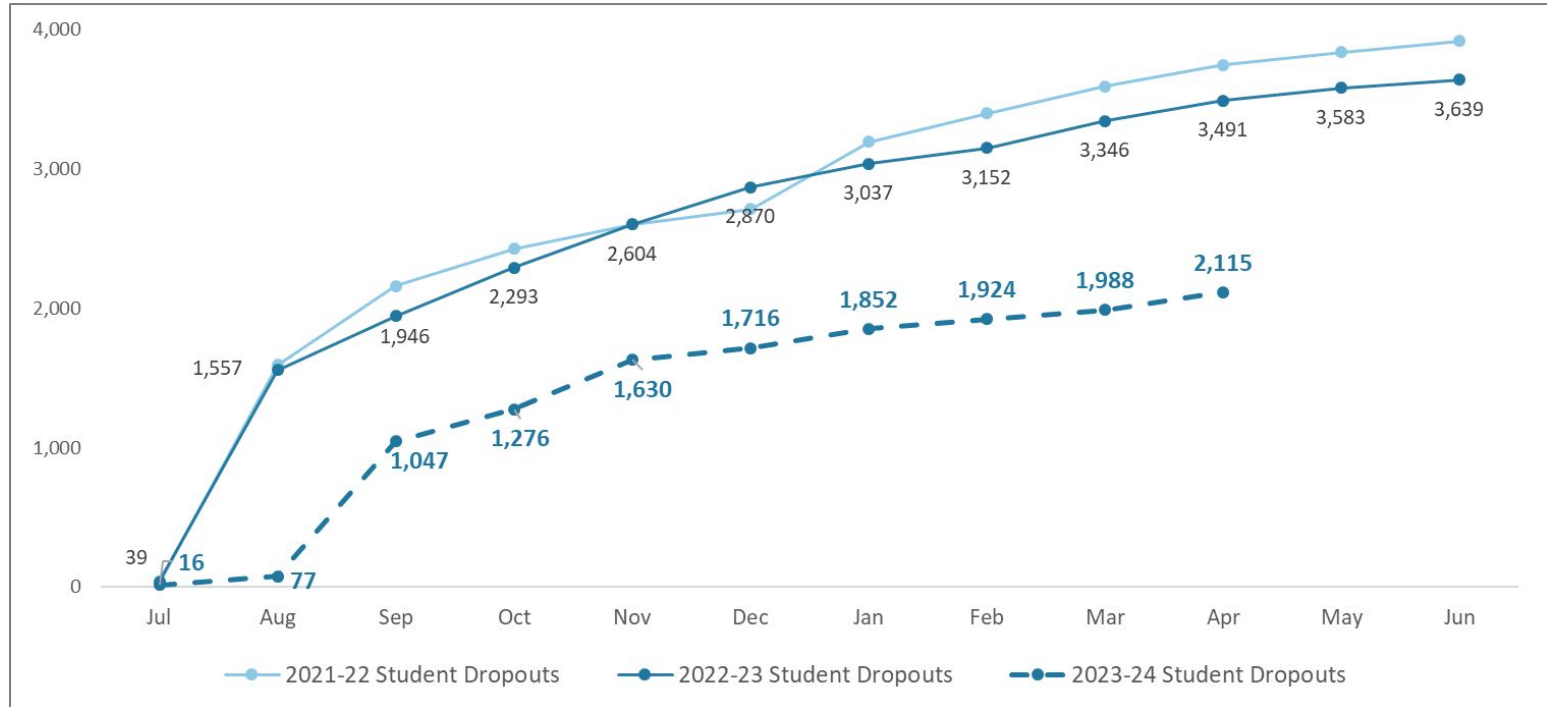
District-Wide

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




District-Wide

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



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



FY 2025 Operating Budget
FY 2025-30 CIP
Final Board of Education Adoption

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

Mike Herbstman
Chief Financial Officer

Oz Hill
Chief Operating Officer



THE SCHOOL DISTRICT OF
PHILADELPHIA

Overview



- **Operating Budget**
 - Board of Education Budget Actions
 - Operating Funds
 - FY 2024 Operating Budget Amendments
 - FY 2025 Adopted Budget Overview and Five-Year Plan
 - FY 2025 Adopted Budget Revenue
 - FY 2025 Adopted Budget Expenditures
- **Capital Improvement Plan**
 - Amended FY 2024 CIP
 - Proposed FY 2025-30 CIP
 - Key Project Highlights
- **Thank You & Questions**



Operating Budgets

- Board of Education Budget Actions
- Operating Funds
- FY 2024 Operating Budget Amendments
- FY 2025 Adopted Budget Overview and Five-Year Plan
- FY 2025 Adopted Budget Revenue
- FY 2025 Adopted Budget Expenditures

Board of Education Budget Adoptions

THREE BUDGET ACTION ITEMS

Board of Education Action Item 13

- Final Amendments to the FY 2024 Operating Budget (General Fund, IU 26, Debt Service)
- New Adopted FY 2025 Operating Budget

Board of Education Action Item 18

- Final Amendments to the FY 2024 Capital Budget
- Final Amendments to the FY 2024 - 2029 Six-Year Capital Program
- New Adopted FY 2025 Capital Budget
- New Adopted FY 2025 - FY 2030 Six-Year Capital Program

Intermediate Unit 26 Board of Directors Action Item 1

- Final Amendments to the FY 2024 Intermediate Unit Budget
- New Adopted FY 2025 Intermediate Unit Budget

Operating Funds

Components of the Operating Budget

General Fund



Intermediate Unit
(IU 26)



Debt Service Fund



Total Operating Fund

The General Fund is the District's largest budget and supports core funding for schools, operations and facilities, charter schools, non-District schools, and administration.

The General Fund includes most employee compensation. The General Fund excludes all grants including federal relief funds. In recent years, because federal relief funds were fungible, these sources were often talked about together.

Act No. 102 of 1970 established a statewide system of 29 Intermediate Units and created Intermediate Unit Boards of Directors, describing their duties and functions and providing for the financing of their operations.

The Intermediate Unit Fund accounts for state appropriations for special education as well as certain administrative costs for District-operated, Charter and Non-Public Schools.

Used to make the District's payments of principal and interest associated with the District's bonds. Proceeds from the District's bond sales are the funding source for the Capital Improvement Plan. (Note: TRAN paid from General Fund).

Per *Board Policy 623 - Debt*, "the District's goal will be to limit debt service costs to no more than 10% of operating revenues." FY 2025 projected expenditures of \$332.8 million represent 7.3%.

Operating Fund	FY 2025 Adopted (\$ in Millions)
General Fund	\$3,610.7
Intermediate Unit	\$591.3
Debt Service Fund	\$332.8
Total Operat. Fund	\$4,534.7

FY 2024 Operating Budget and Federal Relief Amendments

Changes Since FY 2025 Budget Book

Revenue Type	FY 2024 Budget Book	FY 2024 Amended	Change (\$)	Change (%)
Local Tax Revenue	\$1,556,867,605	\$1,545,495,563	-\$11,372,042	-0.7%
Local Non-Tax Revenue	\$349,110,337	\$351,936,714	\$2,826,377	0.8%
State Revenue	\$2,095,370,184	\$2,109,965,787	\$14,595,603	0.7%
Federal COVID-19 Relief	\$555,538,561	\$555,623,224	\$84,663	0.0%
Other Federal Revenue	\$16,581,600	\$16,581,600	\$0	0.0%
Other Finance Sources	\$22,393,580	\$22,398,378	\$4,798	0.0%
Total Operating Revenues	\$4,595,861,868	\$4,602,001,266	\$6,139,399	0.1%

Expenditure Type	FY 2024 Budget Book	FY 2024 Amended	Change (\$)	Change (%)
District-Operated Schools	\$2,442,601,978	\$2,438,605,524	-\$3,996,454	-0.2%
Debt Service	\$337,878,112	\$337,878,112	\$0	0.0%
Charter Schools (w/ Transport.)	\$1,389,859,850	\$1,398,671,455	\$8,811,605	0.6%
Non-District Operated Schools	\$126,086,542	\$131,699,570	\$5,613,028	4.5%
Administration and Other	\$197,865,998	\$197,231,959	-\$634,039	-0.3%
Total Operating Expenditures	\$4,494,292,480	\$4,504,086,620	\$9,794,140	0.2%

Operating Fund Balance	Amount
Operating Fund Balance as of June 30, 2023	\$682,881,805
FY 2024 Total Revenues per Amended Budget	\$4,602,001,266
FY 2024 Total Expenditures per Amended Budget	\$4,504,086,620
FY 2024 Surplus (Deficit) per Amended Budget	\$97,914,646
Projected Operating Fund Balance as of June 30, 2024	\$780,796,451

Key Takeaways

- Overall budget is relatively stable from Budget Book.
- Will add nearly \$100 million to fund balance.
- City projected down local tax revenue for FY 2024 only.
- State increase in special education transportation.
- Charter School payments up from Budget Book projections due to higher final rates and Charter ADM above projection.
- Non-District transportation increased from projections.

FY 2025 Adopted Budget Overview and Five-Year Plan

Operating Funds and Federal Relief Revenues

FY 2024:

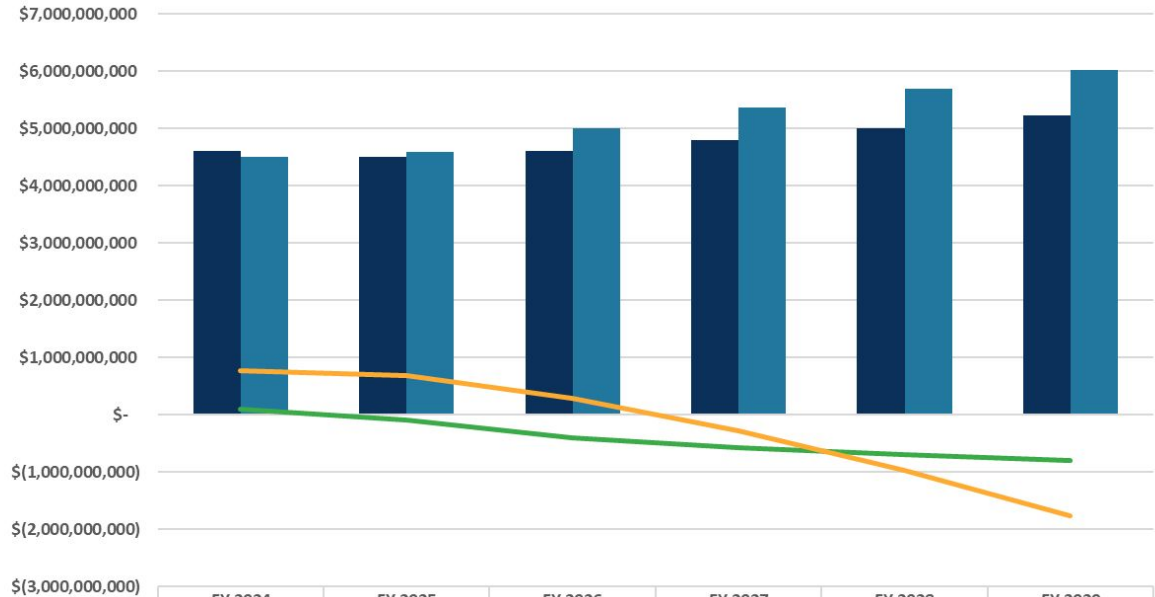
Will Add to Fund Balance as Previously Projected

FY 2025:

Requires \$88.6M in Use of Fund Balance and Passage of Governor/Mayor Proposals

FY 2026 and Beyond:

Will require continued State and City progress towards adequacy targets and sound fiscal practices to avoid structural deficit



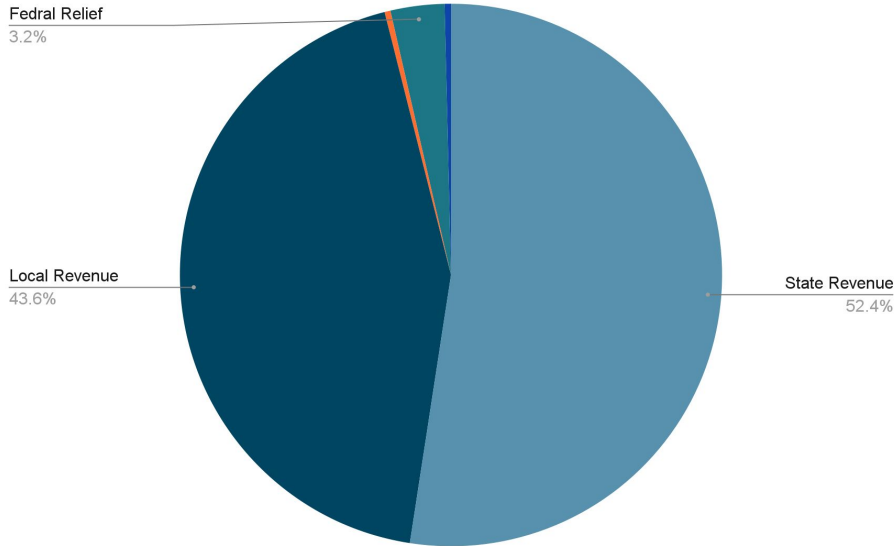
	FY 2024 Amended	FY 2025 Adopted	FY 2026 Projected	FY 2027 Projected	FY 2028 Projected	FY 2029 Projected
Revenues and Sources	\$4,602,001,266	\$4,502,258,184	\$4,599,978,883	\$4,798,701,967	\$5,008,123,660	\$5,222,940,985
Expenditures and Uses	\$4,504,086,620	\$4,590,902,203	\$5,004,201,523	\$5,366,649,766	\$5,695,295,509	\$6,017,291,892
Annual Surplus (Deficit)	\$97,914,646	\$(88,644,018)	\$(404,222,640)	\$(567,947,799)	\$(687,171,850)	\$(794,350,907)
Fund Balance	\$780,796,451	\$692,152,433	\$287,929,793	\$(280,018,006)	\$(967,189,856)	\$(1,761,540,763)

Notes: Excludes ARPA-funded Capital Project Revenues and Expenditures in FY 2025 and FY 2026. Includes one-time PlanCon revenues of \$45.0 Million in FY 2025.

FY 2025 Adopted Budget Revenue

Operating Fund and Federal Relief Revenue Sources

FY 2025 Operating Budget and Federal Relief Fund Revenue



Revenue Type	FY 2024 Amended	FY 2025 Adopted	Change (\$)	Change (%)
State Revenue	\$2,109,965,787	\$2,413,406,721	\$303,440,934	14.4%
Local Revenue	\$1,897,432,277	\$2,008,471,116	\$111,038,839	5.9%
Federal Non-Covid	\$16,581,600	\$16,099,354	-\$482,246	-2.9%
Federal COVID-19 Relief	\$555,623,224	\$147,956,465	-\$407,666,759	-73.4%
Other (Indirect Cost and Transfers)	\$22,398,378	\$17,475,392	-\$4,922,986	-22.0%
Total Revenue	\$4,602,001,266	\$4,603,409,048	\$1,407,782	0.03%

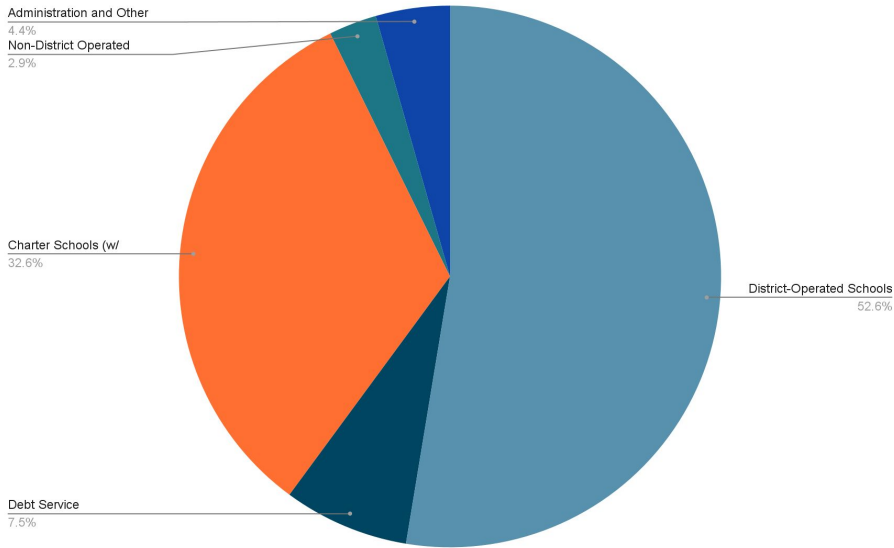
Key Takeaways

- District does not have authority to generate revenues for itself (unlike other 499 PA Districts)
- Without Federal Relief funding, District is 99.2% dependent on State and Local funding for Operations.
- Overall revenue is flat despite changes by source.
- State Revenue up based on Governor's Proposal - Aligned to Year 1 of the BEFC recommendations.
- State Revenue up aligned with the Mayor's Proposal.
- Nearly all Federal COVID-19 funding ends in September.

FY 2025 Adopted Budget Expenditures

Operating Fund and Federal Relief Expenditure Categories

FY 2025 Operating Budget and Federal Relief Fund Expenditures



Expenditure Type	FY 2024 Amended	FY 2025 Adopted	Change (\$)	Change (%)
District-Operated Schools	\$2,438,605,524	\$2,467,943,714	\$29,338,190	1.2%
Debt Service	\$337,878,112	\$351,344,800	\$13,466,688	4.0%
Charter Schools (w/ Transport.)	\$1,398,671,455	\$1,531,166,390	\$132,494,935	9.5%
Non-District Operated Schools	\$131,699,570	\$134,295,874	\$2,596,304	2.0%
Administration and Other	\$197,231,959	\$207,302,289	\$10,070,330	5.1%
Total Expenditures	\$4,504,086,620	\$4,692,053,067	\$187,966,447	4.2%

Key Takeaways

- District-Operated Schools budget stable year-over-year.
- Debt service up from higher weighted-average interest rates.
- Charter school spending up due to rate increases from previous year's (FY 2024) non-federal expenditures.

FY 2025 Adopted Budget Expenditures

Accelerate Philly Strategic Plan Initiatives for FY 2025

PRIORITY AREA 2

Partner with families and community

- Let's Talk Two-Way Communications
- Parent University

PRIORITY AREA 1

Improve safety and well-being
(physical, social-emotional, and environmental)

- Facility Improvements
- School Safety (Physical, Social-Emotional and Environmental)

PRIORITY AREA 3

Accelerate academic achievement

- Core Instructional Materials (ELA)
- CTE Job Training
- Extended-Day/Year-Round Schools
- High-Impact Tutoring



PRIORITY AREA 4

Recruit and retain diverse
and highly effective educators

- Black and Latino Male Educator Recruitment and Retention
- Teacher/Principal Recruitment and Retention

PRIORITY AREA 5

Deliver efficient, high-quality,
cost-effective operations

- Central Office Performance Evaluation System
- Project Management Culture



Capital Improvement Plan

- Amended FY 2024 CIP
- Proposed FY 2025-30 CIP
- Key Project Highlights



Amended FY 24 and Proposed FY 2025-30 CIP

The proposed Capital Improvement Plan allocates \$3.3 billion for FY 2024 - FY 2030, as follows:

- New Construction, \$766.9 million
- Major Renovations, \$544.0 million
- HVAC, \$435.0 million
- Exterior Renovations, \$314.7 million
- Energy Performance Improvements, \$214.4 million
- Electrical, \$305.4 million
- New Additions, \$247.1 million
- Site Improvements, \$141.8 million
- Security Equipment, \$51.0 million
- Minor Renovations, \$48.4 million
- Other Projects, \$275.3 million

Amended FY 2024 & Proposed FY 2025-30 CIP

Project Category	FY 2024 Amended	FY 2025 Adopted	FY 2026 Proposed	FY 2027 Proposed	FY 2028 Proposed	FY 2029 Proposed	FY 2030 Proposed	FY 2024-30 Total
New Construction	\$14,731,086	\$5,040,622	\$8,173,954	\$11,973,961	\$26,946,068	\$229,354,314	\$256,726,862	\$552,946,867
New Additions	\$7,620,165	\$3,932,755	\$22,775,843	\$56,934,623	\$110,732,150	\$40,939,383	\$4,195,489	\$247,130,408
Major Renovations	\$29,593,324	\$37,367,215	\$36,034,542	\$148,570,556	\$232,465,530	\$55,874,141	\$4,110,499	\$544,015,807
Minor Renovations	\$3,891,460	\$2,749,991	\$1,428,899	\$16,563,635	\$12,629,187	\$9,186,235	\$1,968,122	\$48,417,529
Energy Performance Improvements	\$24,357,551	\$25,430,796	\$4,102,496	\$29,036,797	\$6,492,521	-	-	\$89,420,161
Major Systems Replacements	\$24,288,929	\$41,076,262	\$77,857,461	\$212,586,157	\$170,861,319	\$128,607,139	\$85,168,112	\$740,445,379
Exterior Renovations	\$27,353,197	\$22,929,084	\$16,298,206	\$93,187,905	\$60,126,104	\$48,201,260	\$46,631,547	\$314,727,303
Site Improvements	\$3,958,782	\$5,851,744	\$28,053,482	\$40,219,630	\$32,784,676	\$22,051,974	\$8,897,966	\$141,818,254
Security Equipment	\$15,950,517	\$15,979,800	\$19,022,300	-	-	-	-	\$50,952,617
All Other Projects	\$49,198,669	\$51,344,716	\$40,034,401	\$38,898,723	\$30,702,489	\$31,936,392	\$33,232,973	\$275,348,363
Subtotal	\$200,943,680	\$211,702,985	\$253,781,584	\$647,971,987	\$683,740,044	\$566,150,838	\$440,931,570	\$3,005,222,688
ARPA Funded Projects	\$181,000,000	\$123,000,000	\$35,000,000	-	-	-	-	\$339,000,000
TOTAL	\$381,943,680	\$334,702,985	\$288,781,584	\$647,971,987	\$683,740,044	\$566,150,838	\$440,931,570	\$3,344,222,688

Key Project Highlights

- **New Construction**
 - Lewis Cassidy, Thomas Holme, AMY @ James Martin
- **Major Renovations**
 - Frankford, Bache-Martin, Bethune, Comly(Modular), Fidler, Hopkinson(Modular), McClure, Wm Dick
- **HVAC Renovations**
 - EW Rhodes, Feltonville Inter., Hill Freedman, Morton McMichael, Edison, Kensington HS, Rivera
- **Exterior Renovations**
 - Clara Barton, Blankenburg, Central field, Finletter, Kensington HS, LaBrum, Nebinger, Bayard Taylor, 440 loading dock, Conwell, Gratz, Houston, Mifflin
- **Energy Performance Improvements**
 - Clemente, Ellwood, Franklin ES, Hackett, Heston, Kirkbride, Locke, Grover Washington, Fitzpatrick, Crossan, Randolph, Taggart
- **New Additions**
 - Disston, Rhawnhurst, McCall, Fox Chase Farm



THE SCHOOL DISTRICT OF PHILADELPHIA

Thank you and Questions

Presentations - •

Title: Charter Schools Office Presentation

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Charter School Presentation

Type

Supporting Document



May 30, 2024

Charter Schools Office

Board of Education
Action Meeting



THE SCHOOL DISTRICT OF
PHILADELPHIA



Agenda

- **Revised New Charter Application**
- **Mid-Cycle Amendment Requests**
- **2023-2024 Renewal Cohort**
 - Process Overview
 - Evaluation Summary
 - Renewal Amendment Requests
 - Potential Condition: Addressing Potential Conflicts of Interest



New Charter Application

- As part of the 2023-24 NCA Cycle, the Board of Education received an application for the proposed **Global Leadership International Charter High School (GLAICHS)**.
- The Board voted to deny and adopt an adjudication in support of the denial on February 29, 2024.
- As permitted by the PA Charter School Law, the GLAICHS application has been revised and resubmitted (May 13, 2024).
- PA CSL states that “the Board shall consider the revised and resubmitted application at the first board meeting occurring at least forty-five (45) days after receipt of the revised application by the Board.”
- The 45th day is June 27, 2024 and is the date of the Board’s scheduled June Action Meeting.

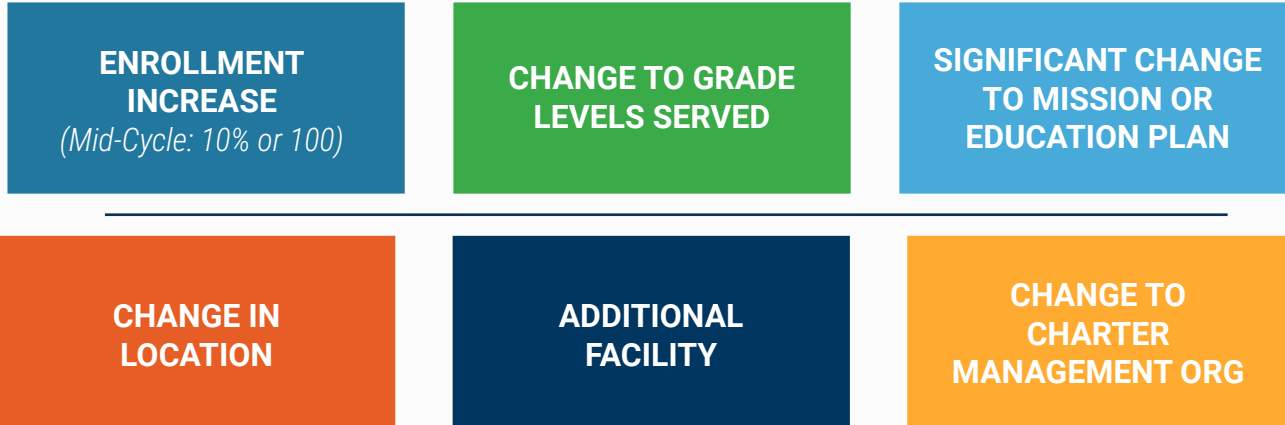


Mid-Cycle Amendment Requests

CHARTER AMENDMENTS

The PA Supreme Court ruled that the CSL does not authorize amendments, thus the consideration of amendments is at the Board's discretion. Process for consideration of amendments is under Board Policy 401 and Administrative Procedures to 401.

- **Renewal Amendment Requests** are due October 15th.
- **Mid-Cycle Amendment Requests** are due January 15th of the school year prior to effective date.



The Board is not required by law to take action on amendment requests. Accordingly, the Board may choose to take no action or may choose to approve amendment requests.

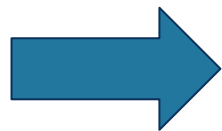
Current Locations: Kindergarten - 907 N. 41st Street
Grades 1-8 - 4030 Brown Street
Grades 9-12 - 1301 Belmont Avenue

Request: To relocate the high school grades to the former J.W. Hallahan Girls' High School Building, a Center City location outside of the Belmont catchment area, starting in SY 2024-25. **No changes are proposed to the K-8 locations.**

Rationale: The current facility is not large enough to house the high school at full enrollment, and the charter school claims that the current building lacks key features needed for a quality high school. The proposed building has classrooms, labs, and athletic spaces appropriate for high school students and is located near potential career readiness partner organizations.

CSO Recommendation: The CSO recommends that the Board of Education approve the Charter School's request to move its high school from 1301 Belmont Avenue to 313 N. 19th Street.

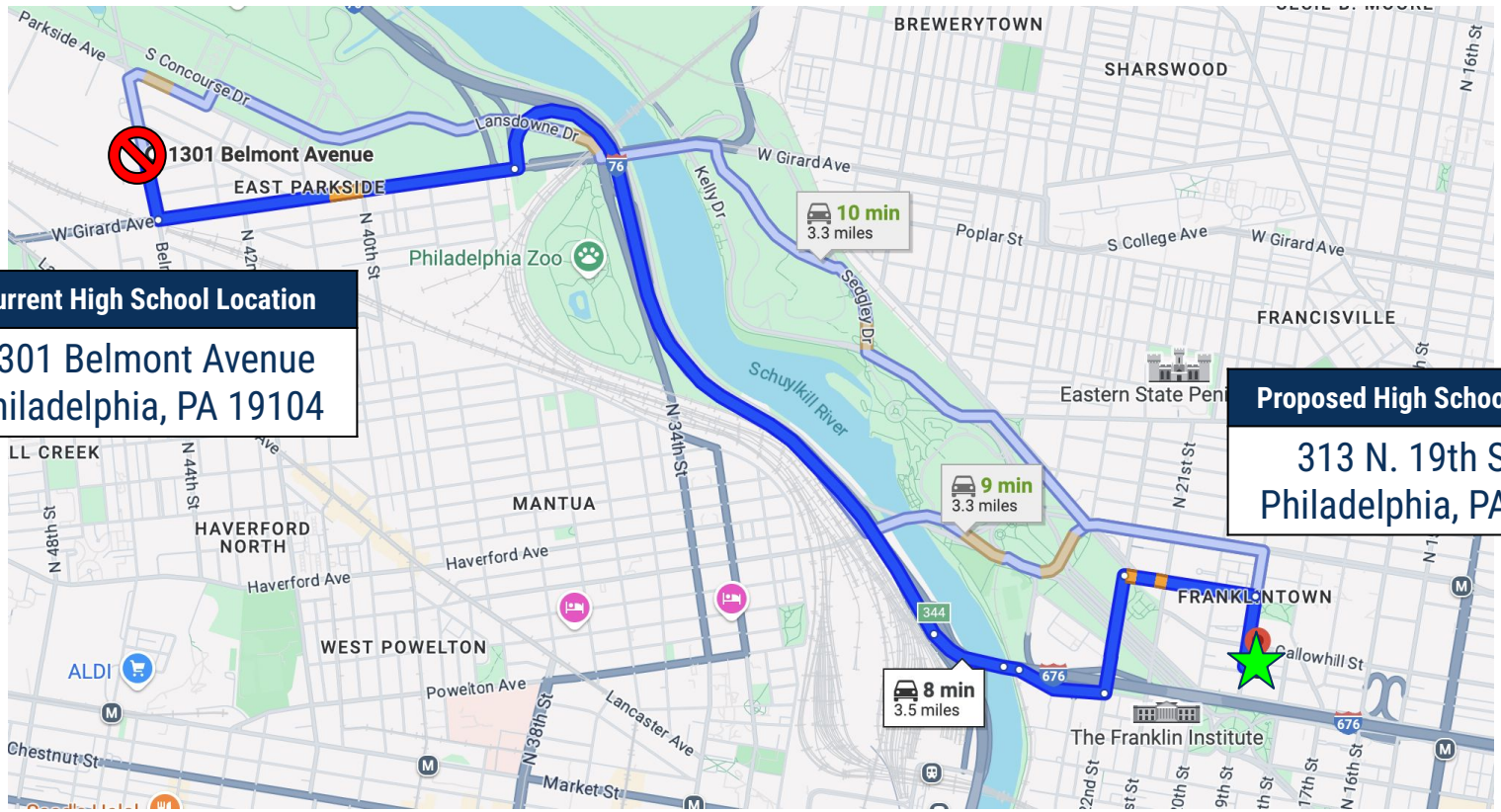
Current High School Location
1301 Belmont Avenue Philadelphia, PA 19104



Proposed High School Location
313 N. 19th Street Philadelphia, PA 19103

Belmont Charter School

Mid-Cycle Amendment Request (Change in Building Location)



Current High School Location
1301 Belmont Avenue
Philadelphia, PA 19104

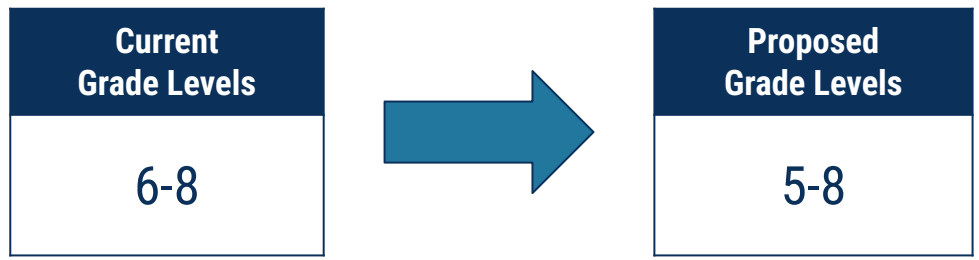
Proposed High School Location
313 N. 19th Street
Philadelphia, PA 19103

Current Grade Levels Served: 6-8

Request: To return to serving Grade 5 starting in SY 2025-26

Rationale: The Charter School was authorized to serve Grades 5-8 for the first 20 years of its existence. In 2018 the Charter School requested and received an amendment to change its authorized grade span from 5-8 to 6-8. Now, the Charter School seeks to add Grade 5 again in order to provide more opportunity for growth as the students prepare for high school and to staff more efficiently.

CSO Recommendation: The CSO recommends that the Board of Education approve the Charter School's request to change the grade levels it serves and return to its previously authorized grade span.



YouthBuild Philadelphia Charter School

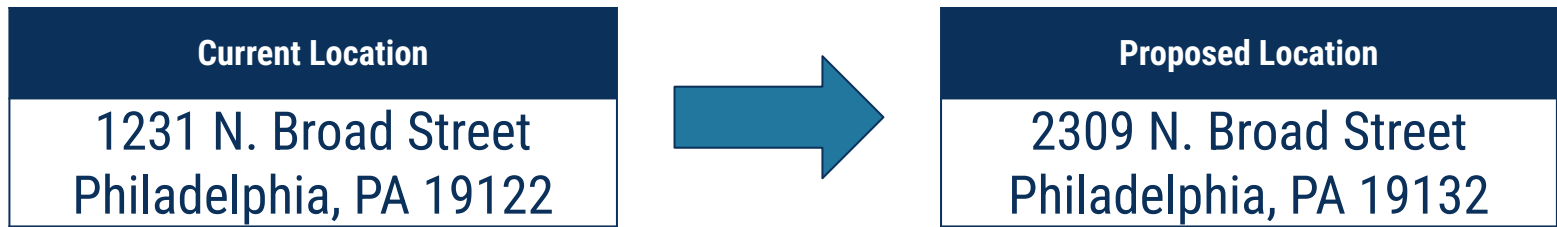
Mid-Cycle Amendment Request (Change in Building Location)

Current Location: 1231 N. Broad Street, Philadelphia, PA 19122

Request: To relocate to 2309 N. Broad St, Philadelphia, PA 19132

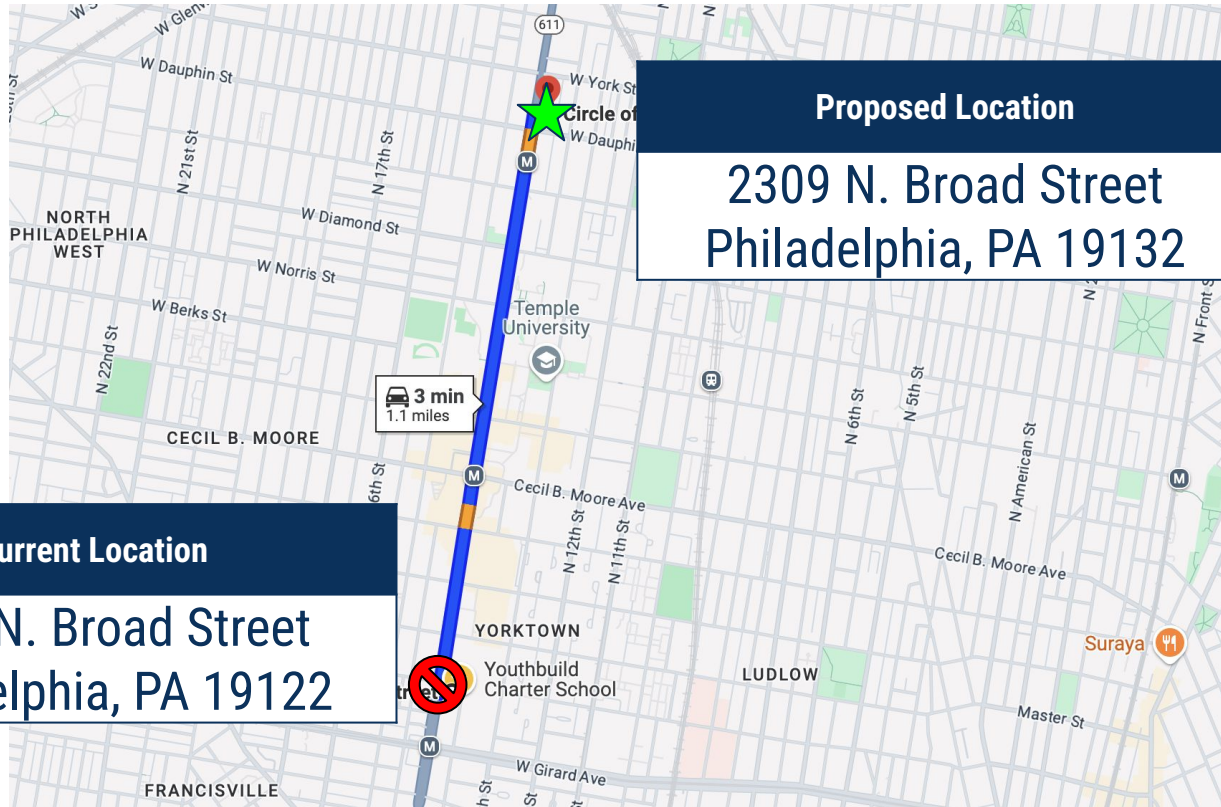
Rationale: The Charter School's lease for its current building, which it shares with other businesses, expires in June 2024. The new building, which the Charter School owns, will have dedicated learning spaces for each workforce development track. The relocation is planned for summer 2024.

CSO Recommendation: The CSO recommends that the Board of Education approve the Charter School's request to move from 1231 N. Broad Street to 2309 N. Broad Street.



YouthBuild Philadelphia Charter School

Mid-Cycle Amendment Request (Change in Building Location)



Proposed Location
2309 N. Broad Street
Philadelphia, PA 19132

Current Location
1231 N. Broad Street
Philadelphia, PA 19122



2023-2024 Renewal Cohort

2023-2024 Renewal Cohort

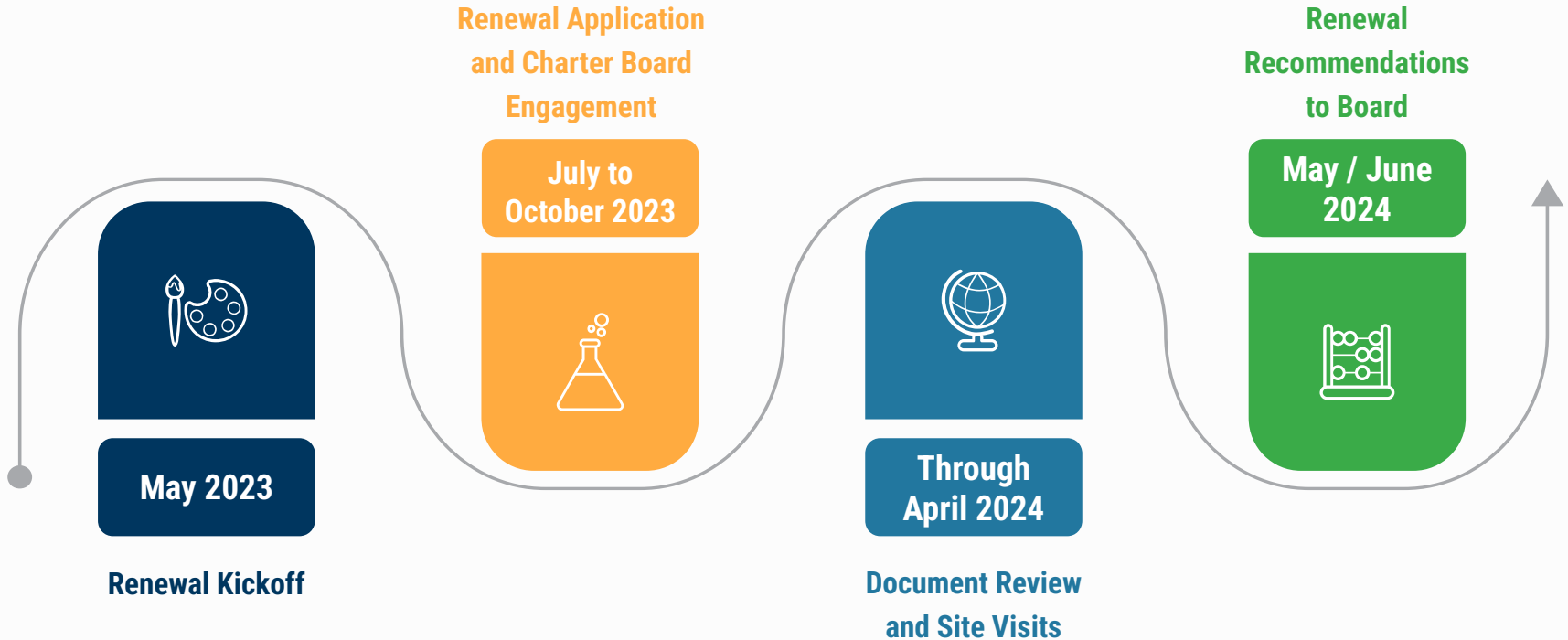
School Name	School Name
Ad Prima Charter School	MaST Community Charter School II (MaST II)
Esperanza Academy Charter School	MaST Community Charter School III (MaST III) ¹
Franklin Towne Charter High School	New Foundations Charter School ²
Global Leadership Academy Charter School	Philadelphia Hebrew Public Charter School ¹
Independence Charter School West	Philadelphia Montessori Charter School
KIPP West Philadelphia Charter School	Philadelphia Performing Arts Charter School ²
Laboratory Charter School of Communication and Languages	TECH Freire Charter School
Mariana Bracetti Academy Charter School	The Philadelphia CS for the Arts & Sciences at H.R. Edmunds ^{Ren 2}

Ren - Charter school is a Renaissance School

¹ Charter School is in its first charter term [2 schools]

² Charter School is operating under an older charter agreement (i.e. unsigned charter) [3 schools]

2023-24 Renewal Timeline



Producing ACE/ACE-R Reports is Highly Iterative and Relies on Feedback from Charter Schools

Report Publication - Spring 2024

The CSO shares final reports with schools, the Board of Education, and publishes online.

Preview Window #3 - Spring 2024

All schools receive feedback and opportunity to provide additional information.

Preview Window #2 - Winter 2024

All schools receive feedback and opportunity to provide additional information.



Priority Submission - Summer 2023

All schools have the option to submit policies for early review.

Preview Window #1 - Summer 2023

Schools that participated in the Priority Submission process receive feedback.

Standard Submission - Fall 2023

Required submission deadline for all schools (e.g. policies, practices).

Domain Ratings

Academic Success Domain

Does Not Meet Standard
0 to 44%

Approaches Standard
45 to 75%

Meets Standard
76 to 100%

Organizational Compliance and Viability Domain

Does Not Meet Standard
0 to 49%

Approaches Standard
50 to 80%

Meets Standard
81 to 100%

Financial Health and Sustainability Domain

Does Not Meet Standard

Approaches Standard

Meets Standard

Renewal Options

At renewal, the PA Charter School Law provides three options for the Board.

Five-Year Renewal
(with or without conditions)

One-Year Renewal
(for instances of
insufficient data)

Notice of Nonrenewal
(to commence nonrenewal
proceedings)

**School-specific conditions are generally recommended
when either or both of the following are true:**

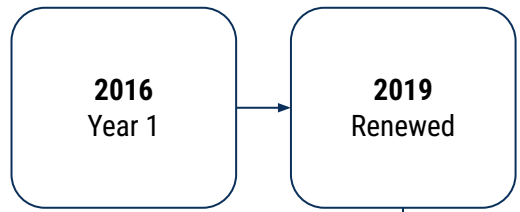
- 1) **Chronic underperformance or non-compliance**
- 2) **Egregious incidents**

Renewal Evaluation Summary (Part 1)

School	Academic Success	Organizational Compliance	Financial Health	Recommendation
Esperanza Academy CS	Approaches (60%)	Approaches (73%)	Meets	Five-Year Renewal with Conditions
Global Leadership Academy CS	Approaches (48%)	Approaches (70%)	Approaches	Five-Year Renewal with Conditions
Independence CS West	Approaches (47%)	Approaches (58%)	Meets	Five-Year Renewal with Conditions
Laboratory CS of Communication and Languages	Approaches (50%)	Approaches (75%)	Meets	Five-Year Renewal with Conditions
Mariana Bracetti Academy CS	Approaches (73%)	Approaches (58%)	Meets	Five-Year Renewal with Conditions
MaST Community CS II (MaST II)	Approaches (70%)	Approaches (53%)	Meets	Five-Year Renewal with Conditions
MaST Community CS III (MaST III)	Approaches (55%)	Approaches (53%)	Meets	Five-Year Renewal with Conditions
New Foundations CS	Meets (82%)	Approaches (53%)	Meets	Five-Year Renewal with Conditions
Philadelphia Hebrew Public CS	Approaches (47%)	Approaches (80%)	Meets	Five-Year Renewal with Conditions
Philadelphia Performing Arts CS	Meets (88%)	Meets (90%)	Meets	Five-Year Renewal with Conditions
TECH Freire CS	Approaches (54%)	Approaches (75%)	Meets	Five-Year Renewal with Conditions
The Philadelphia CS for the Arts & Sciences at H.R. Edmunds	Approaches (48%)	Meets (95%)	Meets	Five-Year Renewal with Conditions

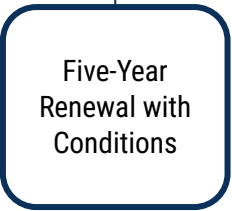
Independence Charter School West

Grades Served: K-8
Actual / Authorized Enrollment: 844 / 900
Network Affiliation: N/A
Location: Southwest Philadelphia



2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (47%)	Approaches Standard (58%)	Meets Standard

Renewal Conditions from Current Charter
The Charter School complied with 1 out of 1 condition.

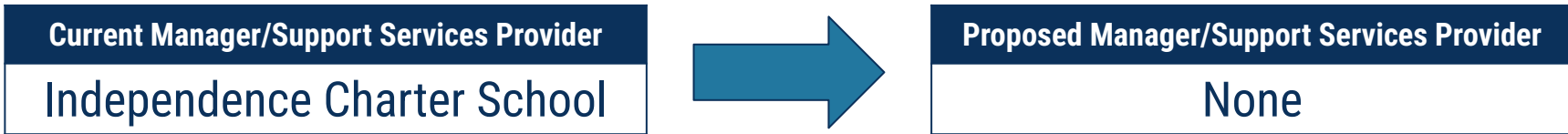


Current Charter Management Organization/Service Provider: Independence Charter School

Request: To allow the relationship with Independence Charter School to expire on June 30, 2024.

Rationale: The Charter School has received academic and support services from Independence Charter School since its inception, but the scope of those services has decreased annually.

CSO Recommendation: The CSO recommends that the Board of Education approve the Charter School's request to terminate its relationship with Independence Charter School, a plan both schools accept.



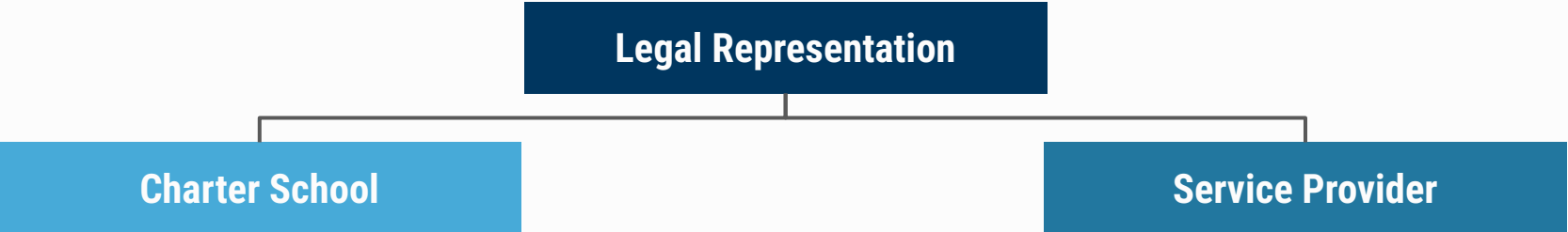
Proposed Condition: Addressing Potential Conflicts of Interest

Global Leadership Academy Charter School

Philadelphia Performing Arts Charter School

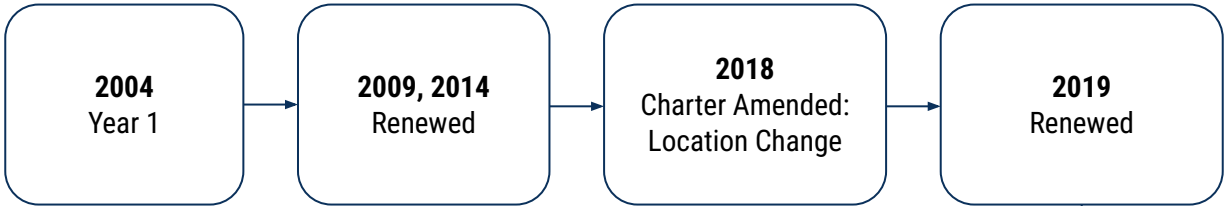
**The Philadelphia Charter School for the
Arts & Sciences at H.R. Edmunds**

Proposed Condition: Addressing Potential Conflicts of Interest



Renewal Evaluation Summary (Part 2)

School	Academic Success	Organizational Compliance	Financial Health	Recommendation
Ad Prima CS	Meets (82%)	Does Not Meet (35%)	Meets	Five-Year Renewal with Conditions
Franklin Towne CHS	Board of Education Initiated Revocation Proceedings on August 17, 2023			
KIPP West Philadelphia CS	Approaches (47%)	Approaches (75%)	Does Not Meet	Five-Year Renewal with Conditions
Philadelphia Montessori CS	Approaches (49%)	Does Not Meet (25%)	Meets	One-Year Renewal with Conditions



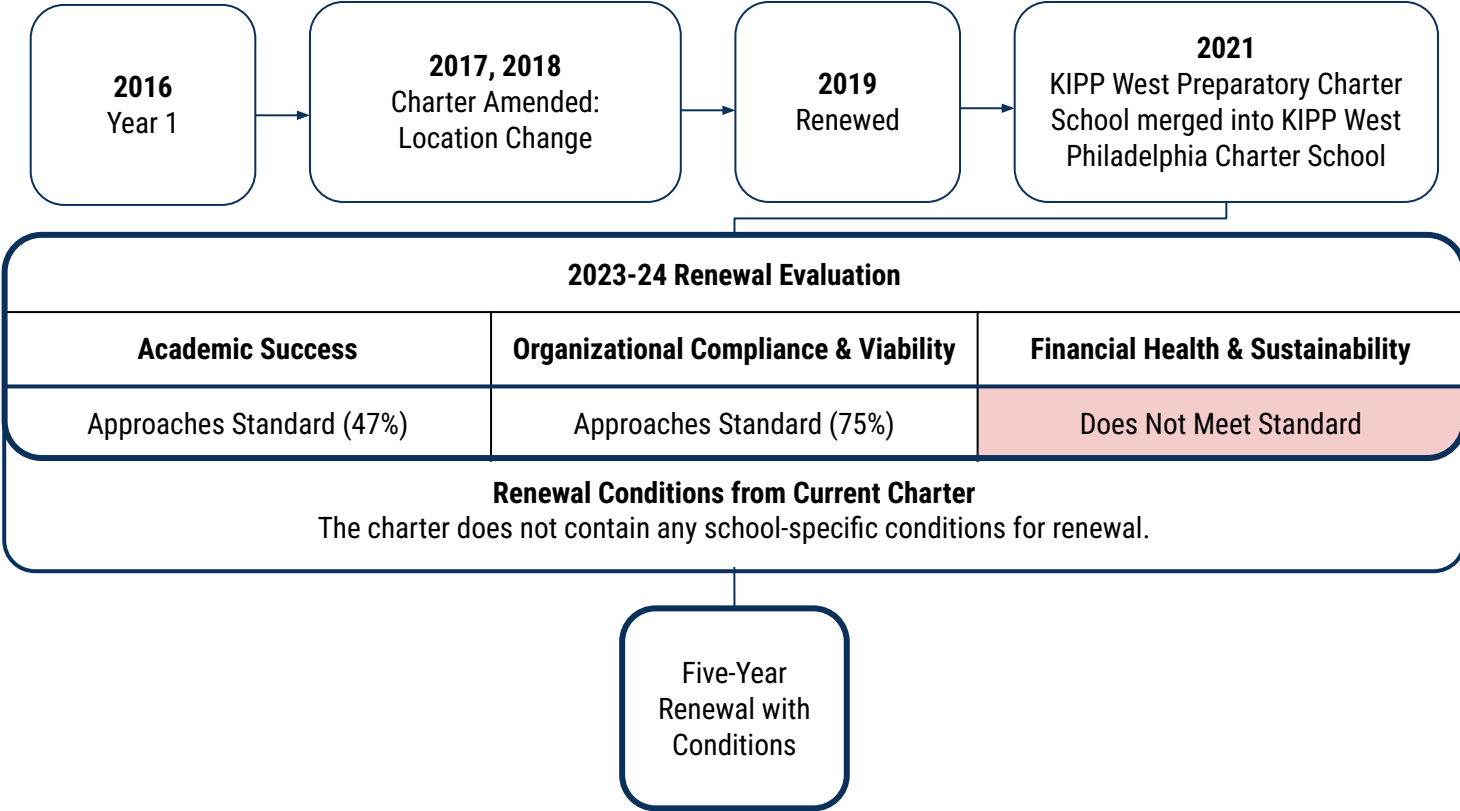
2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Meets Standard (82%)	Does Not Meet Standard (35%)	Meets Standard

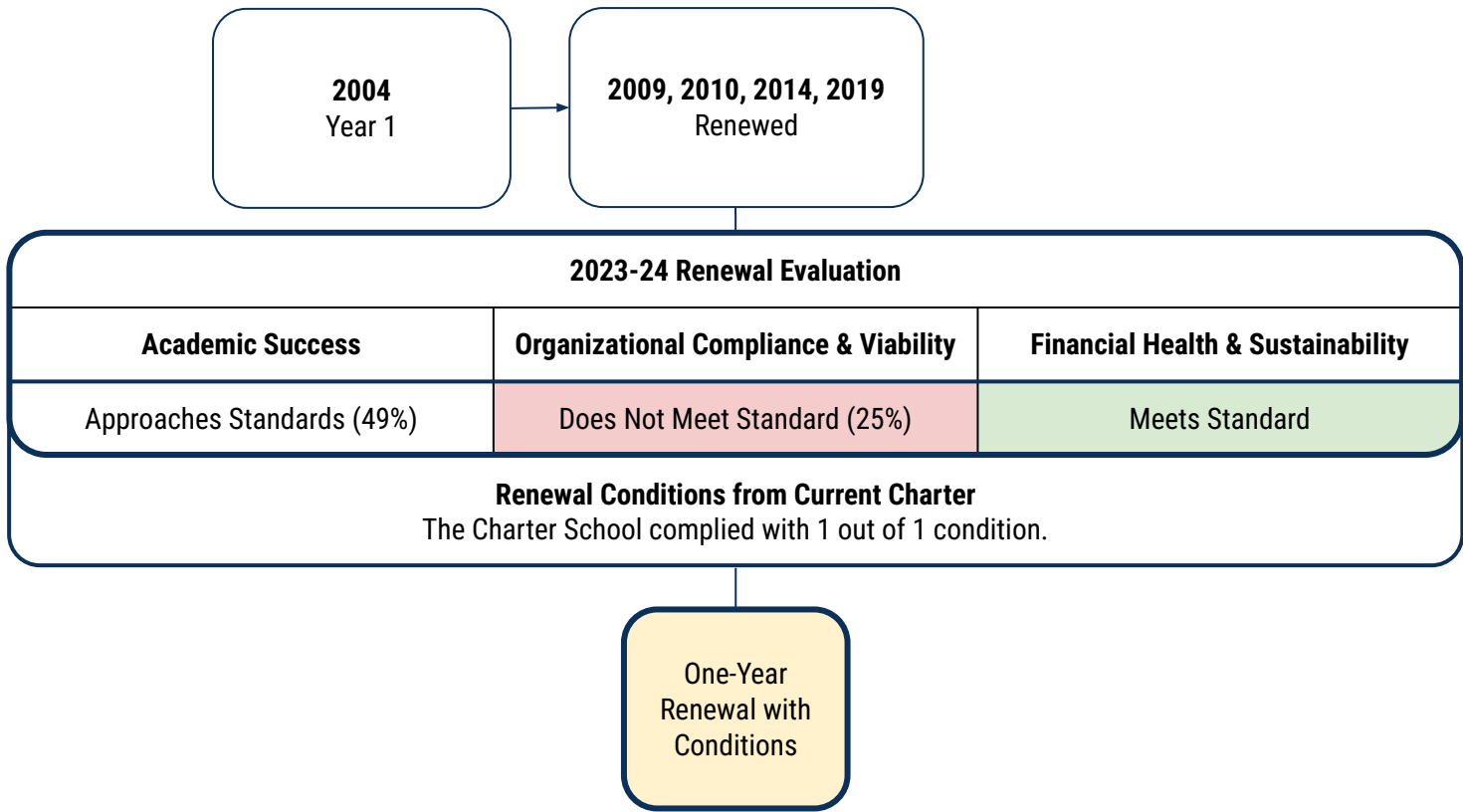
Renewal Conditions from Current Charter
The Charter School complied with 3 out of 3 conditions.

Five-Year
Renewal with
Conditions

KIPP West Philadelphia Charter School

Grades Served: K-8
 Actual / Authorized Enrollment: 845 / 860
 Network Affiliation: KIPP
 Location: West Philadelphia



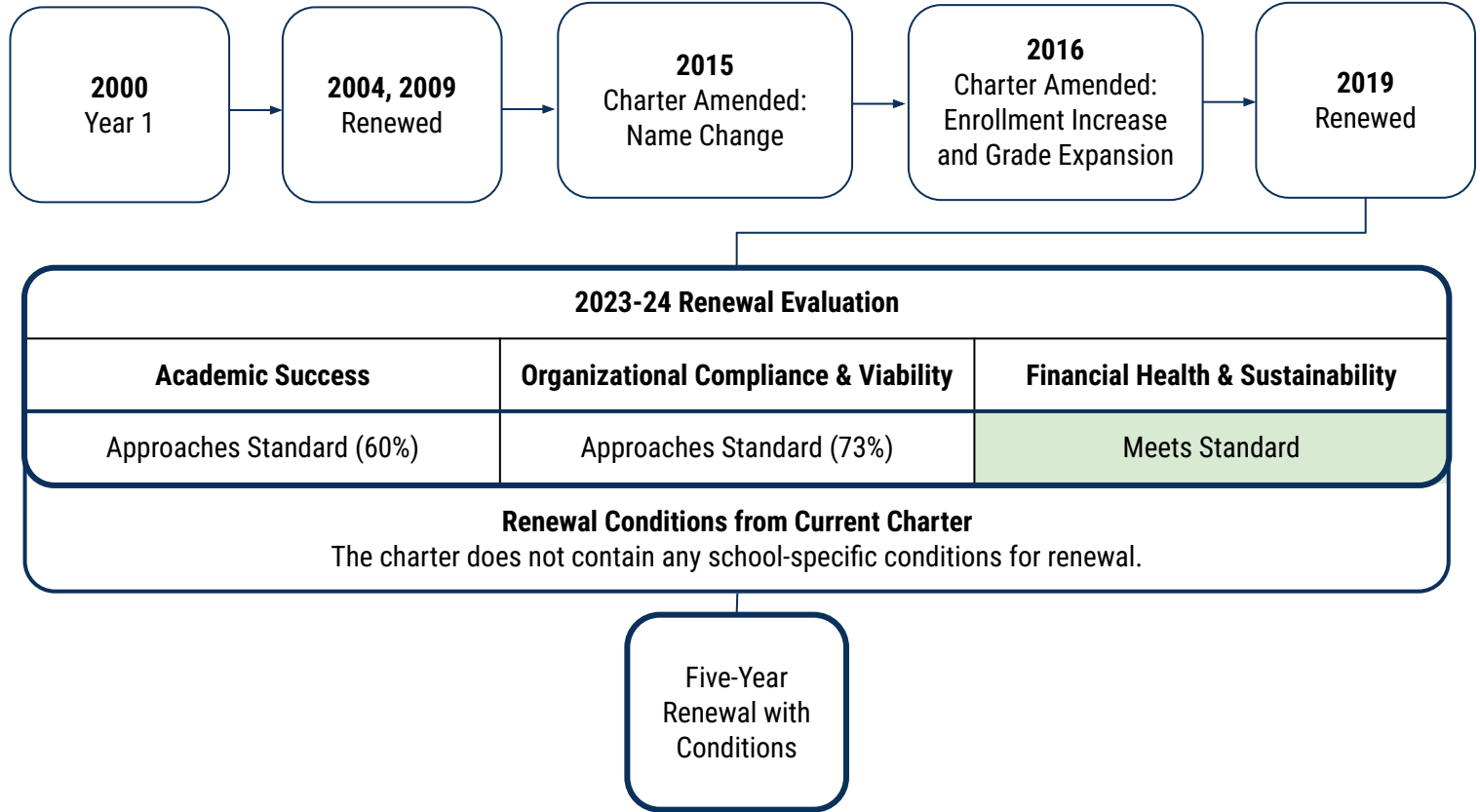


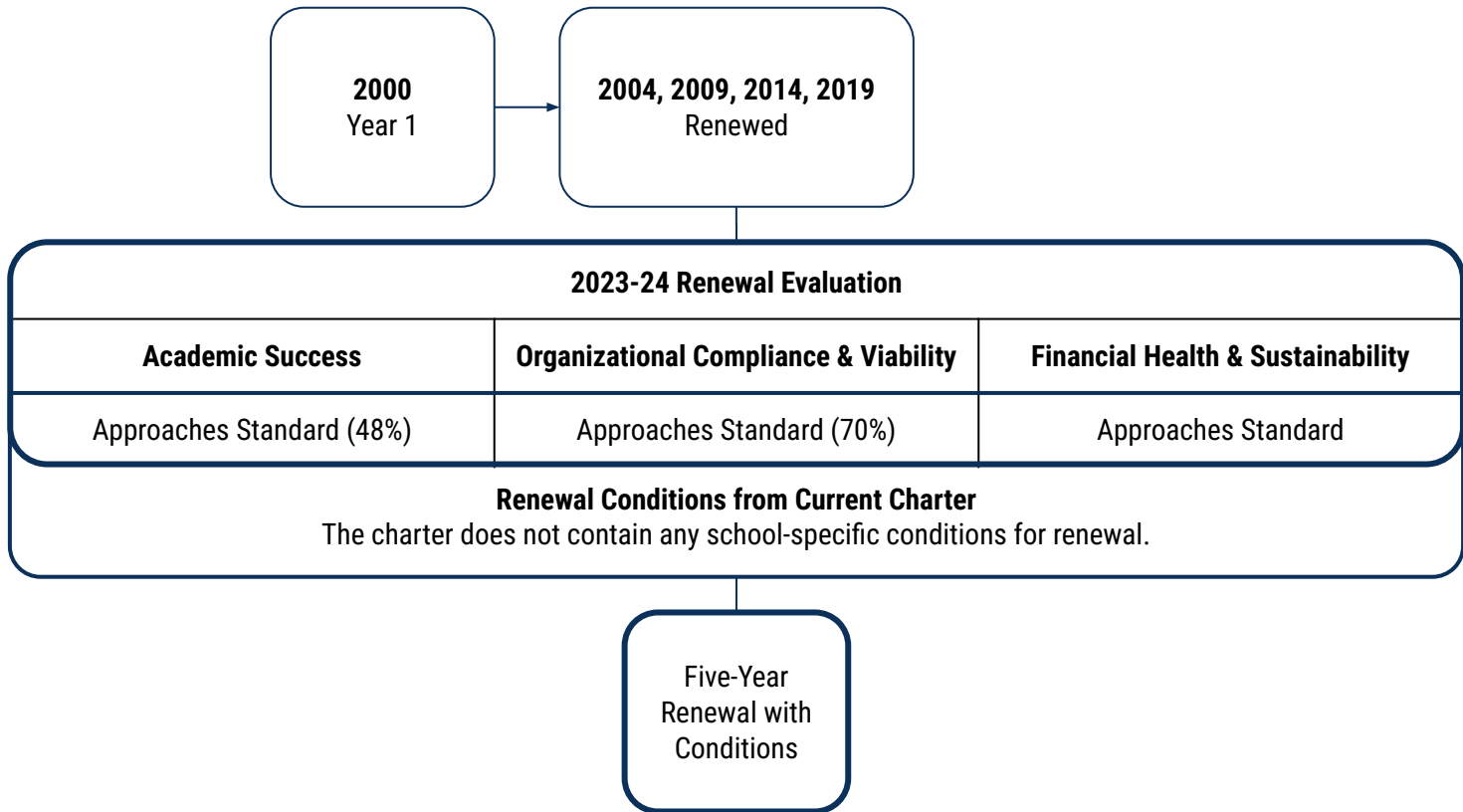


THE SCHOOL DISTRICT OF
PHILADELPHIA

CHARTER SCHOOLS OFFICE

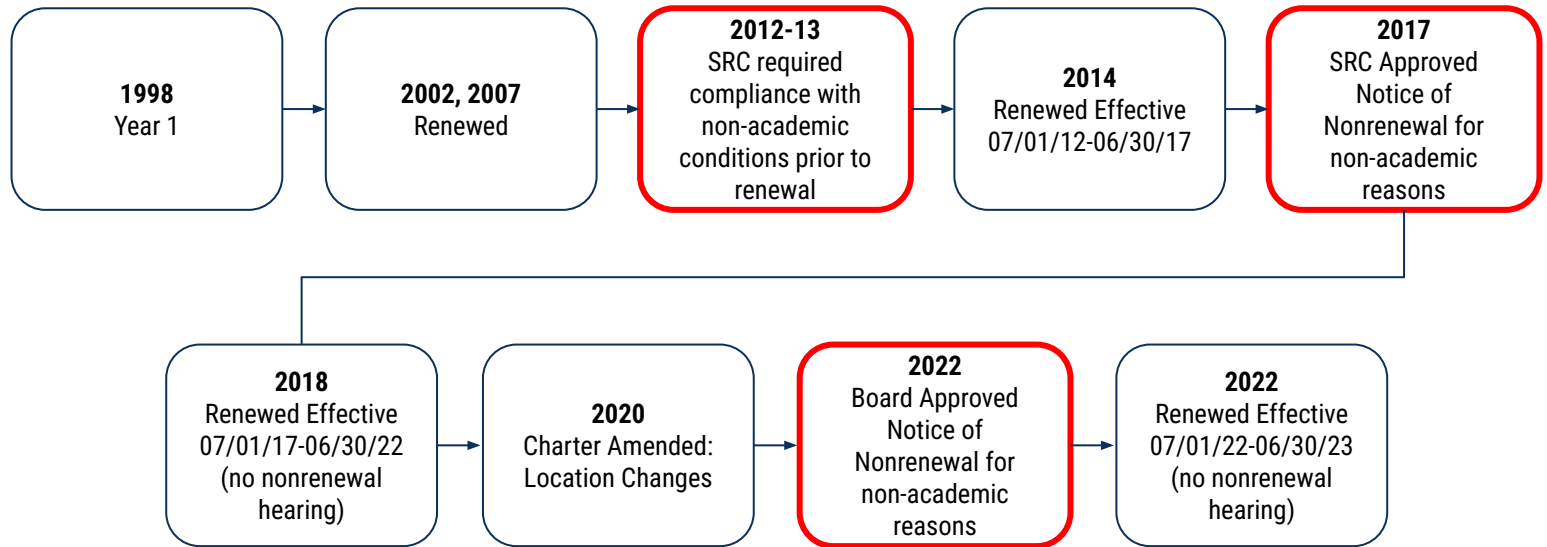
The CSO's mission is to foster improved outcomes for students and families in Philadelphia through rigorous charter school evaluations and meaningful supports.





Laboratory Charter School of Communication and Languages

Grades Served: K-8
Actual / Authorized Enrollment: 383 / 1,075
Network Affiliation: N/A
Location: East Falls / North Philadelphia



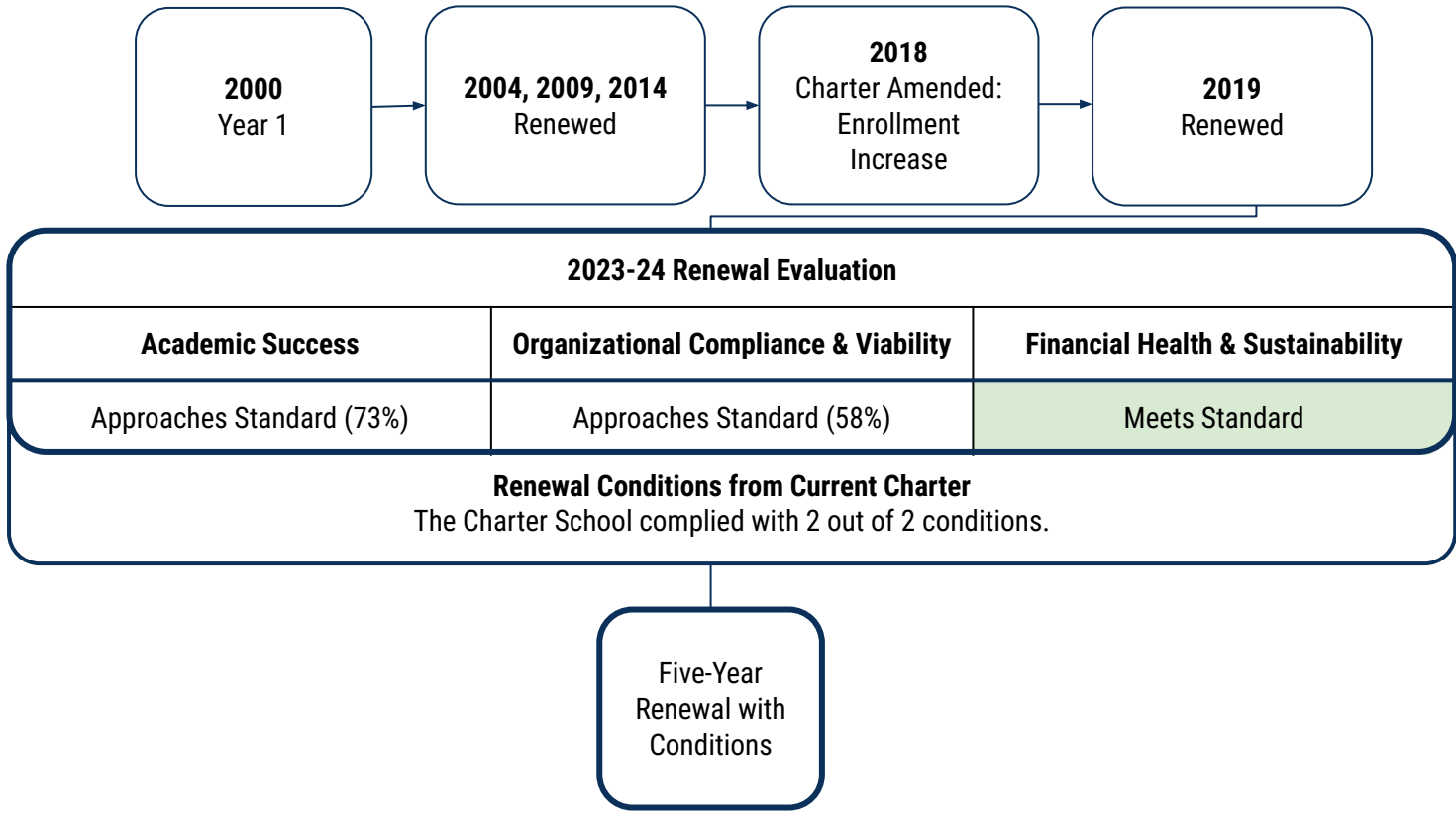
Laboratory Charter School of Communication and Languages

Grades Served: K-8
Actual / Authorized Enrollment: 383 / 1,075
Network Affiliation: N/A
Location: East Falls / North Philadelphia

2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (50%)	Approaches Standard (75%)	Meets Standard

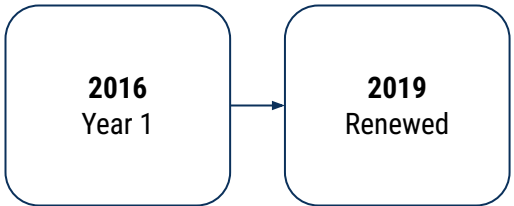
Renewal Conditions from Current Charter
The Charter School complied with 15 out of 21 conditions.

Five-Year
Renewal with
Conditions



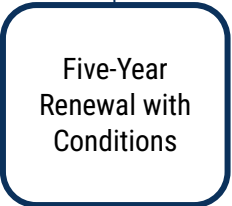
Mathematics, Science and Technology Community Charter School II

Grades Served: K-12
Actual / Authorized Enrollment: 1,902 / 1,900
Network Affiliation: MaST Schools
Location: Lawncrest / Tacony



2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (70%)	Approaches Standard (53%)	Meets Standard

Renewal Conditions from Current Charter
The Charter School complied with 1 out of 1 condition.



2019
Year 1

2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (55%)	Approaches Standard (53%)	Meets Standard
Conditions from Current Charter The Charter School complied with 5 out of 8 applicable conditions (1 condition could not be assessed).		

Five-Year
Renewal with
Conditions

New Foundations Charter School

Grades Served: K-12
Actual / Authorized Enrollment: 1,510 / 1,500
Network Affiliation: N/A
Location: Northeast Philadelphia



2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Meets Standard (82%)	Approaches Standard (53%)	Meets Standard
Renewal Conditions from Current Charter Not Applicable – No agreement reached on renewal charter in 2019.		

Five-Year
Renewal with
Conditions

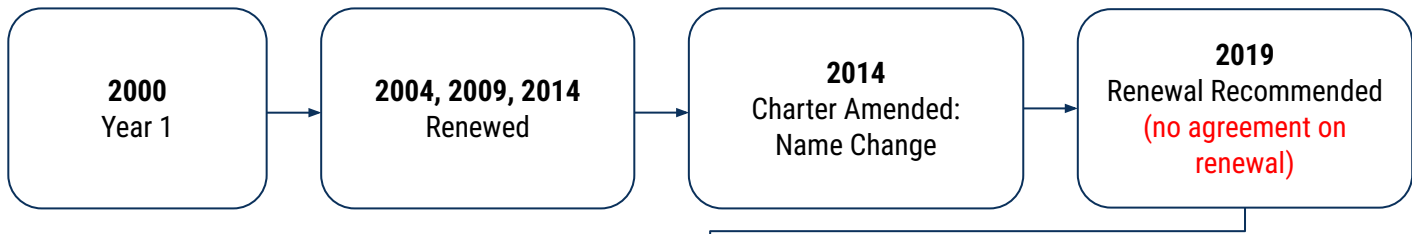
2019
Year 1

2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (47%)	Approaches Standard (80%)	Meets Standard
Conditions from Current Charter The Charter School complied with 2 out of 2 applicable conditions.		

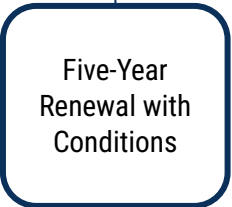
Five-Year
Renewal with
Conditions

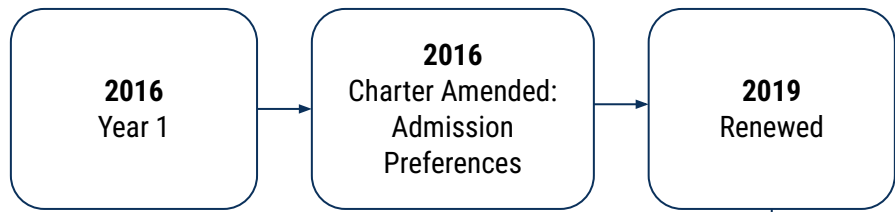
Philadelphia Performing Arts Charter School

Grades Served: K-12
Actual / Authorized Enrollment: 2,621 / 2,525
Network Affiliation: String Theory Schools
Location: South Philadelphia / Center City



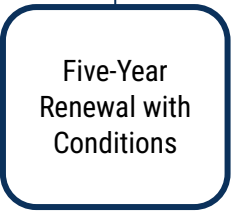
2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Meets Standard (88%)	Meets Standard (90%)	Meets Standard
Renewal Conditions from Current Charter Not Applicable – No agreement reached on renewal charter in 2019.		





2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (54%)	Approaches Standard (75%)	Meets Standard

Renewal Conditions from Current Charter
 The charter does contain any school-specific conditions for the renewal.



The Philadelphia Charter School for the Arts and Sciences at H.R. Edmunds

Grades Served: K-8
Actual / Authorized Enrollment: 930 / 1,015
Network Affiliation: String Theory Schools
Location: Frankford
Renaissance School

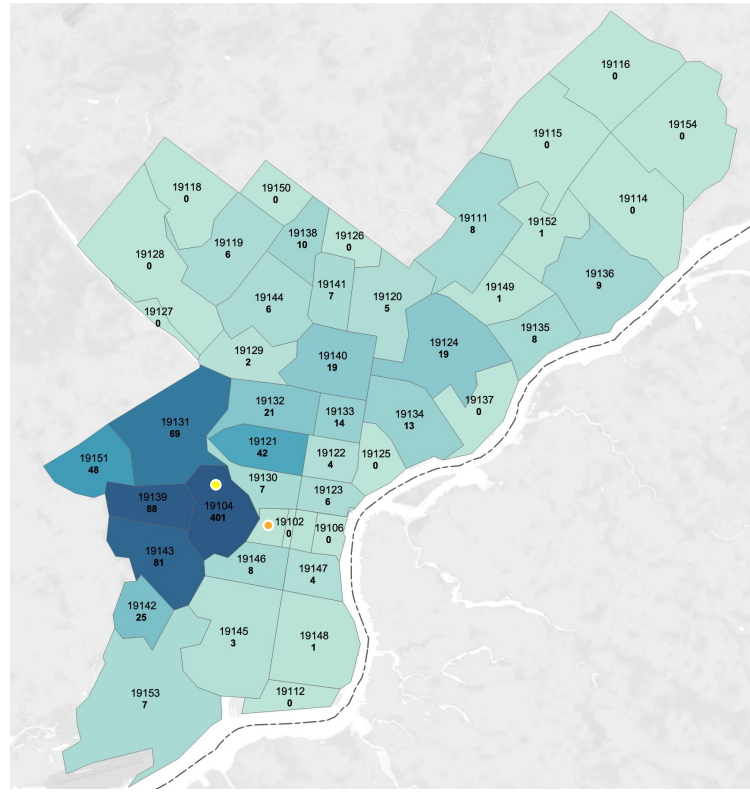
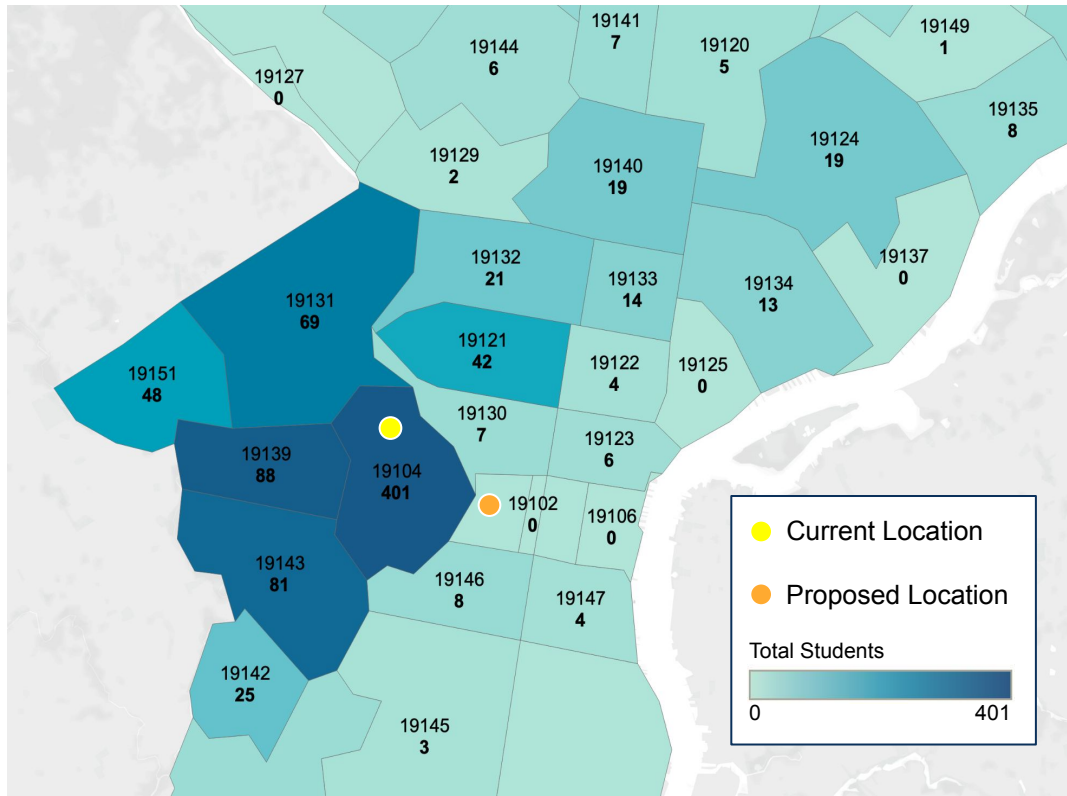


2023-24 Renewal Evaluation		
Academic Success	Organizational Compliance & Viability	Financial Health & Sustainability
Approaches Standard (48%)	Meets Standard (95%)	Meets Standard
Renewal Conditions from Current Charter Not Applicable – No agreement reached on renewal charter in 2017 or 2022.		

Five-Year
Renewal with
Conditions

Belmont Charter School

Mid-Cycle Amendment Request (Change in Building Location)



Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Written Testimony - Updated 6.4.2024

Type

Supporting Document

You must condemn the genocide of Palestinian children.

STOP censorship of those speaking out in support of suffering civilians of ANY KIND!

STOP Islamophobia in our schools!

Abigail Gilmore

My name is Alexis Gilbane and I am a mother, I am Jewish, and I am a resident of Germantown. Although my son is too young, when he enters kindergarten he will attend our local Philadelphia public school. I am writing in support of the Philadelphia Educators for Palestine and to urge SDP to unequivocally condemn the ongoing genocide being waged on the Palestinian people. In addition to this condemnation, SDP must make sure to protect their students, faculty, and staff when they choose to speak about Palestine. Criticizing Israel and the crimes being perpetrated against Palestinians is NOT an antisemitic act and no one should be punished, threatened, or sanctioned for doing so.

Please consider and endorse all six demands of the Philadelphia Educators for Palestine. Thank you.

ORIGINAL MESSAGE

Hello,

I am a Philadelphia resident and nonprofit youth program director (former Philadelphia teacher), and a Jewish person. I am very concerned that schools are not allowing students and staff to discuss Israel and Palestine in open ways, and are allowing (false) claims of anti-semitism to stifle freedom of speech and thought. It is not anti-semitic to question Israel. It is not hate speech to allow our children to question what our government funds are used for, and to question whether we should be supporting governments who kill and starve civilians and steal their land. If we cannot have open conversations about our ethics and priorities, then we cannot hold ourselves accountable to democratic and just standards. Many Jewish people in the United States and around the world are calling for a ceasefire in Gaza, and we are just as Jewish as the people who are claiming that questioning Israel makes them feel unsafe. I and many children feel unsafe in spaces that refuse to allow us to call out injustice. For Muslim and Palestinian students, it is especially traumatic to be in environments where their experiences of being discriminated against and some of their families killed, is not taken seriously.

Thank you for using your power to help Philadelphia be a beacon of free speech and diversity, where youth from all backgrounds feel free to express themselves, and where we can count on our officials to stand up for justice.

Best,

Alisha Berry

I am writing you because I am deeply concerned with the attempts to silence teachers who are speaking out against the genocide being committed by Israel. Even more alarming, as everyone in the District is supposed to be doing right by our students, is how you all are failing our Palestinian students in multiple ways.

I have become aware that a group of people are sending emails urging you to discipline teachers and administrators based on false and baseless accusations of spreading Jewish hate and encouraging anti-Semitism against staff and students. I have yet to see any actual evidence of this happening, as they didn't provide any in their email. These accusations have named specific teachers Keziah Ridgeway, Hannah Gann, and Norman Shaw MacQueen, as well as district administrators such as Ismael Jimenez and Lauren Overton as being guilty and demanding they face discipline and termination. I find these accusations ridiculous, baseless, and illegal, as they are clearly defamatory. I demand that the District takes immediate action in order to ensure that the above staff, and any others in the future, do not have to face this harassment, libel, and defamation of their personal and professional character.

I believe that the district should treat any reports of racism, discrimination, bullying, or other harm caused in our schools seriously. That is why I am urging you to call a student town hall (or series of listening sessions) where you hear directly from our young people about what they have been experiencing in our schools since October 7th. Any cases of anti-Semitism should be addressed directly within the school where it occurs, so that the response can be student-centered, personalized, and restorative. Similarly, the district has an obligation to listen and respond to Palestinian students who have been made to feel unsafe, had their identities invalidated, or their pain over an ongoing genocide dismissed in our schools. All our students deserve care and affirmation of their identities, but right now that is especially important for our Palestinian, Sudanese, Congolese, and Haitian youth, as well as any others directly impacted by ongoing conflicts around the world. There has been no statement from the District about this ongoing genocide and no resources offered to educators about how to provide specific care to the students whose families are experiencing it.

In fact, more than just failing to provide resources and support, the District has actively censored students and teachers over the past six months when dealing with Palestine. A district-wide opt-in PD planned by Keziah Ridgeway and Shaw MacQueen was canceled, despite the fact that it would have been an opportunity for educators to engage in respectful dialogue around Palestine and Israel, an opportunity that they could bring back to their students to facilitate brave and critical conversations in their classrooms with diverse opinions. A session from Africana Studies PD (an excellent PD series planned by Ismael Jimenez and the Social Studies Department) was censored due to various agitators emailing the district demanding that it be canceled, solely because Keziah was the facilitator. The critics provided no proof of anti-Semitism, because Keziah Ridgeway is not and has never been anti-Semitic. However, the District still monitored her session and did not allow for educators to actively participate in it.

Also, I know you are aware of the two Northeast High School students having their privacy violated by teachers at NEHS, and subsequently had their school project censored by the

district. I understand that some steps were taken to address this issue, however I also know that there has been no public follow up since then. The fact that the teacher in question is still teaching with seemingly no reparation of harm occurring is very troubling. We have a duty to protect all our students, which the district has failed to do in this case.

In addition to the above concerns, I am also emailing to share the following demands, which I fully support and stand behind. These demands, which can be read in the entirety here, are critical to the education and safety of District students and staff, as well as in line with the Districts supposed aim at achieving equity and a quality education for all students:

1 The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

2 The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

3 The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this. In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information. If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to the child(ren)'s schools to address the harm, rather than censuring teachers based on vague allegations that may or may not be connected to students at their school.

4 The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff.

5 The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine.

6 The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue.

Amanda Zaid

It is imperative that you do not silence the brave teachers and staff members of our city when they speak out against a genocide. I believe deeply in the power of education and to see an attempt at silencing our educators is abhorrent. Teachers must be allowed to teach and the most powerful tool they have is their example. Whether or not you agree with them, they have a right to exercise free speech and the students of this city deserve to see that in action.

Amelia Lowe

I am a graduate of the Philly Public School District, class of 2007, George Washington HS. I am a mother, a wife, a daughter, a sister and a friend. As a human witnessing the ongoing genocide in Gaza, I am heart broken everyday. When I think back to my years in Philly public school, I think of all of the lessons that I learned on slavery, the holocaust, apartheid, and other injustices. Our children deserve safe spaces in schools to question the acts of large world powers, to grieve and to learn collectively.

I call on the school district to protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

ORIGINAL MESSAGE

My name is Andrea Calabretta. I am the parent of a second grader at CW Henry School, and I have become aware of School District actions to silence and punish students and teachers who speak out about the genocide in Palestine.

These are my requests:

The School District of Philadelphia must: 1) Condemn genocide and promote ceasefire, 2) Support and protect our students and teachers regardless of their ethnic/religious background and political belief, 3) Not condemn as anti-Semitic any discussion of Palestinian issues in the classroom 4) Create space for uncomfortable but necessary conversations in our schools that protect the interests of all students, not just those who support Israel.

Further:

The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. Furthermore, SDP must offer specific and intentional support to Palestinian students and families as they endure this ongoing slaughter, with information provided to educators about how to refer students to these supports. This care must also apply to all students affected by current genocidal violence and mass displacement, including our Sudanese, Congolese, and Haitian students.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information due to a podcast that was shared in school. We would like to remind the SDP that this breach of privacy is a FERPA violation.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to those child(ren)'s schools to address the harm, rather than censuring teachers based on vague allegations that may or may not be connected to students at their school.

The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff, like Keziah Ridgeway, from those that would defame and/or harass them. If a student brings up a question or concern in class related to current events, it is not only our right but also our responsibility as educators to address these student inquiries with comprehensive and accurate information, without fear of reprisal.

The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine. All students have a right to culturally-responsive pedagogy that reflects their identities and histories, including our Palestinian students and others directly affected by the conflicts in this region.

The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue – even and especially regarding sensitive geopolitical issues – so that our teachers are better equipped to handle discussions that will inevitably come up in our classrooms. All teachers deserve the intellectual freedom to both offer and receive professional development they choose based on issues they care about and hear their students bring up in class.

This written testimony is in response to the heightened anti-Semitic rhetoric and violent acts against Jews in our District, including by "Philly Educators for Palestine" who are expected to speak at the SDP Board Meeting on May 30, 2024 on what they have characterized as "censorship" of "political discourse" when, in reality, they are seeking to indoctrinate SDP children with hate against Israel and Jews. They are also asking the District to sign onto their demands, which includes condemning Israel as a genocidal oppressor. As explained in more detail below, hate against "Zionists" is merely a synonym for "Jews," and should not be permitted in SDP.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, "These Zionists will see they messed with the wrong crew! See y'all on the 30th ."

While we do not know whether MacQueen's post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term "Zionists" as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Anna Bruton

My name is Annetta and I have been apart of the Philadelphia hebrew public charter school since 2019. Being with php has felt more like being with family. The monthly engagements I've had the pleasure to attend allowing me to meet other families from many cultural backgrounds watching us all bring families together has been some of the greatest memories ever. Php is on top of information and how they communicate through parent square I love feeling the personal connection I have with each of my children's teachers being able to contact them and they respond back is a plus for me. concerns are addressed right away which keeps me involved even if I'm not there with my child at the time.

My most prized moments are volunteering to bring joy to the children background checks are a must and I really give this a plus because php cares about our children and their well-being which means I feel my child is always safe. My children enjoy coming to school it has never been a day where my child said mom I don't want to go to school they enjoy it they run to the building they have smiles on their faces never a head down so that for me as a parent reassures me that my children are being treated fairly and they feel safe loved and secured with php school. If I had the opportunity to choose again it would be php every time. I want to thank php for being a major part of my children's early learning years and experience because of you they look at themselves as life long learners. learning each and every day vaules that they aim to keep in life is a goal my children live by not only in school but out of school as well. Those olam values have help to built a better character in both of my children every day the school needs to continue to grow and expand. Philadelphia needs more staff and schools set up to empower our youth and make them feel great and help them reach full potentials with support and love. I. Am a proud parent of php and pray they continue to keep up standard in the school community for each family they serve.

Dear Board of Education,

As a Jew and Philadelphia resident, I am writing in support of Educators for Palestine efforts to protect students and staff who speak out against islamophobia and anti-Palestinian hate.

Especially in our educational institutions, it is vital that we make space for even uncomfortable conversations. In fact, those conversations often are the most necessary.

Thank you for being open minded and prioritizing safe spaces for debate. To foster real intellectual growth, we must be exposed to different viewpoints, even those that may be politically and emotionally charged.

Sincerely,

Benjamin Alexander-Bloch

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, “These Zionists will see they messed with the wrong crew! See y’all on the 30th .”

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Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

- Numerous swastikas being drawn on SDP schools’ property;
- Swastikas being drawn in various forms and handed to Jewish students during school hours;
- Propaganda erasing Israel from existence, and charging Israel as a genocidal oppressor, distributed to students during school hours;
- Physical violence against students identified as Jewish;
- Students chanting “Heil Hitler” in the hallways of SDP schools;
- Students using school-purchased technology to express and share antisemitic

sentiments;

- Teachers using their platforms in the classroom, in school assemblies, and from their social media profiles, to portray Israel and Jews as villainous and evil;
- Teachers providing assignments that have erased Israel from existence;
- Assistant Superintendents charging Israel as being a genocidal oppressor;
- Assistant Superintendents promoting an anti-Israel walkout during school hours;
- Administrators using SDP funds to sponsor anti-Semitic speakers for continuing education of SDP teachers
- Numerous other forms of verbal harassment against Jewish students and teachers.

The wide-spread hate against Jews has only continued to rise, and SDP's silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge "Zionists" (Jews) as genocidal oppressors and "enemies of justice." Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel's right to self-determination, Israel's right to self-defense, and Israel's role in a war that Israel, and certainly Jews worldwide, never asked for and did not start.

The Philly Educators for Palestine are quick to protest what they qualify as "censorship" of "uncomfortable subject matter", but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their "right to teach truth", but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as "truth," including the following examples:

- Omitting any teaching about the events of October 7, 2023, when Hamas inflicted the largest attack on Jewish people since the Holocaust, burning alive, raping, maiming, and killing 1200 people, and taking 250 more as hostages.
- Accusing Israel and Jews of lying about the October 7th atrocities, thus omitting to teach about eye witness testimony, Hamas' own video clips, and confirmation by the Associated Press.
- Blaming Israel for the bombing of Al Shifa Hospital, omitting to teach that this was confirmed to be false by the Associated Press.
- Declaring that Israel is committing genocide in Gaza, omitting to teach that this was confirmed to be false by the International Court of Justice, and by the United States government.
- Inaccurately teaching that the United Nations declared Zionism a form of discrimination, omitting to teach that the resolution was revoked by Resolution adopted on December 16, 1991.
- Refusing to acknowledge the working definition of antisemitism, culminated by the International Holocaust Remembrance Alliance, which has been accepted by 38 nations and adopted by the U.S. House of Representatives earlier this month, acknowledging that one of the examples of antisemitic behaviors includes denying the Jewish people their right to self-determination by claiming the existence of Israel is a racist endeavor.
- Failing to acknowledge that the death tolls in Gaza have been reevaluated, omitting to teach that United Nations has recently slashed Hamas' inflated Gaza death toll in half.

These SDP educators not only teach just one side of the current war brought on by Hamas' attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel's repeated attempts at peace, including Israel's numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye

to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Thank you,
Beth Finn

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

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Cari Akula

Hello my name is Mrs.McKnight, I have 3 scholars/ children who attend Independence Charter School West. I appreciate each and every teacher and staff member at that school. When I had to transfer my oldest to the school they made sure I was helped every step of the way. Due to covid my middle child never attended school until last year for the first time and his teachers were there ro help support and guide him. They are always in communications with me to help better my children. I also appreciate the curriculum at the school. I have seen so much improvement with my children with the help of Independence Charter School West.

Cassandra McKnight

My name is Clara, I'm a student at Science Leadership Academy Center City, I live in Graduate Hospital and we need to open a conversation about censorship. This past weekend, an estimated 45 Palestinians were killed in an air strike in Rafah. We've since found out that the bombs used in this attack were weapons shipped from the United States. Both of those statements are facts that can be supported with data from nearly every major news source, and yet we can't talk about it in our schools. As a student, I'm watching my teachers decide every day whether or not to talk about this. It opens a wormhole in which their job could be put on the line from just one student's claim of antisemitism or hate. It's ridiculous how little support the District provides my teachers. As a student, as long as I'm not disrupting learning, under the supreme court case Tinker vs. Des Morris, I have the right to discuss the ongoing genocide in Palestine that you fail to condemn or even recognize. Do better. Do better to protect students who choose to speak. Do better to protect teachers who want to teach. Do better to teach students empathy and growth. Do better when making space for uncomfortable conversations. I am so embarrassed to be having to write this statement to grown adults who don't seem to care for me, for the world, or about peace. The world needs an end to this ongoing genocide. Ceasefire now.

My son started kindergarten at PHP school year of 23-24. His kindergarten teacher, Ms. DeSantis, is everything I could have imagined my son's teacher to be. Charles has learned to read confidently and enjoys doing his homework. Other than his homeroom class, my son has begun to learn Hebrew, which I find valuable to reinforce our bible studies being as though it is the language of the bible.

The events throughout the year, such as Painting Murals, are very enjoyable and the school goes above and beyond to create a community amongst staff, parents, and students. The school has also streamlined communication so we are always aware and informed. The values (empathy, social awareness, civic responsibility, etc.) in which PHP focuses on are incredibly important in our expanding world and a huge part of why my husband and I choose PHP. We simply can not imagine sending our child to another school and feel so grateful and blessed to be apart of the PHP family.

Danielle Smith

My name is Diane Payne and I am a retired teacher. I am writing you because I am deeply concerned with the attempts to silence teachers who are speaking out against the genocide being committed by Israel in Palestine. Even more alarming, is the possibility that our Palestinian students are being failed and staff dedicated to confronting this tricky topic are being maligned.

This is a moment in history where navigating open discourse is complicated and tense. However, what also appears to be happening is that any discussion that center's Israel's war actions as genocide is being labeled anti-semitic. There is a vast difference between criticizing Israel's war actions and hate speech against Jewish people.

Please protect all students and staff. Do not stick your head in the sand nor surrender to those with their own political agenda.

I believe that the district should treat any reports of racism, discrimination, bullying, or other harm caused in our schools seriously. That is why I am urging you to call a student town hall (or series of listening sessions) where you hear directly from our young people about what they have been experiencing in our schools since October 7th. Any cases of anti-Semitism should be addressed directly within the school where it occurs, so that the response can be student-centered, personalized, and restorative. Similarly, the district has an obligation to listen and respond to Palestinian students who have been made to feel unsafe, had their identities invalidated, or their pain over an ongoing genocide dismissed in our schools. All our students deserve care and affirmation of their identities, but right now that is especially important for our Palestinian, Sudanese, Congolese, and Haitian youth, as well as any others directly impacted by ongoing conflicts around the world. There has been no statement from the District about this ongoing genocide and no resources offered to educators about how to provide specific care to the students whose families are experiencing it.

Thank you,
Diane Payne

I am writing to express deep concern over the actions planned tonight by the group “Philly Educators for Palestine,” which directly targets Jewish students and teachers for opposing antisemitism in the School District of Philadelphia. Many Jewish community members wanted to participate tonight but feel threatened and unsafe.

SDP Teacher Norman Shaw MacQueen recently posted on social media, “These Zionists will see they messed with the wrong crew! See y’all on the 30th.” While this may not be a direct threat of violence, it contributes to a hostile environment amid heightened anti-Semitic rhetoric and actions.

The term “Zionists” is being used as a code for Jews, forcing Jewish students and teachers to choose between distancing themselves from their heritage or facing hostility. This has led to an alarming rise in anti-Semitic incidents, including:

Swastikas drawn on school property

Propaganda against Israel distributed during school hours

Physical violence against Jewish students

Students chanting “Heil Hitler” in hallways

Anti-Semitic statements from teachers and administrators

These incidents have resulted in minimal disciplinary action, allowing hate to spread unchecked.

Jewish students and teachers face unprecedented levels of hate and violence, exacerbated by the district's silence and inaction.

Philly Educators for Palestine promote biased narratives and omit crucial facts, including the recent atrocities committed by Hamas. Their social media is filled with anti-Semitic tropes and calls for violence against Israel and Jews.

It is unacceptable that Jewish families must assert their right to an education free from hate. The district's tolerance of antisemitism has allowed it to proliferate. Immediate action is needed to discipline or terminate those who promote or tolerate anti-Semitism.

I urge the district to issue a statement condemning the rising antisemitism within our schools. This is essential to create a safe and inclusive environment for all students.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the

anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Thank you for addressing this critical issue.

Sincerely,
Diani Devon
Philadelphia School District Parent

ORIGINAL MESSAGE

Philadelphia public schools have operated for the past three years without the District taking substantive action to improve air quality standards in classrooms throughout the city. Kids are asked to learn in classrooms without a sufficient supply of oxygen for top mental performance and with inadequate mitigation of viruses, mold spores, and other contaminants present in our aging public school infrastructure. Every winter we see a substantial drop in student and staff attendance due in part to the health risks of occupying these buildings. It is past time for the District to explain to the public what the plan is for updating these building and in the meantime, I ask that the school district take action to place a HEPA filtration device supplying at least 5 ACH in every school district classroom so that we aren't asking students and teachers to compromise their health just by attending school.

I also want to express solidarity with the many teachers, parents, students, and community members calling for open dialogue and protection of free speech about the war in Gaza. I am horrified by the intentionally destruction of Palestinian lives with the funding of the US government and ask that the District protect students and teachers who are speaking out about genocide and make room for hard conversations about the history of the region as well as our own country's settler colonial founding.

Elizabeth Rothwell

ORIGINAL MESSAGE

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While we do not know whether MacQueen’s post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term “Zionists” as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

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We are so lucky to have found a school like PHP. Both of my children run out of the car at drop off heading to a school they love to attend. They have had the opportunity to make friends with children from neighborhoods different than our own as well as learn about other cultures through lessons and taking part in a diverse school community. PHP is driven by its OLAM values and that is such a unique and wonderful part of my children's learning that we would not find easily in another school. At the end of my son's first grade year he was confident enough to jump on stage and recite the values for a room full of parents and children. His sister was so excited to take part, she is excited for her time to come move up at Yalla Malla ceremony this year. Communication from the staff has been fantastic and I always feel I am able to support the teachers in their lessons with their weekly updates and homework packets.

Emily Marks

Hello,

My name is Erin Abrigo and I am the parent of a child enrolled in SDP. I'm writing to voice support for the Philly Educators for Palestine and urge you to implement the demands they have thoughtfully drafted. I have watched as Islamophobia and anti-Palestinian sentiment in the district has attempted to censor beloved and respected teachers, and created barriers for academic freedom, student led learning, privacy, and sense of safety at school. The district must publicly recognize and condemn the genocide of Palestinian people. It must also protect the rights of staff and student's to ensure all members of our public school community feel safe to to engage critically with current events, voice understanding and speak up for what they see happening the world. I want my children to be educated in a district where the humanity of all community members are honored.

ORIGINAL MESSAGE

Hi i'm Frangy Pozo, a resident of Philadelphia and future parent in Germantown. I call on the Philadelphia school district to condemn the Palestinian genocide, protect students and staff, and make space for uncomfortable but necessary conversations in our schools. We are a collective of educators, parents, and stakeholders in the School District of Philadelphia who support a free Palestine, condemn violent human rights violations across the world, and defend freedom of speech. We demand the following:

1. The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. Furthermore, SDP must offer specific and intentional support to Palestinian students and families as they endure this ongoing slaughter, with information provided to educators about how to refer students to these supports. This care must also apply to all students affected by current genocidal violence and mass displacement, including our Sudanese, Congolese, and Haitian students.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

2. The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

3. The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information due to a podcast that was shared in school. We would like to remind the SDP that this breach of privacy is a FERPA violation.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to those child(ren)'s schools to address the harm, rather than censuring teachers based on vague allegations that may or may not be connected to students at their school.

4. The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff, like Keziah Ridgeway, from those that would defame and/or harass them. If a student brings up a question or concern in class related to current events, it is not only our right but also our responsibility as educators to address these student inquiries with comprehensive and accurate information, without fear of reprisal.

5. The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine. All students have a right to culturally-responsive pedagogy that reflects their identities and histories, including our Palestinian students and others directly affected by the conflicts in this region.

6. The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue – even and especially regarding sensitive geopolitical issues – so that our teachers are better equipped to handle discussions that will inevitably come up in our classrooms. All teachers deserve the intellectual freedom to both offer and receive professional development they choose based on issues they care about and hear their students bring up in class.

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Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

- Numerous swastikas being drawn on SDP schools’ property;
- Swastikas being drawn in various forms and handed to Jewish students during school hours;
- Propaganda erasing Israel from existence, and charging Israel as a genocidal oppressor, distributed to students during school hours;
- Physical violence against students identified as Jewish;
- Students chanting “Heil Hitler” in the hallways of SDP schools;
- Students using school-purchased technology to express and share antisemitic sentiments;
- Teachers using their platforms in the classroom, in school assemblies, and from their social media profiles, to portray Israel and Jews as villainous and evil;
- Teachers providing assignments that have erased Israel from existence;
- Assistant Superintendents charging Israel as being a genocidal oppressor;
- Assistant Superintendents promoting an anti-Israel walkout during school hours;
- Administrators using SDP funds to sponsor anti-Semitic speakers for continuing education of SDP teachers
- Numerous other forms of verbal harassment against Jewish students and teachers.

The wide-spread hate against Jews has only continued to rise, and SDP’s silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them

under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge “Zionists” (Jews) as genocidal oppressors and “enemies of justice.” Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel’s right to self-determination, Israel’s right to self-defense, and Israel’s role in a war that Israel, and certainly Jews worldwide, never asked for and did not start. The Philly Educators for Palestine are quick to protest what they qualify as “censorship” of “uncomfortable subject matter”, but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their “right to teach truth”, but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as “truth,” including the following examples:

- Omitting any teaching about the events of October 7, 2023, when Hamas inflicted the largest attack on Jewish people since the Holocaust, burning alive, raping, maiming, and killing 1200 people, and taking 250 more as hostages.
- Accusing Israel and Jews of lying about the October 7th atrocities, thus omitting to teach about eye witness testimony, Hamas’ own video clips, and confirmation by the Associated Press.
- Blaming Israel for the bombing of Al Shifa Hospital, omitting to teach that this was confirmed to be false by the Associated Press.
- Declaring that Israel is committing genocide in Gaza, omitting to teach that this was confirmed to be false by the International Court of Justice, and by the United States government.
- Inaccurately teaching that the United Nations declared Zionism a form of discrimination, omitting to teach that the resolution was revoked by Resolution adopted on December 16, 1991.
- Refusing to acknowledge the working definition of antisemitism, culminated by the International Holocaust Remembrance Alliance, which has been accepted by 38 nations and adopted by the U.S. House of Representatives earlier this month, acknowledging that one of the examples of antisemitic behaviors includes denying the Jewish people their right to self-determination by claiming the existence of Israel is a racist endeavor.
- Failing to acknowledge that the death tolls in Gaza have been reevaluated, omitting to teach that United Nations has recently slashed Hamas’ inflated Gaza death toll in half.

These SDP educators not only teach just one side of the current war brought on by Hamas’ attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel’s repeated attempts at peace, including Israel’s numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews. It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District’s tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with

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The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Gelena Itkin

My name is Gretchen Britton, and I am a school psychologist with the School District of Philadelphia (SDP). I am writing you because I am deeply concerned with the attempts to silence teachers who are speaking out against what the ICC has deemed a “plausible genocide” being committed by Israel and by what genocide scholars have deemed a genocide. For example, Israeli scholar, Raz Segal, has called Israel’s actions in Gaza a “textbook genocide.” I am also concerned that the SDP may be failing to protect and support its Arab and Muslim students, particularly its Palestinian students. All Arab and Muslim students are watching as two nuclear superpowers kill thousands of innocent civilians who share their religion and/or ethnicity. Imagine the pain they must feel as these horrors unfold. Even Arab and Muslim students who are not Palestinian relate to this suffering. In fact, all students who belong to a group considered a racialized other are at risk of trauma upon seeing this genocide carried out against another racialized other. Now consider that rather than gathering around these students in support, their school communities instead choose to erase the truth of not only the past but also the present. This is unacceptable.

I urge the District to keep in mind that Judaism and Zionism are not the same thing, and to criticize the state of Israel is not antisemitic. I also urge the District to keep in mind that to teach the history of Palestinians, their mass displacement during the Nakba of 1948, and the establishment of what all major human rights organizations, including B’tselem, call an apartheid state, is not antisemitic. SDP staff should not face harassment and defamation for teaching the history of Palestine and its people. They should not face harassment and hate for condemning the genocide or for speaking out against Islamophobia and anti-Palestinian hate. SDP students deserve to be taught factually accurate history they deserve safe spaces for honest conversations about what is happening in Gaza. Arab and Muslim students deserve emotional support given the heavy burden they carry as they watch Palestinians, including children, being bombed, buried under rubble, torn to pieces by weaponry, burned alive, flattened by food aid dropped from the sky, and rounded up and tortured. Our students can see these things and worse every day on their phones, day in and day out.

I urge you to do the right thing. Protect SDP staff. Protect SDP students. Human rights are for everyone.

Gretchen Britton

ORIGINAL MESSAGE

Dear Superintendent Watlington, Board President Streater, and School Board,

My name is Gwendolyn and I am the parent of a student at Powel Elementary school.

I am writing you because I am deeply concerned with the attempts to silence teachers who are speaking out against the genocide being committed by Israel. Even more alarming, as everyone in the District is supposed to be doing right by our students, is how you all are failing our Palestinian students in multiple ways.

I am also emailing to share the following demands, which I fully support and stand behind.

These demands, which can be read in the entirety here, are critical to the education and safety of District students and staff, as well as in line with the Districts supposed aim at achieving equity and a quality education for all students:

The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to the child(ren)'s schools to address the harm, rather than censoring teachers based on vague allegations that may or may not be connected to students at their school.

The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff.

The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine.

The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue.

Sincerely,
Gwendolyn Beetham

ORIGINAL MESSAGE

Haade Ramadan

Bismillah Al-Rahaman Al-Rahim, Hello everyone my name is Haade Ramadan, I'm a graduate of the School District of Philadelphia, more specifically a graduate of Northeast High School. We're here today to DEMAND from the school district to pass a ceasefire resolution on the ongoing genocide against the Palestinian people just as other major school districts have done across the country. While the school district is silent on the genocide in Gaza, the schools in Gaza have all been destroyed by the occupational government. While the school district of Philadelphia is silent, the students of Gaza have not been given their right to learn, because there are no more schools in Gaza. The school district claims to care about students all around the world yet is SILENT on the genocide in Gaza. (SHAME) We're also here to call on the school district to protect its students and staff and their rights to expression. The school district must protect students when they speak about Palestine, Islamophobia and racism. This school district has failed its students' right to express concern about causes dear to them such as Palestine, and has failed to protect its students against retaliation from members of the school district. The school district has failed its students for too long, being a graduate of Northeast High School I've had my experiences from staff and previous administration who portrayed Islamophobia, and Anti-Arab rhetoric which were enabled by the school district, the superintendent and the board here at 440, During my time at Northeast, the school had considered every Arab to be delinquents to the point where if you were Arab, the administration would consider you to be a part of a "gang" while looking down on you as if you were a trouble maker and expected the worst from you. Since October 7th it has only gotten worse with more reports from students at Northeast and across the entire school district coming out saying how some staff would silence the voice of Palestinian and Arab students. For example, by shutting down events focused on Palestine, without reasoning or explanation and refusing to meet with community leaders. Not only has the school district enabled Anti Arab rhetoric for years, Islamophobia has been and has only gotten worse inside of the school district. During my time at Northeast there were times the school would not allow its Muslim students to pray their Friday prayers in school, which as a Muslim, is our sacred day where we are REQUIRED to pray, and the school denied us of our rights. So we call on the school district to endorse all 6 of our demands to condemn the genocide, protect its students and staff, and make space for uncomfortable but necessary conversations in our schools. While the students in Gaza are voiceless it's our duty as students to speak up for them and demand a ceasefire in Gaza. While the school district tries to silence its students and staff, we will only get louder and louder until our demands are met.

From: Horace Clouden

September 21, 2023

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

Accelerate Philly

"Let us help you help the children/students"

Priority Area 3

Accelerate academic achievement

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

Help end academic deserts

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

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

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

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

a. Motivation High School-Southwest area map

b. Pickett-Germantown area map

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Topics

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

Driver Education – expanding to every High School

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

General Cleaner – School District or private contractor

Fireman Trainee – School District

Utility Worker – School District

Junior High School Education

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

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

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

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

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

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

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

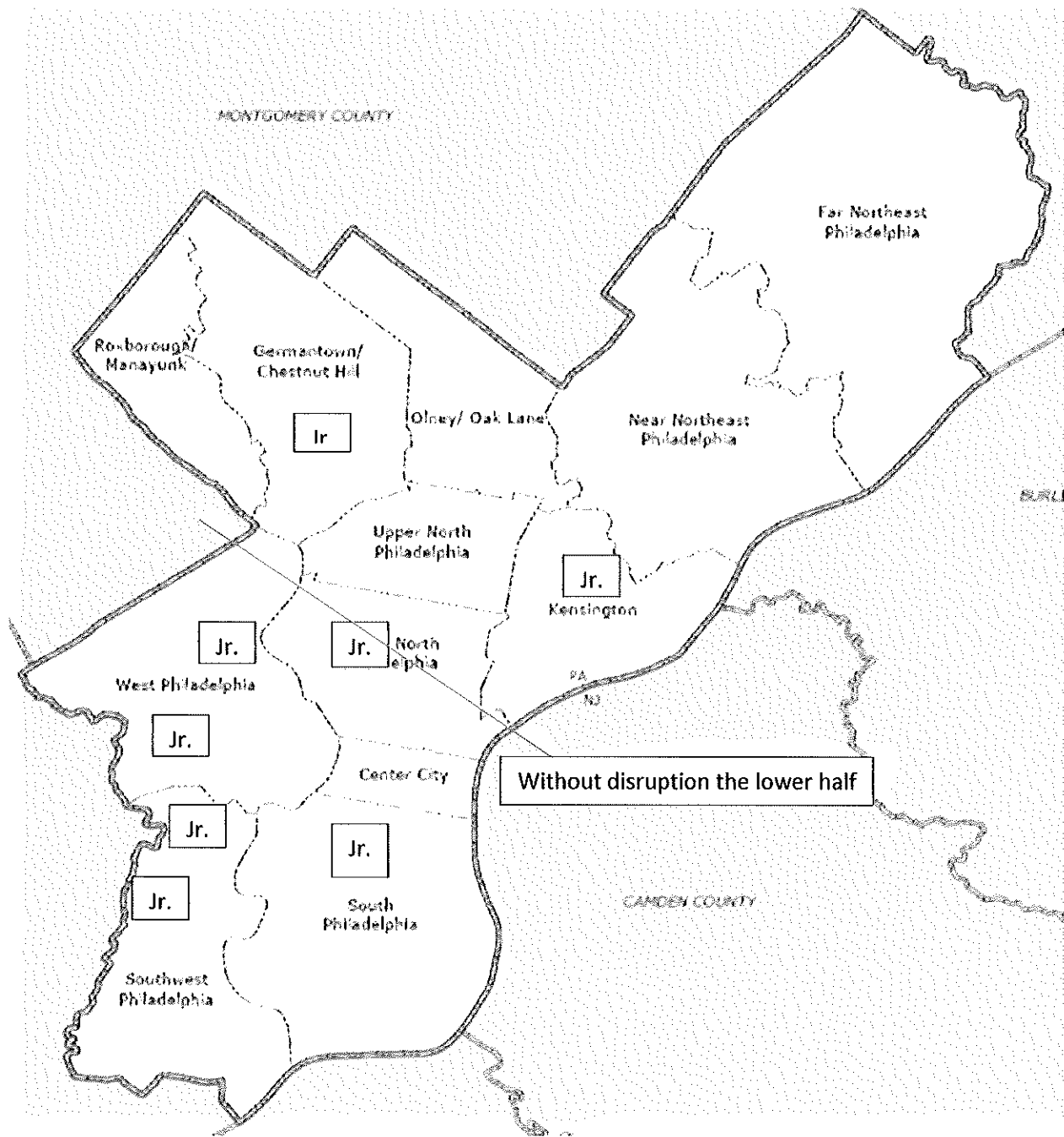
Board members serve collectively in the best interest of every student in Philadelphia. As a collective body, the Board sets clear, aligned goals that drive decision-making and policy-making to foster strategic planning and investments in support of student achievement.

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

Thank you,

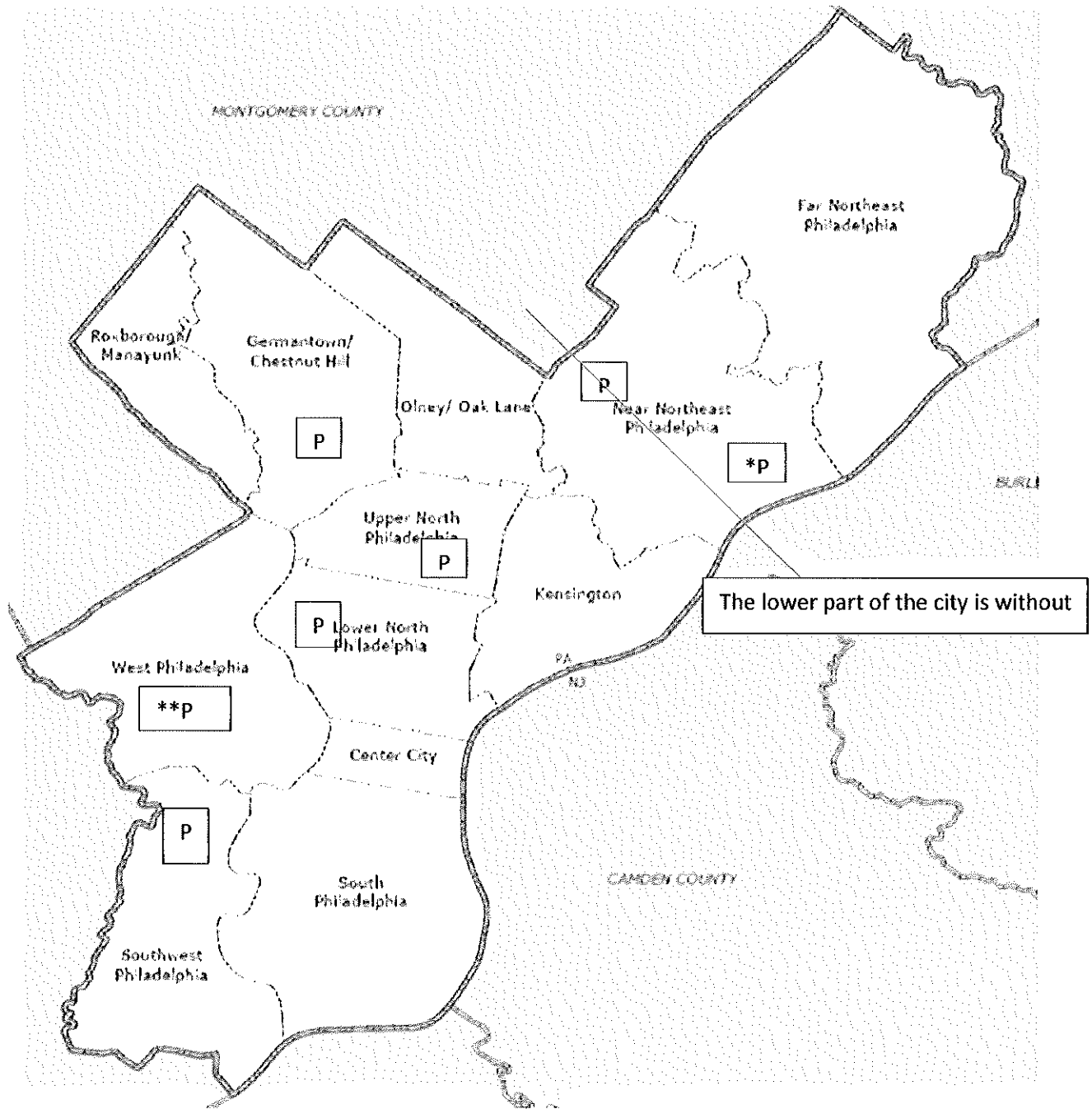
Horace Clouden PCAC 9/21/2023

3.5 + 3.6 + 3.9 + 3.10 Junior High Schools



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

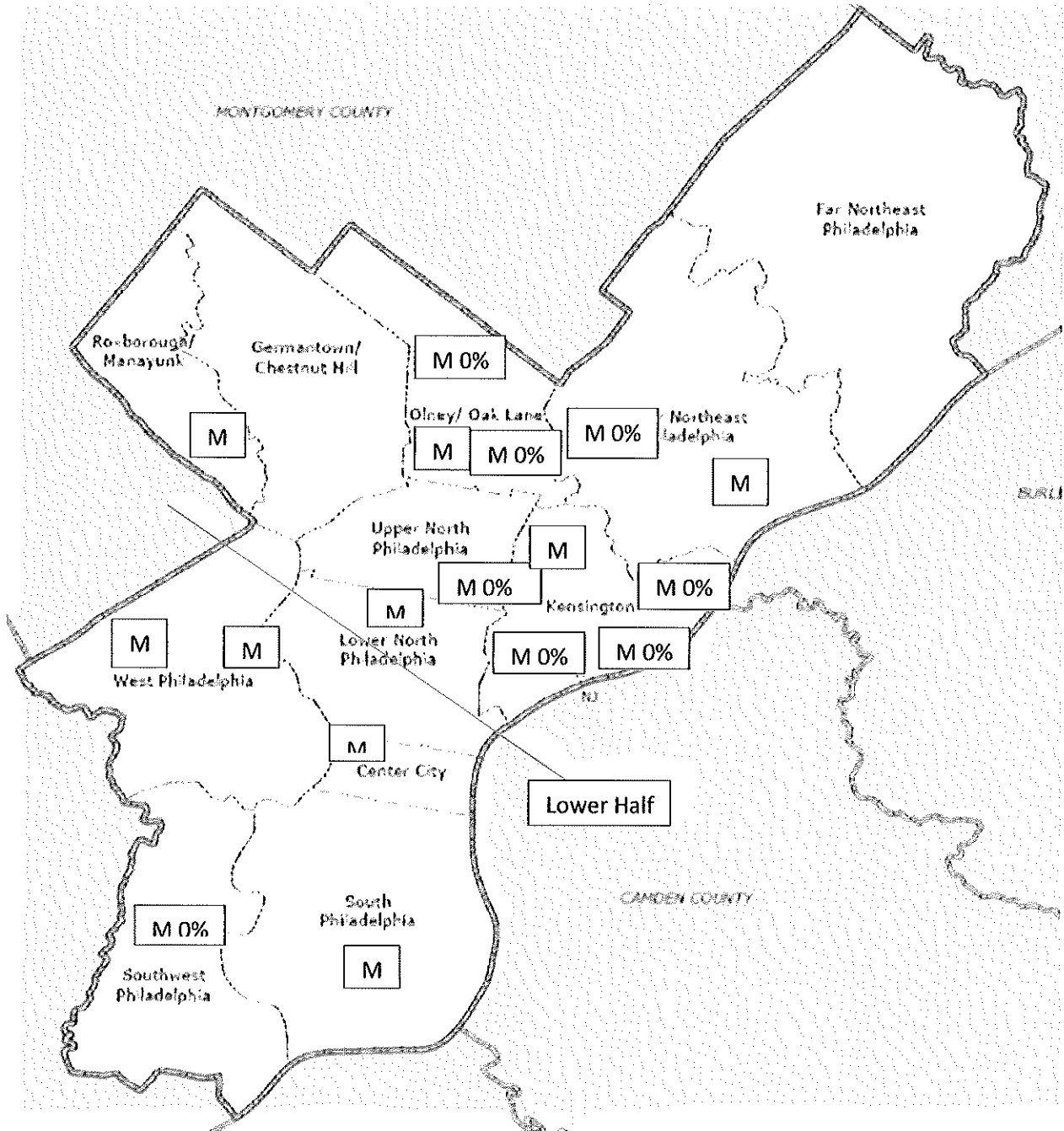
3.7 P = Pool locations



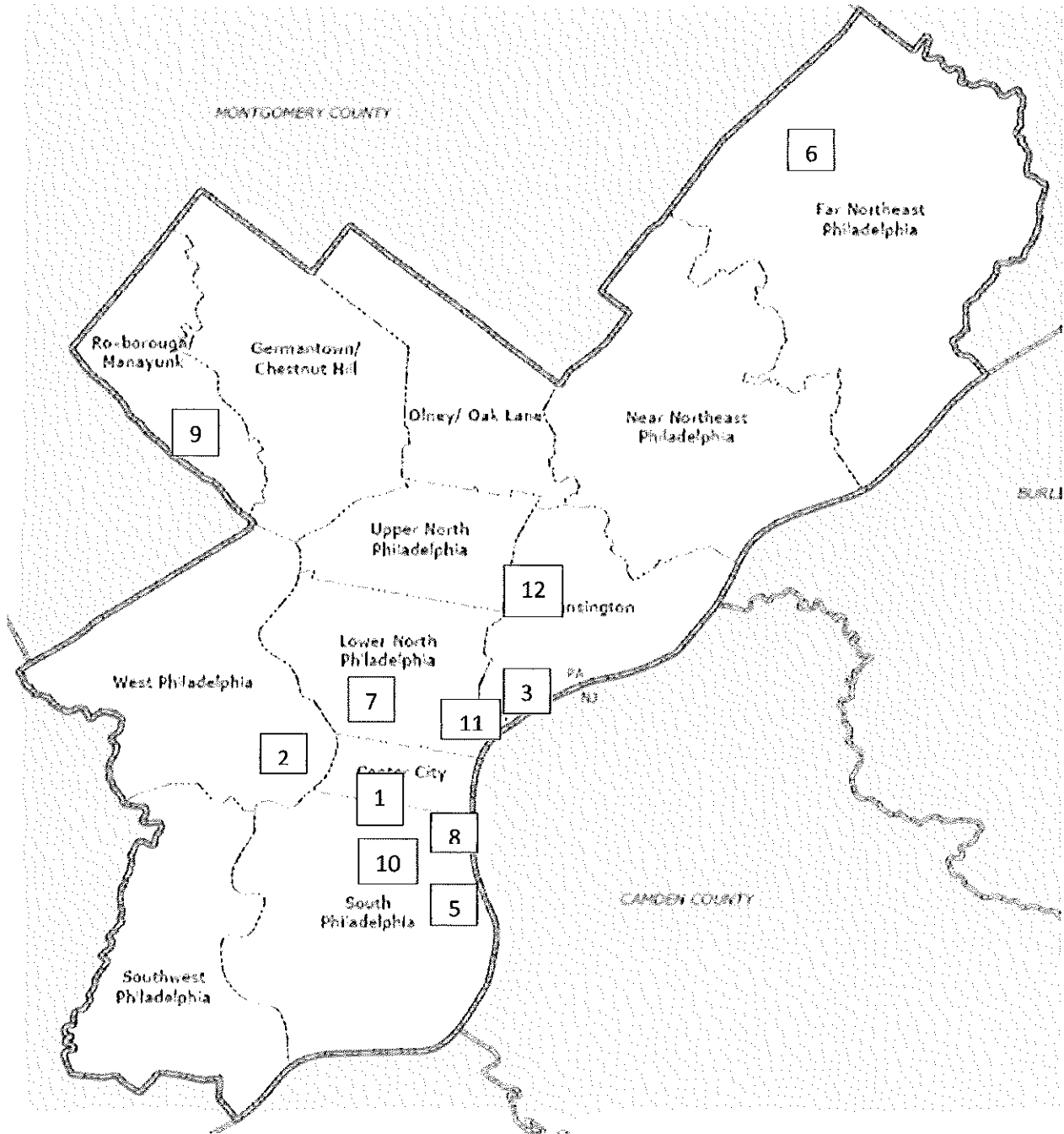
The only active pools are located in the Near Northeast Section of the City. *P is the Lincoln Pool that has a partnership with the school district. The pending (**P) Sayre location is in the West Philly part of the city and the rest do not have to wait until completion of this pool.

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

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



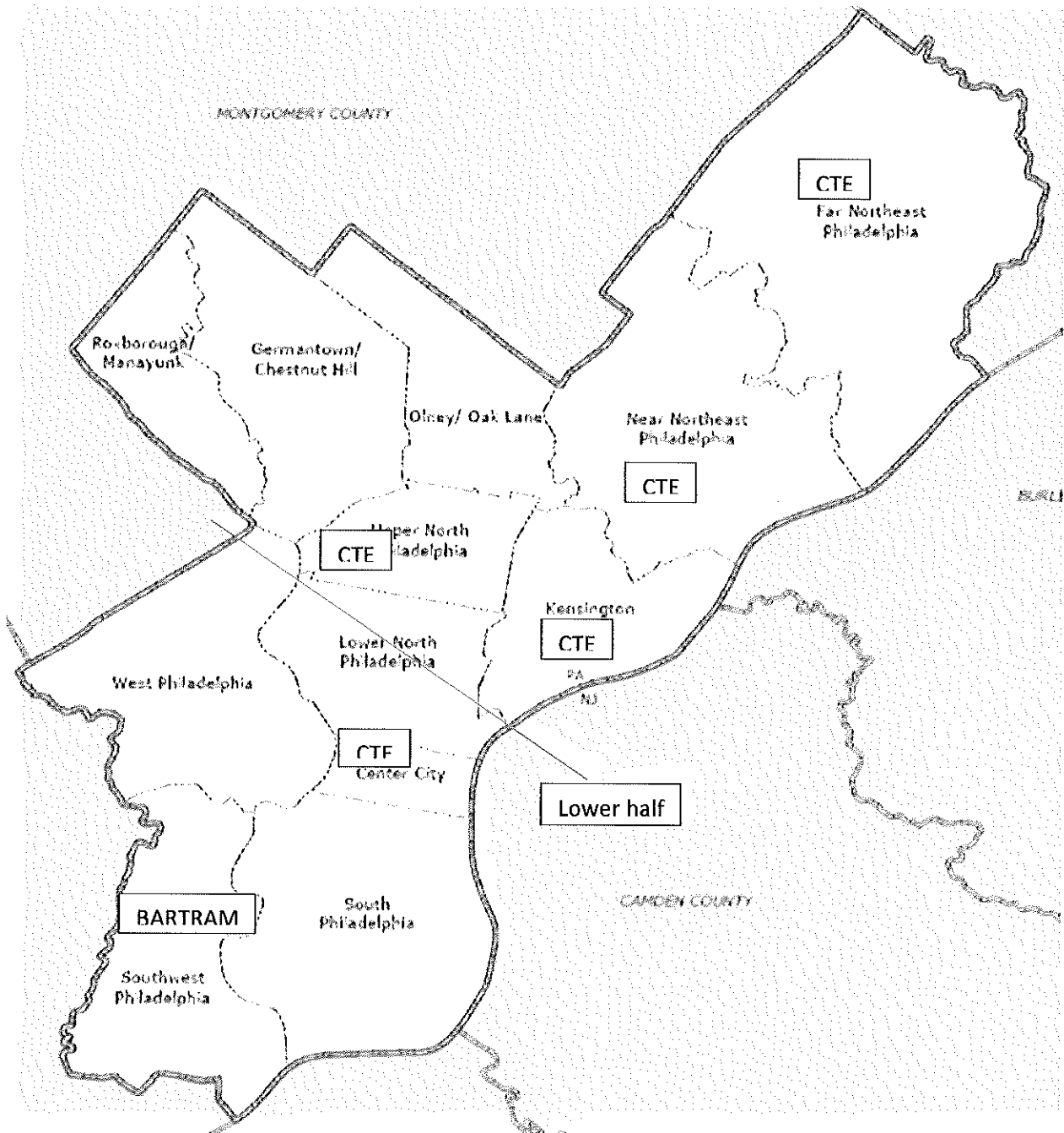
3.10 Top 12 K-8 ranging from 66% to 100% in Performance



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

3.12 CTE locations

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



Education and Equity Middle Schools SPREE (2021-2022)

School Name	Student Pop.	Bldg. Cap.	Teacher Attd	Student Achievement/Performance				Math%	
				2018-2019/2020-2021/2021-22	2018-2019/2020-2021/2021-22	ELA%	Student w/IEP		
Castor Gard. 6-8	1439	1190/249	41.1%	13%	Covid	0.0%	38.5%	13.7%	12.5%
MYA	212	1200	64.7%	23%	Covid	37.5%	43.2%	23.2%	9.4%
Feltonville Arts & Sci. 6-8	594	519/75	36.2%	3%	Covid	0.0%	24.3%	17.5%	5.3%
SLA 5-8	364	NA	76.2%	22%	Covid	50.0%	55.7%	13.6%	16.9%
Tilden 5-8	438	1706	43.3%	2%	Covid	0.0%	19.1%	23.7%	3.3%
Washington Groover 5-8	508	1197	50.0%	10%	Covid	0.0%	31.9%	23.4%	9.8%
Clemento Roberts 6-8	320	1512	7.7%	0%	Covid	12.5%	11.1%	24.3%	1.8%
Harding 6-8	810	1197	50.9%	1%	Covid	0.0%	22.2%	29.9%	3.2%
Meehan 7-8	closed	1586		9%	Covid				
Wagner 6-8	501	1008	30.0%	1%	Covid	0.0%	21.2%	25.3%	1.7%
Alternative Mid. Yrs at James Martin 6-8									
	350	504	66.7%	12%	Covid	0.0%	29.9%	24.6%	8.2%
Penn Treaty 6-8	166	NA	43.6%	6%	Covid	0.0%	27.2%	37.3%	4.2%
Hill-Freeman Wrld Acad 6-8	240 /NA		67.2%	38%	Covid	50.0%	64.2%	11.9%	15.1%
Conwell Russell 5-8	240	483	66.7%	29%	Covid	25.0%	55.2%	7.8%	14.6%

Student Achievement/Performance

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

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

Top 12 K-8 Schools SPREE 2021-22

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

Mama Gail's

CommUNITY educATion netWORK

Pool Plan

[Proposal to all interested parties]

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

Points of Interest:

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

Solutions:

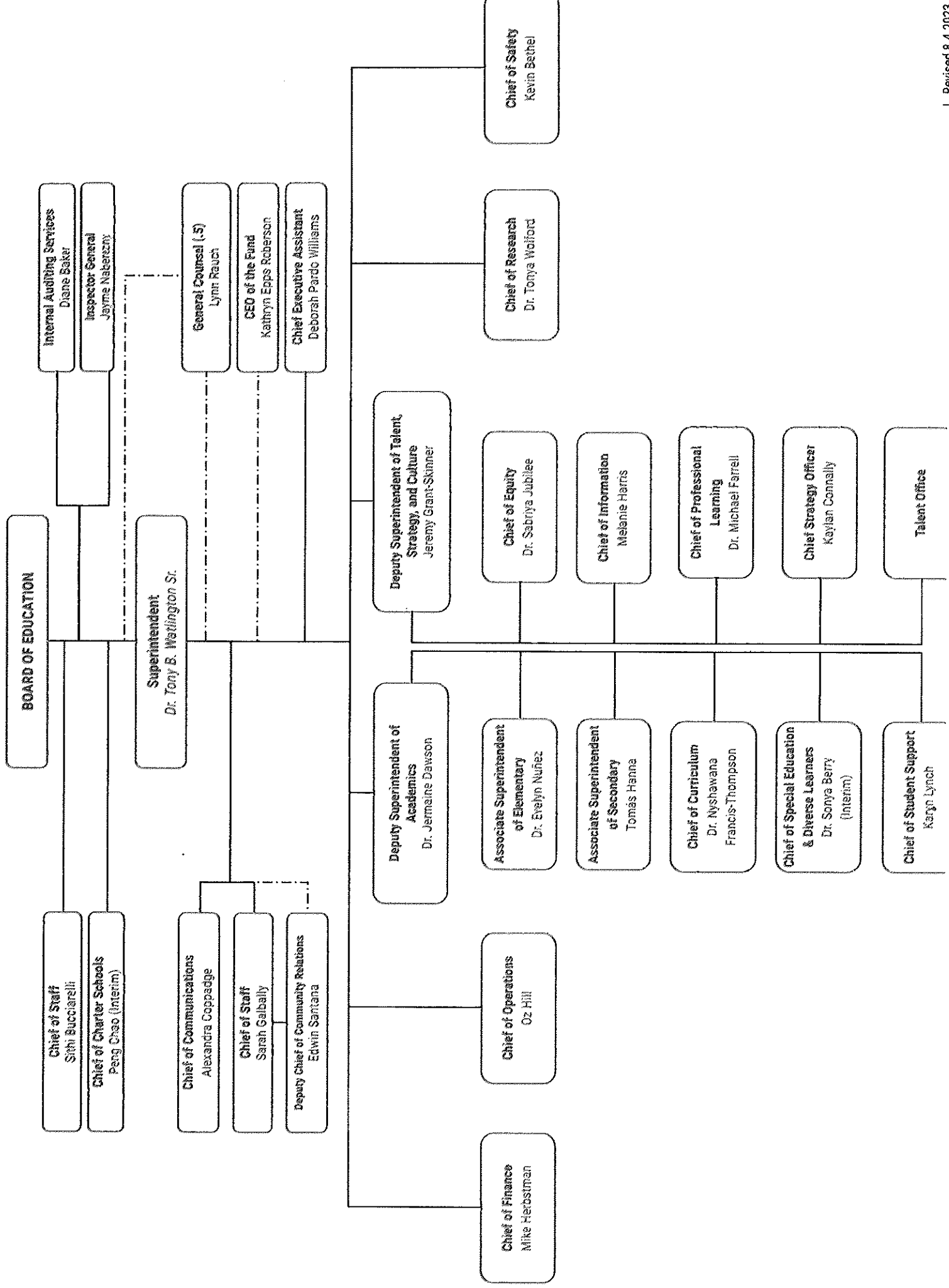
1. To make repairs on all pools a priority during this school year (before the summer break). Sayre pool, Pickett pool, Motivation pool, E.W. Rhoades and Marcus Forester pool.
2. To determine whether the Operations would be staffed by SDP or Outside Resources to help align with the curriculum.
3. Develop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

Goals:

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

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

Cabinet Organization Chart



From: Horace Clouden

May 27, 2024

Subject: SPREE – for the Board to consider having the District use the 2021-2022 format. Also to show the Board the critical need to change the landscape of the District and remove the 7th and 8th graders out of those K-8 locations where it's not working.

Purpose: To aid the community in picking the best school for their child and aid the District in creating the best schools for its students.

To the Board:

There were 68 schools with 0% in overall school Performance taken from the 2021-2022 SPREE. They were listed in the 2022-2023 SPREE as having “Insufficient Data for Score” in the school Performance indicator. This indicator was used to compare one school against another. Taken into account a factor of plus or minus, 5% of these same schools show a continuation of 0% in Performance.

The new SPREE format leaves out: Guardrails 2, 3 & 4.

Guardrail 2 –Enriching and Well-rounded School Experiences

Data on % of students Participating in Visual / Performing Arts

Guardrail 3- Partnering with Parents/Family Members

Data on Parents Advisory Group

Guardrail 4 – Addressing Racist Practices

Data on % of students Qualified to attend Criteria-Based High Schools

I like to bring to the Board attention to the overall Performance. What is going on in these 0% schools? The teacher attendance has gone up, the student attendance has gone up, and the proficiency ratings of teachers' are between 80% and 100%. Also these are small learning communities. Why are they still achieving 0% in Performance (two to three years)? Even in your Comprehensive High Schools 4 out 5 are at 0% in Performance.

Right now for the upcoming school year 24/25 you can change the landscape. What is standing in the way is a new administration (maybe), a new Board (maybe), a new City education committee (maybe) and a new Mayor (maybe). This learning disability this city has had for a decade and it's continuing. What is lacking is the experience of making the changes necessary now.

You will start hearing the same issues that the old board has heard for the last two years. The Data haven change for the better, it has been shuffle around and new narratives have been added along with the old ones:

1. Making progress towards the Goals and Guardrails.
2. One of the top District's for recovery in academics since Covid.
3. Graduations rates have increase, quality education and lower dropout rates.
4. The District is grossly underfunded, teacher shortage and toxic buildings.

I must remind the Board 68 schools at 0% in Performance plus the others that fall under passing the Academic Scale making this a failing school District with 10% of the schools holding it up. With increases in percentage points, each point represents from 1 to 10 students. As reference in a parting Board Member speech "The train is still off the track"

When the Superintendent says: "We're going to be the fastest growing school District in the Country" what does that mean. So far we're getting reports on teacher and student attendance, dropout rates, Mental Health supports and Safe Corridors.

Where are the things that motivate students in their daily curriculums?

1. All middle grade students (7th and 8th) have access to all 13 forms of sports.
2. All middle grade students (7th and 8th) have access to all 6 forms of the Arts.
3. Open up all 7 pools to all the students of Philadelphia with fair management practices.
4. Bring back Driver's Education and create a Comprehensive High School in the Bartram High School location.
5. Place your 7th and 8th grade students in newly renovated Swing Spaces or better utilized your Kindergarten-Middle School or High School location to accommodate the needs of the student. In other words one group has to relocate Kindergarten to Six grade or Seventh and Eighth graders.
6. Establish a space where the transition is much needed from Six to Seventh and from Middle to High School and the District can focus on the whole child. Introduce Life Skills, Sports, Arts, Travel and hands on development.

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

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

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

Here is the Data on 0% schools taken from the 2022-2023 SPREE.

0% 2022-2023 SPREE REPORT

Education and Equity in High Schools

Neighborhood High Schools

Current

Student Achievement/

School Name	Student Pop.	Bldg. Cap.	Performance	Goal Performance	CTE Performance	2018-2019/2020-2021/2021-2022
Bartram	523	1706	0.0%	4.2%	I.S. No CTE	0% Covid 0.0%
Benj. Franklin	647	1556	0.0%	2.3%	44.4% 5CTE	12% Covid 0.0%
Kensington CAPA	553	542	0.0%	2.7%	I.S% 1CTE	0% Covid 0.0%
Fels	1160	1418	0.0%	1.2%	I.S. 1CTE	0% Covid 0.0%
Martin L. King	663	2543	0.0%	1.3%	I.S. 3CTE	8% Covid 0.0%
Roxborough	910	1603	0.0%	2.9%	28.1% 4CTE	0% Covid 0.0%
South Phila.	990	2498	0.0%	1.3%	I.S 4CTE	0% Covid 0.0%
Frankford	1285	1150	0.0%	0.0%	I.S. 3CTE	0% Covid 0.0%
Edison	1217	2218	0.0%	1.7%	31.3% 10CTE	0% Covid 0.0%
Sayre	483	511	0.0%	1.7%	I.S. 1CTE	0% Covid 0.0%
West Phila.	567	965	0.0%	0.0%	20.0% 3CTE	0% Covid 0.0%
Strawberry Mason	222	1762	0.0%	0.0%	I.S. 1CTE	0% Covid 0.0%

School Name	Student Pop.	Bldg. Cap.	Current			Student Achievement-		
			Performance	Goal Performance	CTE Performance	2018-2019/2020-2021/2021-2022		
Overbrook	534	2446	0.0%	1.9%	I.S. 1CTE	0%	Covid	0.0%
Vaux BP	314	Lease	0.0%	0.0%	I.S. No CTE	0%	Covid	0.0%
Penn Tready	350	1113	0.0%	0.0%	I.S. No CTE	2%	Covid	0.0%
Kensington Health	478	337/158	0.0%	2.0%	26.5% 3CTE	1%	Covid	0.0%
Lincoln	2363	1586/777	0.0%	6.0%	52.4% 6CTE	3%	Covid	0.0%

0% Citywide High Schools

School Name	Student Pop.	Bldg. Cap.	Current			Student Achievement-		
			Performance	Goal Performance	CTE Performance	2018-2019/2020-2021/2021-2022		
H.S. of the Future	578	859	0.0%	4.8%	I.S. No CTE	0%	Covid	0.0%
Mastbaum	603	NA	0.0%	6.7%	49.4% 11CTE	0%	Covid	0.0%
Randolph Tech	400	NA	0.0%	1.1%	46.0% 8CTE	0%	Covid	0.0%
Dobbins	913	900/194	0.0%	0.6%	39.1% 11CTE	0%	Covid	0.0%
The Linc	233	1512	0.0%	0.0%	I.S. No CTE	0%	Covid	0.0%
The U School	316	994	0.0%	0.0%	I.S. No CTE	0%	Covid	0.0%

0%School District Comprehensive High Schools/CTE

School Name	Student Pop.	Bldg. Cap.	Current			Student Achievement-		
			Performance	Goal Performance	CTE Performance	2018-2019/2020-2021/2021-2022		
Edison	1066	2218	0.0%	1.7%	31.3% 10CTE	0%	Covid	0.0%
Mastbaum	603	NA	0.0%	6.7%	49.4% 11CTE	0%	Covid	0.0%
Swenson	778	637/141	44.4%	9.4%	70.0% 10CTE	9%	Covid	44.4%
Randolph Tech	400	NA	0.0%	1.1%	46.0% 8CTE	0%	Covid	0.0%
Dobbins	913	900/13	0.0%	0.6%	39.1% 11CTE	0%	Covid	0.0%

0% Education and Equity Middle Schools SPREE (2022-2023)

Student Achievement/Performance

School Name	Student Pop.	Bldg. Cap.	Teacher Attd	2018-2019/2020-2021/2021-22/2022-2023		ELA%	Student w/IEP	Math%		
Castor Gard. 6-8	1392	1190/202	78.5%	13%	Covid	0.0%	0.0%	36.8%	14.1%	14.7%
Feltonville Arts & Sci. 6-8	536	519/17	75.6%	3%	Covid	0.0%	0.0%	20.3%	18.7%	6.0%
Tilden 5-8	404	1706	71.0%	2%	Covid	0.0%	0.0%	16.5%	22.8%	3.5%
Washington Groover 5-8	444	1197	90.6%	10%	Covid	0.0%	0.0%	21.2%	25.0%	5.8%
Clemeneto Roberts 6-8	203	1512	70.6%	0%	Covid	12.5%	0.0%	7.0%	21.0	0.7%
Harding 6-8	622	1197	81.1%	1%	Covid	0.0%	0.0%	20.2%	28.8%	4.6%
Wagner 6-8	417	1008	67.7%	1%	Covid	0.0%	0.0%	18.0%	24.6%	1.9%
Alternative Mid. Yrs at James Martin 6-8										
	256	504	86.4%	12%	Covid	0.0%	0.0%	30.4%	33.6%	11.7%
Penn Treaty 6-8	165	NA	78.1%	6%	Covid	0.0%	0.0%	26.5%	48.6%	4.8%

0% 2022-2023 SPREE REPORT

Education and Equity K-8 (2022-2023)

Student Achievement/Performance

School Name	Student Pop.	Bldg. Cap.	Teacher Attd	2018-2019/2020-2021/2021-22/2022-23				ELA%	Student w/IEP	Math%
Finletter K-8	700	676/24	91.1%	24%	Covid	0.0%	0.0%	31.7%	20.8%	13.6%
Lea K-8	500	716	84.6%	14%	Covid	0.0%	0.0%	32.1%	19.5%	21.2%
Hopkinson K-8	688	635/35	82.4%	9%	Covid	0.0%	0.0%	26.8%	17.0%	12.5%
Hamilton A K-8	406	NA	86.7%	5%	Covid	0.0%	0.0%	16.9%	23.3%	3.3%
Mitchell K-8	401	696	87.5%	8%	Covid	0.0%	0.0%	14.9%	16.0%	3.7%
Childs K-8	458	1176	81.1%	17%	Covid	0.0%	0.0%	28.6%	23.0%	16.2%
Meade K-8	313	894	90.3%	1%	Covid	0.0%	0.0%	15.4%	22.7%	5.1%
Ludlow K-8	240	596	92.6%	16%	Covid	0.0%	0.0%	24.3%	37.9%	19.5%
Bethune K-8	514	855	92.1%	2%	Covid	0.0%	0.0%	16.2%	15.0%	5.3%
McKinley K-8	364	596	78.6%	10%	Covid	0.0%	0.0%	15.7%	24.4%	3.4%
Bregy K-8	246	616	84.6%	15%	Covid	0.0%	0.0%	35.5%	39.7%	20.4%

Student Achievement/Performance

School Name	Student Pop.	Bldg. Cap.	Teacher Attd.	2018-2019/2020-2021/2021-22/2022-2023				ELA%	Student w/IEP	Math%
Comegy K-8	365	596	55.6%	4%	Covid	0.0%	0.0%	16.8%	16.0%	5.2%
Edmonds K-8	488	755	83.9%	8%	Covid	0.0%	0.0%	22.4%	22.2%	7.8%
Gideon K-8	246	596	95.2%	0%	Covid	0.0%	0.0%	11.3%	21.7%	6.0%
Morris K-8	205	795	57.9%	8%	Covid	0.0%	0.0%	16.4%	24.7%	16.2%
Dick K-8	403	596	96.4%	4%	Covid	0.0%	0.0%	17.5%	26.8%	2.6%
Dr Allen Ethel K-8	385	676	80.0%	4%	Covid	0.0%	0.0%	14.9%	15.0%	5.7%
Bryant K-8	407	894	71.0%	4%	Covid	0.0%	0.0%	16.6%	16.1%	2.2%
Stearne K-8	510	437	93.9%	2%	Covid	0.0%	0.0%	11.9%	22.9%	4.0%
Spring Garden K-8	276	258/18	70.8%	12%	Covid	0.0%	0.0%	18.8%	14.2%	7.8%
Overbrook K-8	243	437	70.6%	18%	Covid	0.0%	0.0%	19.2%	17.8%	7.5%
McDaniel K-8	281	556	66.7%	3%	Covid	0.0%	0.0%	9.0%	18.9%	3.0%
Anderson K-8	456	616	86.5%	9%	Covid	0.0%	0.0%	15.7%	20.5%	3.7%
Kearny K-8	211	417	90.9%	13%	Covid	0.0%	0.0%	31.0%	30.6%	10.1%

Student Achievement/Performance

School Name	Student Pop.	Bldg. Cap.	Teacher Attd.	2018-2019/2020-2021/2021-22/2022-2023			ELA%	Student w/IEP	Math%	
McCloskey K-8	274	497	80.0%	10%	Covid	0.0%	0.0%	30.3%	18.0%	9.0%
Harrington K-8	395	616	77.4%	8%	Covid	0.0%	0.0%	24.5%	26.0%	8.4%
Roosevelt K-8	570	NA	76.1%	3%	Covid	0.0%	0.0%	16.4%	29.2%	4.0%
Blaine K-8	384	775	88.6%	7%	Covid	0.0%	0.0%	14.6%	36.5%	7.9%
Blankenburg K-8	305	596	83.9%	3%	Covid	0.0%	0.0%	16.6%	24.3%	4.7%
Heston K-8	406	636	58.1%	4%	Covid	0.0%	0.0%	8.5%	14.8%	1.4%
Lamberton K-8	336	1084	79.3%	6%	Covid	0.0%	0.0%	16.9%	40.3%	5.1%
Dunbar K-8	269	477	81.5%	8%	Covid	0.0%	0.0%	17.4%	32.2%	5.0%
Kenderton K-8	423	795	69.0%	4%	Covid	0.0%	0.0%	12.7%	24.0%	5.9%
McMichael M K-8	337	874	88.7%	11%	Covid	0.0%	0.0%	16.0%	34.8%	7.1%

Top Five

Student Achievement/Performance

School Name	Student Pop.	Bldg. Cap.	Teacher Attd.	2018-2019/2020-2021/2021-2022/2022-2023			ELA%	Student w/IEP	Math%	
McCall K-8	659	596/63	87.9%	74%	Covid	77.8%	?	79.0%	11.9%	71.9%
Greenburg K-8	901	755/146	90.2%	80%	Covid	77.8%	?	82.2%	14.0%	62.4%
Sadie Alexander K-8	586	542/44	92.7%	85%	Covid	100%	?	85.4%	10.0%	77.1%
Greenfield K-8	716	676/40	85.0%	78%	Covid	100%	?	88.1%	12.2%	78.5%
Meredith K-8	528	477/51	90.3%	83%	Covid	77.8%	?	85.3%	7.1%	75.8%

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

***NOT ANY ONE SCHOOL LISTS ANY ATHELIC SPORTS. THERE ARE 13 MIDDLE GRADE SPORTS**

MGC Sports Offered:

Fall Season

- Field Hockey
- Football
- Golf (Co-Ed)
- Soccer (Co-Ed)
- Girls Volleyball

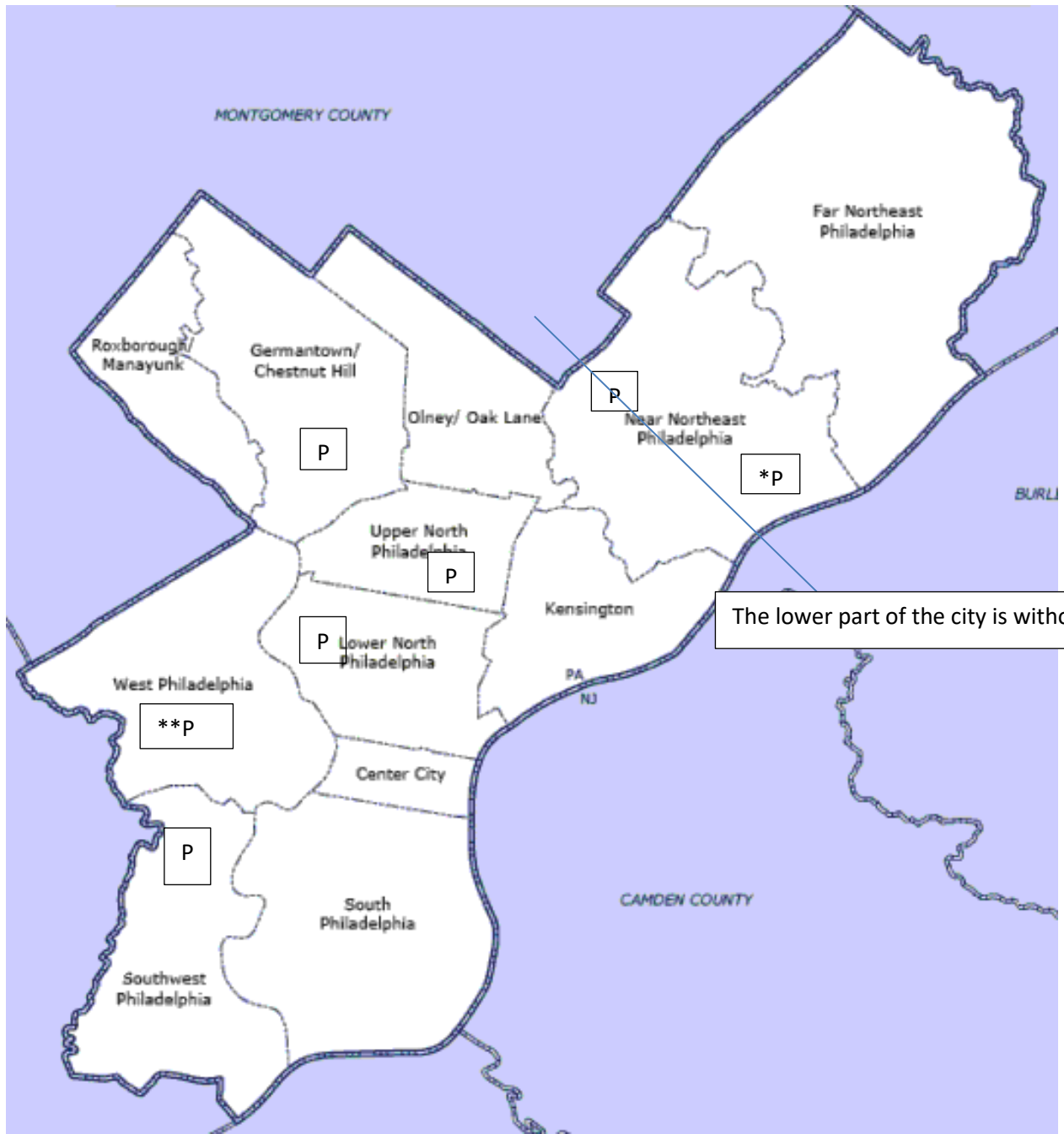
Winter Season

- Boys Basketball
- Girls Basketball

Spring Season

- Baseball
- Softball
- Boys Lacrosse
- Girls Lacrosse
- Track (Co-Ed)
- Boys Volleyball

3.7 P = Pool locations



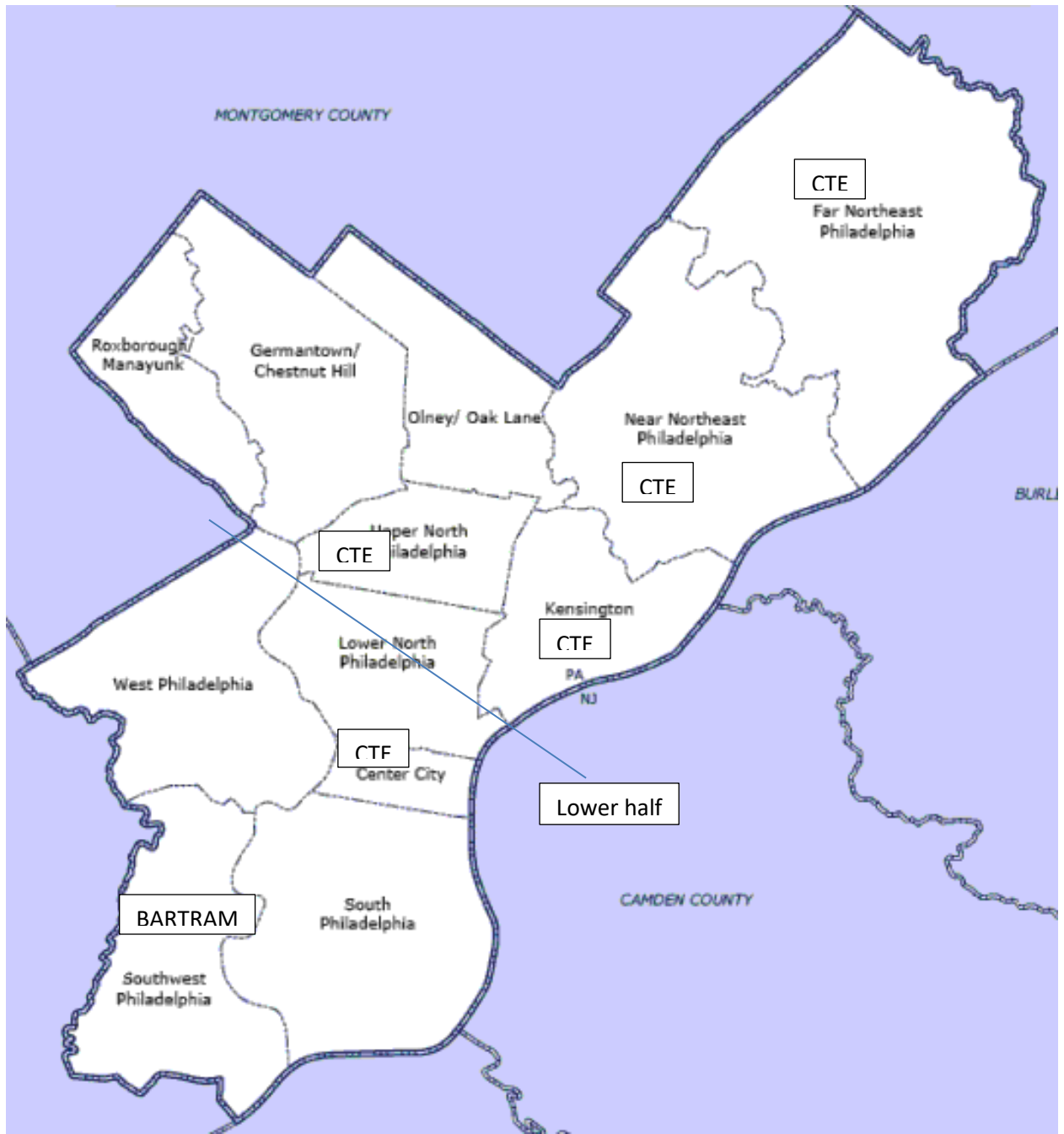
The lower part of the city is without

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

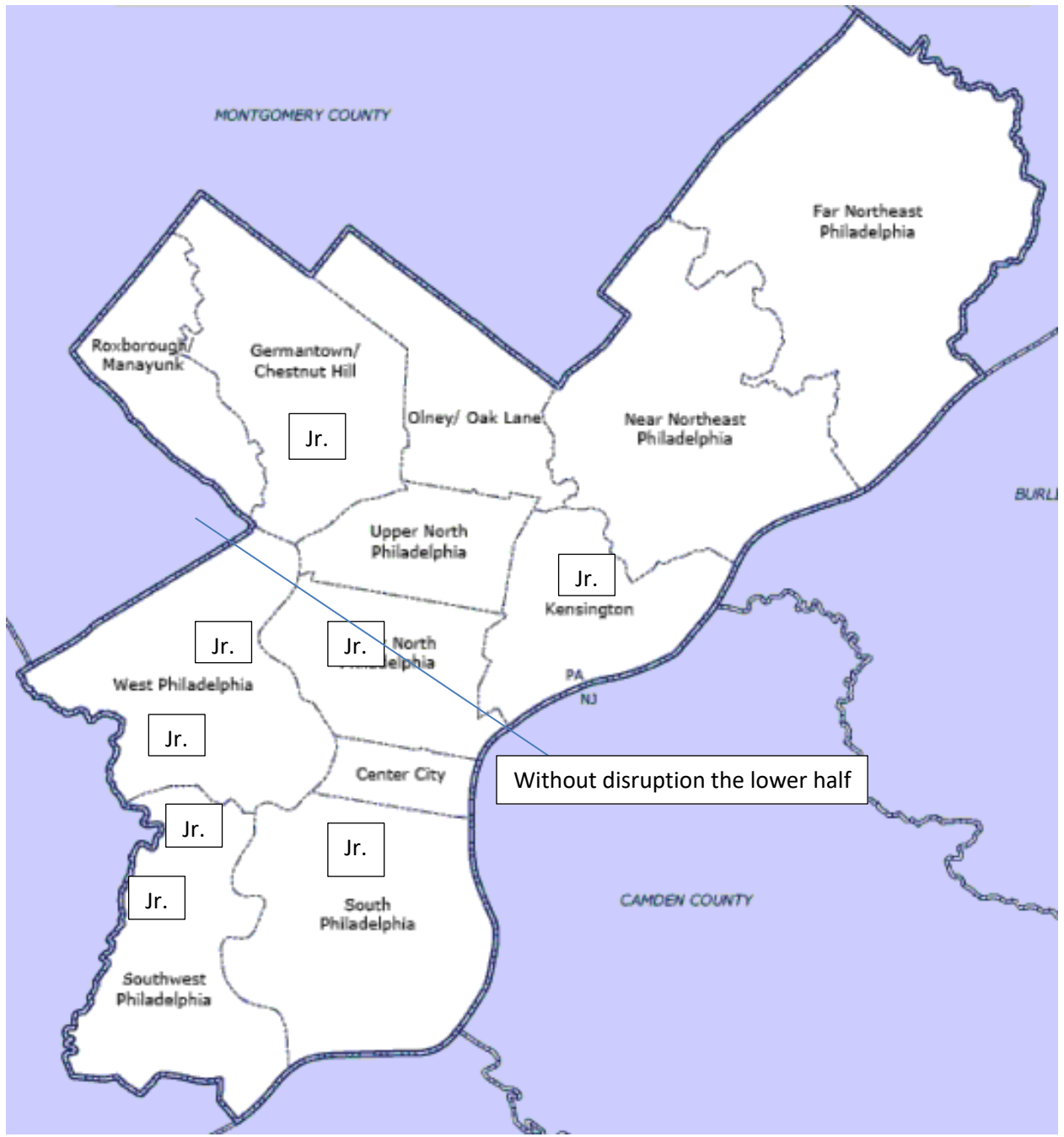
The rest are inactive and waiting for *Budgetary Scheduling. See the Pool Plan attached in the Additional Topic section at the end of the report.

3.12 CTE locations

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



3.5 + 3.6 + 3.9 + 3.10 Junior High Schools



Without disruption the lower half

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

I hope that you understand the information that has been presented to you. These things have been presented before. What's missing is that they haven't been discuss in length. The public doesn't know how the Board feels on these topics, that what's missing.

Stop the disability in the School District

Respectfully,

Horace Clouden

My name is Isabel Furman- I've been an educator in Philadelphia for the last five years, and I'm writing in support of the Safe Air Campaign led by the DSA.

In 2019, I had the pleasure of teaching music at Franklin Learning Center. It was December, and my students were working on putting together their end-of-year concerts, student showcases, and Open Mic Nights.

One day, we were notified from school leadership that there was asbestos detected in our air vents. The toxic particle had been blowing into classrooms, into hallways, and into our auditorium in high concentration. The vents had not been cleaned in over 60 years, and there was no adequate filtration to prevent the spread.

The school closed down for two weeks— right before winter break, a particularly busy time of year for students and teachers. We canceled performances, rehearsals, and club meetings. The auditorium, a central part of our performing arts program, was unusable for weeks. Students and teachers not only missed out on valuable learning opportunities, but also had reason to fear for their health and safety.

The Safe Air Campaign has taken initiative to do what the district has not yet done: provide easy, reliable, and immediate solutions to the ongoing problems of air quality in schools. Corsi-rosenthal boxes significantly reduce toxins and make air safer and cleaner— and they only cost \$70 each. The campaign has built over 100 boxes at 13 public schools in the city through community organizing and partnerships with families and schools. While these efforts are effective and inspiring, this campaign cannot be single-handedly responsible for solving the problem of air quality in schools.

I am writing to urge the school board to purchase HEPA filters for every occupied space in all schools to meet the air quality standard for classrooms set by the CDC last year. Long term, I encourage the school board to create a public plan for safe air in every school without high quality ventilation or air conditioning, using fossil-free HVACs like the geothermal HVAC used at Kensington CAPA.

Our students deserve safe, uninterrupted learning time. How can we expect the learning outcomes we desire from students if they can't breathe in their classrooms? How can we achieve academic excellence when learning is routinely interrupted by hazardous conditions?

An investment in safe air is an investment in learning. Act now.

I am writing as a Philadelphia citizen and a Professor of Environmental Science, concerned that students are able to learn the truth about the full costs of the Israeli attack on Gaza—both the ecological and the humanitarian costs. The US press continues to avoid naming the deliberate slaughter of over 35,000 Palestinians, mostly civilians, as a “genocide,” despite the fact that the International Court of Justice has declared it’s likely. The ICC has taken the further unprecedented step of demanding Israel immediately cease the slaughter in Rafah, and is pursuing arrest warrants on grounds of war crimes for Israel’s Prime Minister and Defense Minister.

But the humanitarian catastrophe is made worse by environmental catastrophe. Daily, Palestinians are deprived of access to fresh water while illegal Israeli settlers living right next to them on stolen land are sold water at very cheap rates and fill swimming pools while Palestinians can barely irrigate crops to meet basic food needs. (See [Israel’s policy of water deprivation in the West Bank](#)). Israel has long had this discriminatory policy of water availability; however, as climate change makes the entire area increasingly arid, this asymmetry will fall even more heavily on Palestinians, seriously impacting food and basic health.

In addition the Gaza war itself has produced catastrophic sewage pollution (Israel cutting off all electricity means no sewage treatment or water treatment plants running, unless they can get fuel for emergency backup generators.) Untreated sewage and contamination of drinking water are the greatest risk factors for outbreaks of waterborne disease: cholera, typhoid, hepatitis A. Devastation of farms, air pollution, and destruction of entire ecosystems are widespread; indeed environmental scientists consider this an act of “ecocide.”

(see https://www.theguardian.com/environment/2024/mar/29/gaza-israel-palestinian-war-ecocide-environmental-destruction-pollution-rome-statute-war-crimes-aoe?utm_term=6606bb587ade67f8d77959a1ded11ec8&utm_campaign=GuardianTodayUS&utm_source=esp&utm_medium=Email&CMP=GTUS_email) And the carbon emissions from Israeli military operations, and from all that has been set on fire, are enormous, As one study describes it: “The first months of conflict produced more planet-warming gases than 20 climate-vulnerable nations do in a year.” (see <https://www.theguardian.com/world/2024/jan/09/emissions-gaza-israel-hamas-war-climate-change>)

To be responsible citizens in a coming world of climate catastrophe, our students need to understand the full ecological consequences of such wars, as well as their genocidal nature. We must be teaching them these vital facts. I urge you to fulfill all six of the demands for the Philadelphia Educators for Palestine.

James E. Strick

Professor, Dept of Earth and Environment -and-
Chair, Program in Science, Technology and Society
Franklin and Marshall College
<https://www.fandm.edu/directory/james-strick.html>

I am a retired school district secretary who has experienced first hand the effects of exposure to years of poor ventilation systems on the health and well-being of students and staff in my building. I urge you to install available low cost and high quality HEPA filters in all schools that lack adequate ventilation. Extensive scientific evidence shows that these systems match or exceed CDC recommendations. This needs to be completed by August so that students and staff have a safe environment to return to.

Jan Chanin

Stop hatred on Jewish people

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, “These Zionists will see they messed with the wrong crew! See y’all on the 30th .”

While we do not know whether MacQueen’s post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term “Zionists” as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

- Numerous swastikas being drawn on SDP schools’ property;
- Swastikas being drawn in various forms and handed to Jewish students during school hours;
- Propaganda erasing Israel from existence, and charging Israel as a genocidal oppressor, distributed to students during school hours;
- Physical violence against students identified as Jewish;
- Students chanting “Heil Hitler” in the hallways of SDP schools;
- Students using school-purchased technology to express and share antisemitic sentiments;
- Teachers using their platforms in the classroom, in school assemblies, and from their social media profiles, to portray Israel and Jews as villainous and evil;
- Teachers providing assignments that have erased Israel from existence;
- Assistant Superintendents charging Israel as being a genocidal oppressor;
- Assistant Superintendents promoting an anti-Israel walkout during school hours;
- Administrators using SDP funds to sponsor anti-Semitic speakers for continuing education of SDP teachers
- Numerous other forms of verbal harassment against Jewish students and

teachers.

The wide-spread hate against Jews has only continued to rise, and SDP's silence has become complicitous as these incidents continue to be misrepresented, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge "Zionists" (Jews) as genocidal oppressors and "enemies of justice." Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel's right to self-determination, Israel's right to self-defense, and Israel's role in a war that Israel, and certainly Jews worldwide, never asked for and did not start.

The Philly Educators for Palestine are quick to protest what they qualify as "censorship" of "uncomfortable subject matter", but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their "right to teach truth", but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as "truth," including the following examples:

- Omitting any teaching about the events of October 7, 2023, when Hamas inflicted the largest attack on Jewish people since the Holocaust, burning alive, raping, maiming, and killing 1200 people, and taking 250 more as hostages.
- Accusing Israel and Jews of lying about the October 7th atrocities, thus omitting to teach about eye witness testimony, Hamas' own video clips, and confirmation by the Associated Press.
- Blaming Israel for the bombing of Al Shifa Hospital, omitting to teach that this was confirmed to be false by the Associated Press.
- Declaring that Israel is committing genocide in Gaza, omitting to teach that this was confirmed to be false by the International Court of Justice, and by the United States government.
- Inaccurately teaching that the United Nations declared Zionism a form of discrimination, omitting to teach that the resolution was revoked by Resolution adopted on December 16, 1991.
- Refusing to acknowledge the working definition of antisemitism, culminated by the International Holocaust Remembrance Alliance, which has been accepted by 38 nations and adopted by the U.S. House of Representatives earlier this month, acknowledging that one of the examples of antisemitic behaviors includes denying the Jewish people their right to self-determination by claiming the existence of Israel is a racist endeavor.

· Failing to acknowledge that the death tolls in Gaza have been reevaluated, omitting to teach that United Nations has recently slashed Hamas' inflated Gaza death toll in half.

These SDP educators not only teach just one side of the current war brought on by Hamas' attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel's repeated attempts at peace, including Israel's numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Jason Weinberg

To the Board of Education and Superintendent Watlington:

You don't have to be a parent to understand that going to the bathroom is among children's most basic and urgent needs: each of us knows that our own health and dignity depends on consistently being able to access a functioning, sanitary bathroom.

District leaders have made important strides in recent years to modernize our aging school buildings, which have suffered from decades of deferred maintenance and unconstitutional underfunding. However, while families, staff, advocates, and officials continue to press for the full-scale resources we need and deserve, we also need an urgent and focused effort to ensure bathroom access for every child, now.

We are asking for:

A comprehensive assessment of bathroom access and issues, including surveying individual schools and adding this as a question on future annual surveys. This should also include reviewing records of work orders to identify locations and patterns of bathroom repair needs and/or unsanitary conditions, and to assess the speed and effectiveness of response by the District and its contractors. Urgent prioritization of schools with repeat or persistent issues for more effective response or intervention, including plumbing modernization.

Allocation of sufficient additional staffing to schools where decisions are made that bathrooms will be locked and access rationed if staff is not present, including offering expanded hours for NTA positions.

Additional measures to fill the high proportion of vacant building maintenance positions and to increase retention, including reviewing and increasing compensation levels to ensure competitiveness.

Adopt and implement recommendations from Lift Every Voice Philly for a "joy audit" and a "chief of joy" position dedicated to ending dehumanizing practices and ensuring our schools are welcoming places for young people.

Regular tracking of progress and critical metrics at Board meetings as part of Guardrail 1.

Our wonderful school, Southwark, has seen recurring bathroom closures across multiple floors in recent months as well as repeated building maintenance staff vacancies; recent reporting about the Workshop School also highlighted unacceptable bathroom closures. But these issues are not limited to a single school or a few outliers. Young people across the District often raise both bathroom conditions and limited access as demoralizing and traumatizing. We hear of children who have accidents because they can't make it to the bathroom due to closures across multiple floors. Adult visitors who encounter bathrooms in some of our most underresourced schools are horrified at the smell and open human waste.

Reasons for inadequate, inaccessible, or unsanitary bathrooms can vary. But what is universal is the need for any issues involving adequate bathroom access to be prioritized and treated with acute urgency, and for the District to have a truly solutions-oriented approach that is publicly tracked and monitored. It's hard to think of a more critical "guardrail" than this.

As challenging as the circumstances are in which our public schools have to operate, we are asking you to take this on with the serious focus and attention it deserves, and to develop a set of

approaches, policies, procedures, and plans that better ensure we are providing children with the dignity and sanitation that is their entitlement and our responsibility.

Additionally, before the school year concludes, we ask that Superintendent Watlington, President Streater, and any Board members visit representative schools including Southwark (which, having been built in 1909, is among the District's aged facilities) to see the bathrooms in use and better understand the impact of the status quo.

Jason
Southwark Elementary School

Peace. Schools and teachers, administrators and any adults in education should be prioritizing the well being and safety of all kids regardless of their race, religion or appearance. Islamophobia should have no place in schools and should be called out just like antisemitism. Do not choose sides, do your job and protect the first amendment of the US constitution. These kids are the future. Let them lead.

Jeanette Lloyd

As a Jewish parent I am horrified and devastated everyday that passes as more and more Palestinian children and their families are murdered. This is big, it's important, and it is what our children should be learning about, grappling with, and exploring in school. I also want to be crystal clear that anti-semitism and anti-zionism are NOT the same thing. It is dangerous, inaccurate, and unjust for them to be conflated. I am a proud Jewish Philadelphian who stands, unwaveringly, with Palestinian freedom.

The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. Furthermore, SDP must offer specific and intentional support to Palestinian students and families as they endure this ongoing slaughter, with information provided to educators about how to refer students to these supports. This care must also apply to all students affected by current genocidal violence and mass displacement, including our Sudanese, Congolese, and Haitian students.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

Thank you,
Jenna

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Additionally, before the school year concludes, we ask that Superintendent Watlington, President Streater, and any Board members visit representative schools including Southwark (which, having been built in 1909, is among the District's aged facilities) to see the bathrooms in use and better understand the impact of the status quo.

Jennifer & Ian Riley

As an Arab American parent with Arab children. I believe it is imperative for the SDP to do the following.

1) support and protect all of our students and teachers, 2) create space for uncomfortable but necessary conversations.

Nobody should be penalized for acknowledging the suffering of Palestinians.

Jennifer

I am writing to encourage the District to advocate for a ceasefire in Palestine, protect students and teachers who are speaking out and trying to teach and learn about Palestine, and make space in our classrooms for difficult and necessary conversations about these events in our work- including the Scholasticide and genocide happening in Palestine.

Jennifer Bradley

The Philly Educators for Palestine are quick to protest what they qualify as “censorship” of “uncomfortable subject matter”, but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their “right to teach truth”, but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as “truth,” including the following examples:

- Omitting any teaching about the events of October 7, 2023, when Hamas inflicted the largest attack on Jewish people since the Holocaust, burning alive, raping, maiming, and killing 1200 people, and taking 250 more as hostages.
- Accusing Israel and Jews of lying about the October 7th atrocities, thus omitting to teach about eye witness testimony, Hamas’ own video clips, and confirmation by the Associated Press.
- Blaming Israel for the bombing of Al Shifa Hospital, omitting to teach that this was confirmed to be false by the Associated Press.
- Declaring that Israel is committing genocide in Gaza, omitting to teach that this was confirmed to be false by the International Court of Justice, and by the United States government.
- Inaccurately teaching that the United Nations declared Zionism a form of discrimination, omitting to teach that the resolution was revoked by Resolution adopted on December 16, 1991.
- Refusing to acknowledge the working definition of antisemitism, culminated by the International Holocaust Remembrance Alliance, which has been accepted by 38 nations and adopted by the U.S. House of Representatives earlier this month, acknowledging that one of the examples of antisemitic behaviors includes denying the Jewish people their right to self-determination by claiming the existence of Israel is a racist endeavor.
- Failing to acknowledge that the death tolls in Gaza have been reevaluated, omitting to teach that United Nations has recently slashed Hamas’ inflated Gaza death toll in half.

These SDP educators not only teach just one side of the current war brought on by Hamas’ attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel’s

repeated attempts at peace, including Israel's numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Jennifer Kaczmariski

Open letter from families supporting an inclusive School District

As caregivers for young people in the School District of Philadelphia, we believe schools should be places where all children are treated with dignity and care, and where they have the freedom to grow and develop as critical thinkers and engaged members of society. Some of us are Jewish, some are Muslim, and others are from a range of faith traditions and identities. But we are united in our steadfast belief that every life is precious, and that each of us has the responsibility to advance peace and stand against violence, injustice, and oppression.

At a time when the teaching of history is under threat across the country and civil rights are being attacked and undermined, it is even more important that we resist efforts to shut down learning and debate, and that we defend values of democratic pluralism, free inquiry, meaningful dialogue, and the cooperative resolution of conflict. Our educators, staff, and administrators serve tirelessly in the face of inadequate resources and politicized attacks. They should be provided with guidance and resources, including robust curricular materials, to support teaching and learning on challenging topics and clear assurances that they won't be punished for doing this important work.

Children watch everything we do, especially when people act in ways that don't match their words or values. Too often in recent months, they have seen adults take extreme and even violent measures to silence opposing views or to pit communities against each other by faith and ethnicity. And they can see when some are arguing to privilege the feelings and perspectives of one group of students and staff over others. This teaches all the wrong lessons.

We oppose discrimination and harassment of students or staff based on their identities, and believe that effectively and restoratively preventing and addressing it when it occurs is one of our school system's most important responsibilities. However, we also recognize that many forms of disagreement and conflict are inevitable in both school and life, and we want our children to learn to constructively navigate these moments and understand how different perspectives can lead to greater knowledge. If we fail to seize such opportunities for teaching, learning, and growth, the cost is severe.

With escalating attacks, we call for our District and City leaders to defend and deepen Philadelphia's commitment to culturally-responsive learning including Black and ethnic studies, and to the rigorous teaching of historical and current events that hold important lessons for preventing the recurrence of atrocity and advancing justice. The District must also protect staff and students who engage with challenging topics and issues, upholding their privacy and safeguarding against retaliation, and resist efforts to redefine critical discussion of Israel as anti-Semitic. Finally, we call for increased resources and support for restorative practices and youth-led conflict resolution, which provide young people with leadership and tools to be peacemakers and changemakers in their communities and wherever their lives may take them.

[Signatory list in formation - will be updated

https://docs.google.com/forms/d/e/1FAIpQLSftgCfNGwmTMoXW5TPImoNhh82dgb4_RmuyWaMcOmlxPswQg/viewform]

Note: Signers of this letter are members of the Philadelphia School District community, and those who are Jewish wish to make clear that the recently formed private group called the "School District of Philadelphia Jewish Family Association" does not speak for us.

Jennifer Kates (and co-signers)

To the Board of Education and Superintendent Watlington:

You don't have to be a parent to understand that going to the bathroom is among children's most basic and urgent needs: each of us knows that our own health and dignity depends on consistently being able to access a functioning, sanitary bathroom.

District leaders have made important strides in recent years to modernize our aging school buildings, which have suffered from decades of deferred maintenance and unconstitutional underfunding. However, while families, staff, advocates, and officials continue to press for the full-scale resources we need and deserve, we also need an urgent and focused effort to ensure bathroom access for every child, now.

We are asking for:

- * A comprehensive assessment of bathroom access and issues, including surveying individual schools and adding this as a question on future annual surveys. This should also include reviewing records of work orders to identify locations and patterns of bathroom repair needs and/or unsanitary conditions, and to assess the speed and effectiveness of response by the District and its contractors.
- * Urgent prioritization of schools with repeat or persistent issues for more effective response or intervention, including plumbing modernization.
- * Allocation of sufficient additional staffing to schools where decisions are made that bathrooms must be locked and access rationed if staff is not present, including offering expanded hours for NTA positions.
- * Additional measures to fill the high proportion of vacant building maintenance positions and to increase retention, including reviewing and increasing compensation levels to ensure competitiveness.
- * Adopt and implement recommendations from Lift Every Voice Philly for a "joy audit" and a "chief of joy" position dedicated to ending dehumanizing practices and ensuring our schools are welcoming places for young people.
- * Regular tracking of progress and critical metrics at Board meetings as part of Guardrail 1.

Our child's wonderful school, Southwark, has seen recurring bathroom closures across multiple floors in recent months as well as repeated building maintenance staff vacancies; recent reporting about the Workshop School also highlighted unacceptable bathroom closures. But these issues are not limited to a single school or a few outliers. Young people across the District often raise both bathroom conditions and limited access as demoralizing and traumatizing. We hear of children who have accidents because they can't make it to the bathroom due to closures across multiple floors. Adult visitors who encounter bathrooms in some of our most underresourced schools are horrified at the smell and open human waste.

Reasons for inadequate, inaccessible, or unsanitary bathrooms can vary. But what is universal is the need for any issues involving adequate bathroom access to be prioritized and treated with acute urgency, and for the District to have a truly solutions-oriented approach that is publicly tracked and monitored. It's hard to think of a more critical "guardrail" than this.

As challenging as the circumstances are in which our public schools have to operate, we are asking you to take this on with the serious focus and attention it deserves, and to develop a set of approaches, policies, procedures, and plans that better ensure we are providing children with the dignity and sanitation that is their entitlement and our responsibility.

Additionally, before the school year concludes, we ask that Superintendent Watlington, President Streater, and any Board members visit representative schools including Southwark (which, having been built in 1909, is among the District's aged facilities) to see the bathrooms in use and better understand the impact of the status quo.

Jennifer Kates (parent, Southwark school)

I am a parent of two Philadelphia Hebrew Charter School students. I am very pleased with my children teachers, each year they attended PHCS. I always ask about their teacher selection process each year, because I encounter a new teacher I love!! Each teacher that my child has I am amazed by their teaching style, patients, and love. Love for their job and more importantly the STUDENTS. I am a proud parent of Philadelphia Hebrew Charter School and believe they deserve every opportunity to expand/elevate the school!!!

Jibri Butler

Good morning,

My name is Julia Shields Chrestay and I am a parent to two students at Lingelbach Elementary School, a former SDP teacher, and a longtime supporter of public education in Philadelphia. I'm devastated by the genocide taking place in Palestine, and it's something I talk about regularly with my young children. It's not easy, but I want them to know age-appropriate facts about the world they live in, and gain a sense of their agency in creating a more just and free world. It's incredibly important to me that our schools are places where students are free to learn about complex social issues, express their opinions and identities, and learn how to stand up against cruelty, injustice, and violence.

I urge the School district of Philadelphia to condemn systemic violence including the ongoing genocide in Palestine and to promote ceasefire; to support and protect our students and teachers as they speak out about social realities and hopes for a better future; and to create space for uncomfortable but necessary conversations in our schools.

Sincerely,
Julia Shields Chrestay

PHP community makes you feel like your family. They welcome my children with open mind and heart. They answer questions and inform me right away. The staff always go above beyond to make sure all kids have what they need. PHP have great learning tools and methods it's a school we enjoy bring at.

Julie Kitchen

I am a community member from nearby Chinatown Philadelphia, a family doctor and was a product of Central High School. We must protect the different forms of speeches, including those who are making awareness of the genocide going on in Palestine. Students are learning the truth not from their teachers, but from social media. We must ensure that not just Jewish voices are important in this conversation, but all voices are represented equally, especially the voices that are pro-Peace, pro-Palestine as these voices have been ignored.

Ka Yi Li.

Hello, my name is Kelsey DeCerchio, and I am a community member in Philadelphia who is concerned about how SDP is handling Palestine in schools. SDP must condemn the genocide happening in Palestine and must protect students and staff who speak out against the genocide, Islamophobia, and anti-Palestinian hate. As an educator myself, it is important we do not shy away from these conversations, no matter how uncomfortable they may make us. I urge the school district to endorse all six of the Racial Justice Organizing Caucus demands.

At first I was nervous to send my kid to new school, especially with him being a first grader and the baby of my bunch. But after my initial meeting with CK(Claire Kelly) I felt so much better. Every staff member that I have encountered has been the absolute best. True they care about the child's education but they also care about their social and emotional needs.... But I really need to take my hat off to Kash' s teacher. Teacher B, her passion and dedication to her class is unmatched. Kash as well as both of my nephews will be returning next school year. And I'm sure they will excel just like they've done this year WE LOVE PHP!!!!

Kenya Earls-Streets

My name is, Kiana King

Hello I would first like to say that I absolutely LOVE ICS WEST! What I appreciate most about this school is the care they have for the children and the involvement from all staff. They make it to Where the children want to come to school and learn. My son has been attending ICS WEST since the day they opened their doors and I knew from day one this would be a great school. The activities they provide, the learning curriculum, then no nonsense. I wish they could be K-12. Feeling like a family and feeling welcomed makes ICS WEST special for our family. I choose ICS WEST for my son because I needed a school where my child would learn, I wanted a challenge for my child. I wanted to know that there would be discipline in place and most of all an environment that I knew my child would be safe in ICS WEST is very hands on and loves their students. I feel like ICS WEST is an important part of the community because the community needs a school where their child grow and leave knowing that not a doubt in their mind they made the right decision. They have so much going for the children. If I had to choose a school and do my child's 7 years all over again it would be ICS WEST!

PHP community makes you feel like your family. They welcome my children with open mind and heart. They answer questions and inform me right away. The staff always go above beyond to make sure all kids have what they need. PHP have great learning tools and methods it's a school we enjoy bring at.

My name is Kristin Luebbert, I write to you—the Board of Education—both as a concerned citizen of Philadelphia and a concerned teacher in the district. It is unconscionable that—during a time of multiple wars and genocides—students of Palestinian descent have been left with little to no support from their School District: some have had favorite teachers removed from schools without explanation, some have had some teachers reveal their personal information to outside organizations with ill intent, and most have been left to feel unheard and unrecognized.

Philly Educators for Palestine has endeavored to support our students throughout these crises—but it is not lost on us or on our Palestinian, Sudanese, Congolese or Haitian students that district resources and support were quickly (and appropriately) provided to Ukrainian and Jewish students after their recent traumatic events—but the same level of care and resources is conspicuously absent for students from other backgrounds.

Therefore, I direct you to the [SIX demands](#) we have for the district. Please focus for now on demand one: *The district must offer specific and intentional support to our Palestinian, Sudanese, Congolese or Haitian students and their families. They must provide all educators and administrators with training on how to assist students in obtaining this support.*

In addition the District MUST protect our students' FERPA rights when they choose to speak out against Islamophobia and anti-Palestinian hate, racism, or any other experiences they have had related to their identities.

You claim to take the responsibilities you have towards our students seriously—please make sure this extends to ALL of the myriad of students we are privileged to teach and not just the students with the loudest defenders or the most “acceptable” identities.

Sincerely,

Kristin R. Luebbert


Philadelphia, PA 19130

Hello. My name is Laura Bardwell and I am the mother of a 7th grade student at McCall Elementary who has been at the school since Kindergarten.

I first and foremost am calling on the SDP to release a ceasefire resolution as other districts around the country have done. This is the bare minimum to demonstrate that we condemn the destruction of schools and hospitals and libraries in Gaza and that we abhor the murder of babies, children, adults, and elders. This is also the bare minimum required to demonstrate our morality and values to our Palestinian students, our Arab students, our Muslim students, and all students who have family impacted, see themselves in the faces of Gaza's children, and value humanity.

Students AND faculty must feel that they can talk about what's going on, express their feelings about what's going on, and engage in dialogue. No student or faculty member should feel scared that they will face disciplinary action for speaking up for Palestine. Moreover, teachers should be encouraged to discuss what is happening. I remember the BLM protests in 2020, and a faculty member visited every school class on Zoom to discuss what was going on. My son was in 3rd grade at the time. They did not get everything right and in fact said some things that were offensive to me and I'm sure especially to Black students and parents. I would still rather this attempt than nothing at all. Silence is a stance. Silence is a position. Silence sends the message to our students that what is happening doesn't matter. That the 75+ years of history that led to Oct 7 doesn't matter. That Palestinian lives don't matter.

We are a city of Democrats. As such, many of us like to point our fingers (rightly so) at the South as they ban books, censor teachers and curriculum, whitewash history, and condemn critical race theory. Threatening teachers and students trying to talk about the horrors Israel is inflicting on Palestine, not teaching about what is happening is no different than this conservative rewriting of history we scorn.

Please do better for the sake of our children. Support teachers who are already teaching about Palestine and encourage all teachers to do so. If you feel it is a complicated topic than provide resources.

Thank you,

Laura Bardwell (mom of Oliver)

ORIGINAL MESSAGE

Hello, My name is Layla and I attend Northeast High School. I am writing this letter for the district to take resolute actions to **protect** the confidentiality, freedom of speech, and professional reputation of its students and staff (specifically Keziah Ridgeway) from those who would defame and/or harass them. During February, our school hosted its annual Black History Month assemblies in which two of our Northeast students created a podcast about how art was used as a tool of resistance during genocides, rebellions, slavery, and around the world. Music, dancing, and paintings were used as a way to protest and rebel against the atrocities they were facing. In the podcast for maybe 1-2 minutes they mentioned Israel occupying Palestine and how Palestinians use structures, paintings, (and art) to resist the current genocide they are facing. When some teachers saw this podcast, they called it antisemitic and called outside Jewish Organizations and sent the information of the children's names who made the podcast and took pictures of other students' faces and sent that as well. From there, they contacted you (the school district) in which it was swiftly taken down. This is a complete violation of their rights and confidentiality. They did not deserve that violation and they also didn't deserve for their project to be taken down by the school district when it was not antisemitic. There was never an explanation as to why it was anti-semitic and I assure you our teachers would never approve of antisemitism being plastered at our assembly. I, amongst others, wanted to stick up for these students and wanted to speak out on the genocides happening not only in Palestine but worldwide. On the last day of our assembly, we spoke out against having our voices silenced. Over the past 7 months, the Israeli government created a group punishment against millions of Palestinians. Millions have been displaced, and over 30,000 Palestinians have been unjustly murdered by Israeli airstrikes and the IDF. I understand that this was in response to Hamas' **attack** on Tel Aviv which was terrible and I mourn for the Israeli lives lost, but, this does not give a government leeway to start bombing innocent civilians and children. Hence why I called this a "group-punishment". Millions acknowledge the Tel Aviv **attack** worldwide and celebrities even chimed in on their solidarity with Israel, but now, millions are remaining silent when Palestinians are trapped under the rubble, their bodies are hanging from buildings, and they have nothing to eat.

Everyone was acknowledging one atrocity while in the same sentence ignoring the other. So when that podcast got pulled, we felt as though that was the last straw of complicity. From us speaking out, there has been a lot of **harassment** towards Northeast High School's African American Teacher, Keziah Ridgeway, who had nothing to do with the students and me speaking up at the last assembly. Nor has she ever spewed hate against Israeli or Jewish people. Nor was she a part of starting the NEHS4Palestine page. These were all student ideas and actions that 1. shouldn't be looked down upon because we have the right to freedom of speech, and 2. are a response to the negative propaganda and genocide against Palestinians. She along with other Philadelphia school district teachers has been doxxed, sent hateful messages, and is being harassed on a daily and nothing has been done about it. They do not deserve this treatment for speaking out on the injustice Palestinians are going through. Solidarity with Palestine does not equate to antisemitism. It simply states how we acknowledge what Palestinians are going through. I wish the district had come to the students and staff's defense as quickly as you told our school to take the podcast down. It was extremely dismissive toward us and felt like you hold one group of people who aren't even a part of the district higher than your own employees and students.

Good afternoon,

My name is Leo Garcia and I live at [REDACTED] Philadelphia. Since the beginning of the Gaza genocide I have been very concerned by the opposition that students and teachers across America have faced when protesting and speaking out against the events we see day in and day out in Gaza. I pride myself in my love for true education, social thought and the conversations that arise from these discussions and teachings. While these teachings and conversations might be deemed uncomfortable for some, I believe they are necessary to bring about true change and allow for the students to learn and reflect on the mistakes made from our past leaders. We want the next generation to be filled with leaders, critical thinkers and those who constantly seek truth and justice. I believe that starts here, at school. I am pleading with the board to take the following steps to ensure our future is secure and never again truly means never again.

CONDEMN THE GENOCIDE.

PROTECT STUDENTS AND STAFF WHO SPEAK OUT AGAINST ISLAMOPHOBIA, GENOCIDE
AND ANTI-PALESTINIAN HATE

MAKE SPACE FOR UNCOMFORTABLE BUT NECESSARY CONVERSATIONS.

Thank you,
Leonardo Garcia Moreno

[EXTERNAL SENDER] Board comments

1 message

Linda Mackey <[REDACTED]>
To: schoolboard@philasd.org

Mon, May 13, 2024 at 10:58 AM

Hello Board, my name is Linda Mackey I'm a grandmother of children that goes to ICS West Charter School. First and foremost, I like to congratulate the wonderful and outstanding principal that runs that school she is tremendous. The teachers are caring and nurturing to the children, and also the staff that work in and outside to protect the children. This school have activities to keep the children occupied, after school programs, other languages for the children to learn that they need to deal with the world. Looking at other schools through the years that my grandkids been in ICS West this is one of the greatest school Philadelphia.

Sent from my iPhone

You don't have to be a parent to understand that going to the bathroom is among children's most basic and urgent needs: each of us knows that our own health and dignity depends on consistently being able to access a functioning, sanitary bathroom.

District leaders have made important strides in recent years to modernize our aging school buildings, which have suffered from decades of deferred maintenance and unconstitutional underfunding. However, while families, staff, advocates, and officials continue to press for the full-scale resources we need and deserve, we also need an urgent and focused effort to ensure bathroom access for every child, now.

We are asking for:

A comprehensive assessment of bathroom access and issues, including surveying individual schools and adding this as a question on future annual surveys. This should also include reviewing records of work orders to identify locations and patterns of bathroom repair needs and/or unsanitary conditions, and to assess the speed and effectiveness of response by the District and its contractors. Urgent prioritization of schools with repeat or persistent issues for more effective response or intervention, including plumbing modernization.

Allocation of sufficient additional staffing to schools where decisions are made that bathrooms must be locked and access rationed if staff is not present, including offering expanded hours for NTA positions.

Additional measures to fill the high proportion of vacant building maintenance positions and to increase retention, including reviewing and increasing compensation levels to ensure competitiveness.

Adopt and implement recommendations from Lift Every Voice Philly for a "joy audit" and a "chief of joy" position dedicated to ending dehumanizing practices and ensuring our schools are welcoming places for young people.

Regular tracking of progress and critical metrics at Board meetings as part of Guardrail 1.

Our child's wonderful school, Southwark, has seen recurring bathroom closures across multiple floors in recent months as well as repeated building maintenance staff vacancies; recent reporting about the Workshop School also highlighted unacceptable bathroom closures. But these issues are not limited to a single school or a few outliers. Young people across the District often raise both bathroom conditions and limited access as demoralizing and traumatizing. We hear of children who have accidents because they can't make it to the bathroom due to closures across multiple floors. Adult visitors who encounter bathrooms in some of our most under resourced schools are horrified at the smell and open human waste.

Reasons for inadequate, inaccessible, or unsanitary bathrooms can vary. But what is universal is the need for any issues involving adequate bathroom access to be prioritized and treated with acute urgency, and for the District to have a truly solutions-oriented approach that is publicly tracked and monitored. It's hard to think of a more critical "guardrail" than this.

As challenging as the circumstances are in which our public schools have to operate, we are asking you to take this on with the serious focus and attention it deserves, and to develop a set of approaches, policies, procedures, and plans that better ensure we are providing children with the dignity and sanitation that is their entitlement and our responsibility.

Additionally, before the school year concludes, we ask that Superintendent Watlington, President Streater, and any Board members visit representative schools including Southwark (which, having been built in 1909, is among the District's aged facilities) to see the bathrooms in use and better understand the impact of the status quo.

Lindsay Hastings

ORIGINAL MESSAGE

My name is Louise Barry, I am a Philadelphia resident and I am writing to urge you to protect students and staff who speak out against the genocide in Gaza, Islamophobia, and anti-Palestinian rhetoric.

Over 35,000 people have been killed in Gaza to date. Israel has bombed hospitals, killed journalists and aid workers, and prevented humanitarian aid from reaching Palestine. Just this weekend, Israel attacked a tent camp in Rafah where civilians had been displaced and told to shelter. There can be no justification for this. Israel's actions have been condemned internationally, but they continue to receive US aid.

I admire those students and staff who have spoken out against these atrocities, even in the face of repression and condemnation. The School Board of Philadelphia has a responsibility to protect freedom of speech at school, as well as to ensure safety and freedom from harassment.

Along with many of my fellow Philadelphians, I demand the following:

1. The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. Furthermore, SDP must offer specific and intentional support to Palestinian students and families as they endure this ongoing slaughter, with information provided to educators about how to refer students to these supports. This care must also apply to all students affected by current genocidal violence and mass displacement, including our Sudanese, Congolese, and Haitian students.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

2. The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

3. The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information due to a podcast that was shared in school. We would like to remind the SDP that this breach of privacy is a FERPA violation.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to those child(ren)'s schools to address

the harm, rather than censoring teachers based on vague allegations that may or may not be connected to students at their school.

4. The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff, like Keziah Ridgeway, from those that would defame and/or harass them. If a student brings up a question or concern in class related to current events, it is not only our right but also our responsibility as educators to address these student inquiries with comprehensive and accurate information, without fear of reprisal.

5. The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine. All students have a right to culturally-responsive pedagogy that reflects their identities and histories, including our Palestinian students and others directly affected by the conflicts in this region.

6. The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue – even and especially regarding sensitive geopolitical issues – so that our teachers are better equipped to handle discussions that will inevitably come up in our classrooms. All teachers deserve the intellectual freedom to both offer and receive professional development they choose based on issues they care about and hear their students bring up in class.

Louise Barry

ORIGINAL MESSAGE

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, “These Zionists will see they messed with the wrong crew! See y’all on the 30th .”

While we do not know whether MacQueen’s post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term “Zionists” as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

- Numerous swastikas being drawn on SDP schools’ property;
- Swastikas being drawn in various forms and handed to Jewish students during school hours;
- Propaganda erasing Israel from existence, and charging Israel as a genocidal oppressor, distributed to students during school hours;
- Physical violence against students identified as Jewish;
- Students chanting “Heil Hitler” in the hallways of SDP schools;
- Students using school-purchased technology to express and share antisemitic sentiments;
- Teachers using their platforms in the classroom, in school assemblies, and from their social media profiles, to portray Israel and Jews as villainous and evil;
- Teachers providing assignments that have erased Israel from existence;
- Assistant Superintendents charging Israel as being a genocidal oppressor;
- Assistant Superintendents promoting an anti-Israel walkout during school hours;
- Administrators using SDP funds to sponsor anti-Semitic speakers for continuing education of SDP teachers
- Numerous other forms of verbal harassment against Jewish students and teachers.

The wide-spread hate against Jews has only continued to rise, and SDP’s silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them

under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge “Zionists” (Jews) as genocidal oppressors and “enemies of justice.” Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel’s right to self-determination, Israel’s right to self-defense, and Israel’s role in a war that Israel, and certainly Jews worldwide, never asked for and did not start. The Philly Educators for Palestine are quick to protest what they qualify as “censorship” of “uncomfortable subject matter”, but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

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Marcel Winokur

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Marci Seder

ORIGINAL MESSAGE

I am writing to you today as an educational researcher and hopefully a future Philadelphia School District parent as our son is 15 months old. Thinking about the air quality in our schools makes me nervous about sending him to SDP schools.

When the school district reopened schools after covid lockdowns were lifted, we learned that the majority of schools do not have sufficient ventilation and many lack any ventilation entirely. In fact, a third of elementary schools did not meet minimum ventilation standards, and 15 elementary schools did not have a single classroom with sufficient ventilation to be occupied by students. This is particularly troubling in a city with triple the national rate of childhood asthma, and even higher in communities of color. Many students report relatively acute asthma symptoms while in school, and studies have supported these anecdotal reports, finding the rate and severity of Philadelphia students' asthma attacks are often worse in schools.

Unlike the current "ionizers" installed in schools, the HEPA filters are proven to reduce the rate and severity of asthma attacks, and the spread of airborne illnesses. They also filter other toxins such as allergens and those from construction and wildfire smoke. The use of HEPA air filters can ensure that our kids are healthy and learning in person as much as possible. Purchasing HEPA filters is a step the district can take, right now, to improve the health and safety of our students and staff, increase attendance, and build trust with school communities. While I support long-term projects to improve the structural ventilation in schools, HEPA filters are something our kids need in the meantime. For the start of next school year, please put HEPA air filters in all classrooms to meet the CDC guidelines released last year. Please also create a public plan for safe air in every school without high quality ventilation or air conditioning, which includes fossil-free HVACs like the geothermal HVAC used at Kensington CAPA. If schools will not receive these systems and any necessary repairs next year, they deserve to know when they will receive them.

Margaret Thornton

my comment is exactly what the subject line states. Stop harassing and censoring students and teachers for speaking about Palestine and learning about Palestine. I don't have to explain to you why censorship and harassment is bad. I also don't have to explain to you why censorship and harassment when speaking and learning about a group of non-white people is bad. Stop it now. Stop.

Max F

ORIGINAL MESSAGE

Board Members,

I am writing to discuss several important things concerning the Philadelphia School District. As a parent of a second grader enrolled in the district, I am deeply invested in ensuring the welfare and inclusivity of all students and staff.

Firstly, I urge the Board to condemn the ongoing Genocide in Gaza. We must stand in solidarity with those affected by this tragedy.

Secondly, I implore the Board to take proactive measures to safeguard students and staff who courageously speak out against genocide, Islamophobia, and anti-Palestinian sentiments. Our educational environment must be one where diverse perspectives are not only welcomed but protected.

Thirdly, I emphasize the importance of fostering open and respectful dialogue on challenging issues. We must create spaces for constructive conversations where all viewpoints are heard and respected.

Drawing from personal history, as the granddaughter of a former Philadelphia Public School teacher who faced persecution and was ultimately fired during the McCarthy era, I am particularly troubled by recent events. The reported doxxing and harassment of teachers for discussing Palestine within the curriculum is deeply concerning. Equally distressing is the indiscriminate use of terms like "anti-Semitic" to stifle legitimate discourse on the Gaza genocide. Such actions risk trivializing genuine concerns and erode the credibility of combating real instances of anti-Semitism.

Furthermore, the reported incident at Northeast High School, where a student's personal information was shared publicly by a staff member, underscores the need for fair and equitable disciplinary actions.

On a positive note, I commend the recent success of our inaugural Multicultural Fair at Rhawnhurst Elementary. The event showcased the richness of our diverse community, with engaging exhibits, a fashion show, and performances celebrating various cultures, including our Palestinian community. It was a heartwarming testament to the inclusive spirit of our school and should be replicated throughout the district.

In conclusion, I urge the Board to earnestly consider the concerns raised in this email and take decisive action to uphold the values of inclusivity, respect, and educational integrity within the Philadelphia School District.

Best Regards,

Melanie Silva

I am speaking out in support of teachers, staff, students, and other members of the community who want to talk about Palestine, and want to talk to be free to do so.

Melinda Rice

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Melissa Broiles

Codemn GENOCIDE.

Protect students and staff who speak out against Genocide, Islamophobia, and Anti-Palestinian hate.

Make space for uncomfortable but NECESSARY conversations

ORIGINAL MESSAGE

My name is Melissa Rivera and I will be a new parent this coming fall to the Philadelphia school District. I want my daughter to be apart of a Community who supports the right of all people particularly those who are using their voice to speak up for Palestine.

The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information due to a podcast that was shared in school. We would like to remind the SDP that this breach of privacy is a FERPA violation.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to those child(ren)'s schools to address the harm, rather than censoring teachers based on vague allegations that may or may not be connected to students at their school.

The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff, like Keziah Ridgeway, from those that would defame and/or harass them. If a student brings up a question or concern in class related to current events, it is not only our right but also our responsibility as educators to address these student inquiries with comprehensive and accurate information, without fear of reprisal.

I believe all students should feel safe and seen in their environment.

Thank you

PHP has been an integral part of my family since first opening their doors and my then 1st grader became a founding student. Here we are headed into 5th grade, while surviving a pandemic and growing more each day. PHP staff have brought joy to my son and I when needed most. We look forward to advancing our education at PHP for the next years to come.

Mikah Thomas

It has come to my attention that the district is being pressured to censor employees who are teaching about Palestine and criticizing Israel. As a Jewish parent of two children in the district (kindergarten and 2nd grade at CW Henry) and a Central grad myself, I am deeply disappointed by this.

Supporting Jewish students means allowing them to take time off from school to observe our holidays, representing our religious and cultural practices alongside all other faith traditions where appropriate, and protecting them from anti-Jewish discrimination. It DOES NOT include lying to them or shielding them from learning about the atrocities Israel is committing against Palestinians in our name.

Do not let a group of local Zionists fool you into thinking that all Jewish parents support the state of Israel and its crimes. Do not think that you are helping Jewish families in the District by curtailing freedom of speech or censoring curriculum to hide Israel's violence.

Jewish Philadelphians are not a monolith and we do not need your misguided "protection" from Israel's ugly truth - that it is founded on stolen land and currently engaged in a bloody genocide on Gaza. Your Jewish students (including mine) deserve the truth. Your Palestinian students and all your students deserve it, too.

I back Philadelphia Educators for Palestine 100% and insist that the District meet their demands, listed here:

https://docs.google.com/document/d/1Fhom7Td-c5y3KFNtRTLswMjm_XHR1rUc6go4XHc1Dwg/edit?usp=drivesdk

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Mirit Schwartz

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The wide-spread hate against Jews has only continued to rise, and SDP's silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge "Zionists" (Jews) as genocidal oppressors and "enemies of justice." Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel's right to self-determination, Israel's right to self-defense, and Israel's role in a war that Israel, and certainly Jews worldwide, never asked for and did not start.

The Philly Educators for Palestine are quick to protest what they qualify as "censorship" of "uncomfortable subject matter", but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

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Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye

to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Thank you,
Mohamed ismail

ORIGINAL MESSAGE

Dear Dr. Watlington and Members of the School Board:

My name is Nick Palazzolo and I am a District teacher. To those who are new on the Board, welcome!

Last week, I taught a three day lesson about Palestine/Israel. We spent some time processing the following questions: What are you seeing? What are you feeling? What questions are you asking? What fears do you have about discussing this topic? Since students could read what everyone else wrote on color-coded sticky notes posted around the room, every student shared their voice and every voice was heard. Since students raised questions desiring to have more context, we then engaged in a mixer called "Teaching the Seeds of Violence" from Zinn Ed Project / Rethinking Schools (here is our modified version). My students found the activity to be quite useful in providing them with a wide range of perspectives from the 1890-1947 time period, including Zionist Jews, anti-Zionist Jews, elite Palestinians, Palestinian peasants, British, Ottoman, and American. By first acknowledging our fears and our desire for more context, we were able to move past our fears and engage in learning history.

I am concerned that too many are fearful to engage students in these sorts of lessons due to various pressures. For example, I am aware that the original version of the lesson I taught has been identified as antisemitic by a group calling themselves the SDP Jewish Families Association. This lesson is decidedly not anti-semitic. It engaged students in understanding the hopes, dreams, and fears from a wide range of perspectives during Ottoman rule of Palestine and the British Mandate of Palestine, all before the creation of Israel. The efforts to silence students and teachers have had the effect of chilling discussion around not only the current humanitarian crisis in Gaza but also the long history of Palestine/Israel. While I know teachers who are teaching lessons on the region, I also know teachers who are too nervous to.

Dr. Watlington and members of the Board, it is your responsibility to counter this climate of fear by cultivating one that supports open discourse and critical engagement with history.

I call on you to support the six demands that I along with others in Philly Educators for Palestine presented to you during the April Board meeting:
docs.google.com/document/d/1Fhom7Td-c5y3KFNtRTLswMjm_XHR1rUc6go4XHc1Dwg/edit#heading=h.5pgttxpzt1oi

I understand that all claims of antisemitism must be taken seriously. I do not take this lightly. It is imperative that you recognize when claims of antisemitism are being used to shut down conversations about Palestine and when actual instances of antisemitism are occurring. This is difficult but vital.

Furthermore, I call on you to protect students and teachers who are the target of campaigns meant to silence them. I spoke at length during the April Board meeting regarding the censorship of Keziah Ridgeway's student during the Black History Month assembly as well as the censorship of Keziah during the African Studies Lecture Series in April. I am still concerned about the students at Northeast High School whose projects and names were released by a teacher there. I hope the District is conducting a thorough investigation to see if any students' rights were violated and to ensure those students feel safe.

I believe that the response to difficult topics, such as those about Palestine and Israel, cannot be censorship or suppression. It must be openness. And I know this is hard. But if we cannot protect freedom of speech during times such as these, then what value does that freedom have in our society?

Thank you.

ORIGINAL MESSAGE

To The School Board of the School District of Philadelphia

I am a parent of a rising school district freshman and rising middle school charter school student. I am also an elementary school teacher in SDP and a proud Anti Zionist Jew.

I am horrified that teachers and students who have been exploring the horrific genocide that is occurring on the hands of Israel are being persecuted and censored for their brave and essential work.

When I taught middle school, I taught about the Black Lives Movement, I taught about the Native American Genocide that our country is responsible as well as the enslavement of millions of Africans. Those topics were never censored. I was under the impression that the School District wants to promote critical thinking in our students.

Critical thinking cannot happen when we are being censored.

I teach at Penn Alexander where one parent has complained that there is anti semitism. As a Jewish American I see absolutely no signs of antisemitism. I see a school that embraces all cultures, religions, sexual orientations and ethnic backgrounds.

If the School District cares about being inclusive to ALL students it must protect students and staff who are speaking out against genocide, islamophobia, and anti-Palestinian hate.

Make space for uncomfortable but necessary conversations.

Sincerely,

Noga Newberg

ORIGINAL MESSAGE

I am a lover of education. And honestly, I am not a lover of school, as it operates in most capacities. I was homeschooled from k-12 and started college at 14. My son is being unschooled and will not be attending public school again after his emotional response to his experiences in Philly pre-k.

Personally, I believe the approach used by the majority of public school classrooms is oppressive, hinders children's growth & independence and uses many layers of obfuscation to prevent children from learning the truth about how society actually functions.

From that perspective, I think it's perfectly in line with the values of the Philadelphia public school department to be anti-liberation, anti ceasefire and to silence parents, teachers and students.

Clearly this is unacceptable and must stop immediately.

Please see the pasted demands below as an echo of my own voice.

In community,
Pamela Newman

We are a collective of educators, parents, and stakeholders in the School District of Philadelphia who support a free Palestine, condemn violent human rights violations across the world, and defend freedom of speech. We demand the following:

The District has a responsibility to unequivocally condemn the ongoing genocide waged on the Palestinian people. Furthermore, SDP must offer specific and intentional support to Palestinian students and families as they endure this ongoing slaughter, with information provided to educators about how to refer students to these supports. This care must also apply to all students affected by current genocidal violence and mass displacement, including our Sudanese, Congolese, and Haitian students.

We call on the SDP to release a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan.

The District must protect our students' rights, well-being, and confidentiality when they choose to speak about Palestine, Islamophobia, racism, or any other experiences they have related to their identities.

The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this.

In particular, we demand transparent updates regarding an investigation that has begun into the leaking of NEHS student's personal information due to a podcast that was shared in school. We would like to remind the SDP that this breach of privacy is a FERPA violation.

If the District receives any concerns regarding student safety, the leadership has a responsibility to follow up in a manner that is student-centered and specific to those child(ren)'s schools to address the harm, rather than censoring teachers based on vague allegations that may or may not be connected to students at their school.

The District must take resolute actions to protect the confidentiality, freedom of speech, and professional reputation of its students and staff, like Keziah Ridgeway, from those that would defame

and/or harass them. If a student brings up a question or concern in class related to current events, it is not only our right but also our responsibility as educators to address these student inquiries with comprehensive and accurate information, without fear of reprisal.

The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine. All students have a right to culturally-responsive pedagogy that reflects their identities and histories, including our Palestinian students and others directly affected by the conflicts in this region.

The District has a responsibility to provide robust professional development opportunities that highlight diverse perspectives and welcome dialogue – even and especially regarding sensitive geopolitical issues – so that our teachers are better equipped to handle discussions that will inevitably come up in our classrooms. All teachers deserve the intellectual freedom to both offer and receive professional development they choose based on issues they care about and hear their students bring up in class

To anyone pro-genocide who needs to hear this:

How dare you focus on anti-Semitism when we are witnessing the slaughter of doctors, journalists, teachers and children in occupied Palestine? How many charred bodies and beheaded babies do we have to witness before you take the simplest stance (and bare minimum) of demanding a cease fire? Are only white children important to you? What about Black and brown kids? This is Philadelphia, for Christ's sake. If you are a person of color on the board and you believe it's okay to suppress the voices of those fighting against oppression, you should be ashamed of yourself. If you are Jewish and think "never again" should only apply to you and not all people, you should be ashamed of yourself.

Why do you think it's okay to silence students and staff who are against the slaughter of tens of thousands of innocent civilians? You are complicit if you don't protect the rights of our kids when they choose to speak about Palestine, Islamophobia or racism.

Just know that your silence and complicity surrounding this genocide (and others happening concurrently) is radicalizing our youth. One day, they will overthrow this entire corrupt system and I hope I live to see it.

Rachel Page

ORIGINAL MESSAGE

PUT THE WORDS "BOARD COMMENTS" IN THE SUBJECT LINE.

INCLUDE YOUR NAME AND HOME ADDRESS IN THE EMAIL.

I'm writing as a parent, product of, and advocate for public schooling. I hope to send my kids to Philadelphia Public Schools one day soon.

I'm writing in support of one of your teachers, Keziah Ridgeway, and her honesty about what is happening in Palestine. I also implore you to head the principles of Philadelphia Educators for Palestine (PEFP). They have 6 very concise, non hateful demands that serve to protect the Palestinian experience, and allow for grief and honesty in a space that has for decades villified black and brown people as they fight to be seen as humans worthy of protection and freedom.

Please endorse all six of the PEFP's principles, and protect Ms. Ridgeway, who encouraged her students to critically think about how we can learn from past struggles for freedom and connect them to current events. Students who empathize with the Palestinian experience deserve to find a space to grieve, discuss, and advocate for freedom for Palestine just as everyone else does. And they deserve to do so without spurious and slanderous claims being sent their way to intimidate and suppress their advocacy for freedom and human rights.

Thanks for your time,
Rami Hamzey

ORIGINAL MESSAGE

My name is Rayya El Zein, I reside with my partner and our 2 children aged 4 and 1 in [REDACTED]
[REDACTED]

I am writing to strongly encourage the School District of Philadelphia to endorse the 6 demands endorsed by educators, parents, and stakeholders regarding human rights violations and freedom of speech.

As a Palestinian-American I am intimately aware of how censorship enacted by educational authority works directly and indirectly to silence questions, stories, and truths. How it makes conversations between Jews and Arabs difficult, and how it foments both anti-Semitism and Islamophobia. I want better for my kids.

Condemn genocide. Encourage teachers and students and community members to connect the dots between Palestine, Sudan, Congo, Haiti, Philadelphia. Between the climate crisis, our own histories of police violence and settler erasure, and the global militarization of education.

Thank you,
Rayya

Hello!

My name is River Nice, and I am a concerned citizen of Philadelphia. I live at 52nd and Kingsessing, and my children will one day be students of the School District of Philadelphia.

I strongly believe that the SDP has a responsibility to protect students and staff who speak out against genocide, islamophobia, and anti-Palestinian hate, just like the responsibility to protect those who speak out against anti-semitic hate. Discrimination against any ethnic or racial group cannot be tolerated, and anyone speaking up against discrimination and oppression should not have to face retaliation.

Our children deserve honest, culturally-responsive education about the world they live in. SDP should loudly condemn the ongoing genocide being perpetrated by Israel against the Palestinian people, like school districts in California and Michigan have done.

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, “These Zionists will see they messed with the wrong crew! See y’all on the 30th .”

While we do not know whether MacQueen’s post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term “Zionists” as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP. In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

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The wide-spread hate against Jews has only continued to rise, and SDP’s silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected

them under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge “Zionists” (Jews) as genocidal oppressors and “enemies of justice.” Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel’s right to self-determination, Israel’s right to self-defense, and Israel’s role in a war that Israel, and certainly Jews worldwide, never asked for and did not start.

The Philly Educators for Palestine are quick to protest what they qualify as “censorship” of “uncomfortable subject matter”, but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their “right to teach truth”, but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as “truth,” including the following examples:

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These SDP educators not only teach just one side of the current war brought on by Hamas’ attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel’s repeated attempts at peace, including Israel’s numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Roman Itkin

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The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Sabrina Sacks Mann

Good morning, my name is Sam and I am a parent of two kids in the Philadelphia school system. I am writing to express my deep concern regarding the presence and impact of censorship, Islamophobia and anti Arab sentiments within Philadelphia School District. The bolded sentences are my demands. In case it doesn't show up in this format, my demands are:

- A. An inclusive curriculum that represents the Palestinian and Arab community that is accurate
- B. Safety for students, parents and staff that speak on what's happening in Palestine
- C. Transparent investigation on racism and doxing of our students, teachers and parents

I am very concerned students are being censored and doxxed by professionals who are in the position to protect them while in their care. This incident was not a mistake or isolated; they reflect systemic issues that require immediate and sustained attention. We have not received any resolution regarding to the NEH student's personal information due to a podcast that was shared in school. This is a FERPA violation!! The SDP must provide transparent updates regarding an investigation that has begun into the leaking of NEHS student information.

I was visiting my kids' class earlier in the year and they were engaging in a classroom project on different countries climate and holidays. It was a "passport" game on the screen. Every region/culture was identified, except ARAB. How and why is that possible? Why aren't Arabs being valued or represented in the Philadelphia School system? The District must actively facilitate the honest, critical pursuit of history and diverse views thereof, including the history of Palestine. All students have a right to culturally responsive pedagogy that reflects their identities and histories, including our Palestinian students and others directly affected by the conflicts in this region. The School District was very quick to send out an email after the attacks on 10/7, however stayed silent and continues to stay silent after over 40,000 Palestinian men, women and children are slaughtered, schools are targeted and bombed, hospitals are bombed, children are jailed and tortured and many mass graves were found around hospitals where children were zip tied and buried alive. All these were documented and verified but SDP remain silent. Why is SDP not calling for a ceasefire resolution as other districts around the country have done including New Haven Unified and Santa Clara in California and Ann Arbor in Michigan? The Philadelphia School District must condemn genocide, protect students and staff, and make space for uncomfortable but necessary conversations in our schools. The District should follow up promptly whenever concerns about discriminatory treatment or suppression of student speech at any school are raised, while ensuring that there is no retaliation against the students, families, or staff who speak out about this. It is crucial that we, as a community, come together to denounce racism, hate and systematic targeting of ceasefire voices or any content discussing Palestine in all its forms and work towards meaningful solutions.

Thank you

ORIGINAL MESSAGE

To the Board of Education and Superintendent Watlington:

You don't have to be a parent to understand that going to the bathroom is among children's most basic and urgent needs: each of us knows that our own health and dignity depends on consistently being able to access a functioning, sanitary bathroom.

District leaders have made important strides in recent years to modernize our aging school buildings, which have suffered from decades of deferred maintenance and unconstitutional underfunding. However, while families, staff, advocates, and officials continue to press for the full-scale resources we need and deserve, we also need an urgent and focused effort to ensure bathroom access for every child, now.

We are asking for:

A comprehensive assessment of bathroom access and issues, including surveying individual schools. This should include reviewing records of work orders to identify locations and patterns of bathroom repair needs and/or unsanitary conditions, and to assess the speed and effectiveness of response by the District and its contractors.

Urgent prioritization of schools with repeat or persistent issues for more effective response or intervention, including plumbing modernization.

Allocation of sufficient additional staffing to schools where decisions are made that bathrooms must be locked and access rationed if staff is not present, including offering expanded hours for NTA positions.

Additional measures to fill the high proportion of vacant building maintenance positions and to increase retention, including reviewing and increasing compensation levels to ensure competitiveness.

Adopt and implement recommendations from Lift Every Voice Philly for a "joy audit" and a "chief of joy" position dedicated to ending dehumanizing practices and ensuring our schools are welcoming places for young people.

Regular tracking of progress and critical metrics at Board meetings as part of Guardrail 1.

Our child's wonderful school, Southwark, has seen recurring bathroom closures across multiple floors in recent months as well as repeated building maintenance staff vacancies; recent reporting about the Workshop School also highlighted unacceptable bathroom closures. But these issues are not limited to a single school or a few outliers. Young people across the District often raise both bathroom conditions and limited access as demoralizing and traumatizing. We hear of children who have accidents because they can't make it to the bathroom due to closures across multiple floors. Adult visitors who encounter bathrooms in some of our most underresourced schools are horrified at the smell and open human waste.

Reasons for inadequate, inaccessible, or unsanitary bathrooms can vary. But what is universal is the need for any issues involving adequate bathroom access to be prioritized and treated with acute urgency, and for the District to have a truly solutions-oriented approach that is publicly tracked and monitored. It's hard to think of a more critical "guardrail" than this.

As challenging as the circumstances are in which our public schools have to operate, we are asking you to take this on with the serious focus and attention it deserves, and to develop a set of approaches, policies, procedures, and plans that better ensure we are providing children with the dignity and sanitation that is their entitlement and our responsibility.

Additionally, before the school year concludes, we ask that Superintendent Watlington, President Streater, and any Board members visit representative schools including Southwark (which, having been built in 1909, is among the District's aged facilities) to see the bathrooms in use and better understand the impact of the status quo.

Sarah Cazaval
Southwark school

To the School Board of Philadelphia,

I'm writing as a Jewish Philadelphian to demand protection for students and faculty speaking out to end the current genocide in Palestine.

Censoring conversations about uncomfortable topics like this does every student a disservice. It fails to prepare them for forming informed opinions and speaking out for what's right throughout their lives.

Students are aware of the world around them, including horrors like those happening to their young counterparts in Palestine, funded by tax dollars that should instead be used to improve our own classrooms. They deserve the support to ask questions and voice their thoughts about it without punishment.

Speaking from a Jewish perspective, the way to prevent antisemitism is exactly the same as the way to prevent Islamophobia: By providing the freedom to learn, validate and share pain, and build community together. You owe that to the generations of students and faculty under your care.

There is a genocide happening. Schools and students are being destroyed. Stand on the right side of history and condemn it.

Thank you,

Sarah Gertler

What has been planned for tonight, by SDP educators who have signed on to the newly formed group “Philly Educators for Palestine,” is the direct targeting of Jewish students and teachers who are being singled out and retaliated against for their opposition to antisemitism in the School District of Philadelphia.

Members of the Jewish community of SDP would have liked to participate this evening, in person, but we feel threatened and fearful. SDP Teacher Norman Shaw MacQueen ominously posted on his public social media just a few days ago, “These Zionists will see they messed with the wrong crew! See y’all on the 30th .”

While we do not know whether MacQueen’s post implied a direct threat of violence, we do know that, with the heightened anti-Semitic rhetoric and violent acts against Jews in our District, we do not feel safe here tonight.

MacQueen and members of the Philly Educators for Palestine are using the term “Zionists” as a code word for Jews, which allows them to make their anti-Semitic and anti-Israel statements in a way that they feel is socially acceptable. This leaves Jewish students and teachers with an impossible decision -- to distance themselves from the belief that their Jewish nation has a right to self-determination, a concept deeply steeped in Judaism, both biblically and culturally -- or become the subject of hate and vitriol by the very educators and administrators tasked with creating safe learning spaces for all.

Regardless of whether educators use the word “Zionist” or “Jew,” to express their hate, the result is the same – the rapid uptick of violence against Jewish students and teachers in SDP.

In just the last eight months, the following anti-Semitic incidents have occurred in SDP and, more shamefully, have not resulted in any, or minimal, disciplinary action:

- Numerous swastikas being drawn on SDP schools’ property;
- Swastikas being drawn in various forms and handed to Jewish students during school hours;
- Propaganda erasing Israel from existence, and charging Israel as a genocidal oppressor, distributed to students during school hours;
- Physical violence against students identified as Jewish;
- Students chanting “Heil Hitler” in the hallways of SDP schools;
- Students using school-purchased technology to express and share antisemitic sentiments;
- Teachers using their platforms in the classroom, in school assemblies, and from their social media profiles, to portray Israel and Jews as villainous and evil;
- Teachers providing assignments that have erased Israel from existence;
- Assistant Superintendents charging Israel as being a genocidal oppressor;
- Assistant Superintendents promoting an anti-Israel walkout during school hours;
- Administrators using SDP funds to sponsor anti-Semitic speakers for continuing education of SDP teachers

- Numerous other forms of verbal harassment against Jewish students and teachers.

The wide-spread hate against Jews has only continued to rise, and SDP's silence has become complicitous as these incidents continue to be misreported, tolerated and condoned.

No other marginalized population in the District, or the nation, would be required to defend their right to a normal school day without fear of violence or harassment. SDP has neither protected them under the auspices of DEI, nor rejected the hate being directed against them by virtue of their shared ancestry.

As a result, SDP Jewish students and teachers are experiencing antisemitism, hate, and violence on a scale they never imagined. Not only are they experiencing hate for simply being Jewish, they are also being victimized by both the Philly Educators for Palestine, as well as the teachers and administrators who have signed on to charge "Zionists" (Jews) as genocidal oppressors and "enemies of justice." Philly Educators for Palestine have asked this Board to co-sign on these charges, which do not recognize Israel's right to self-determination, Israel's right to self-defense, and Israel's role in a war that Israel, and certainly Jews worldwide, never asked for and did not start.

The Philly Educators for Palestine are quick to protest what they qualify as "censorship" of "uncomfortable subject matter", but their public social media profiles are not spreading messages of human suffering, rather, they charge that the wrong humans are suffering, posting messages of hate and anti-Semitic tropes against Israel, Zionists, and Jews. These educators make specific calls for the destruction of Israel, condoning and promoting violence and force wherever and whenever necessary.

The Philly Educators for Palestine are quick to protest their "right to teach truth", but are clearly devoted to not teaching the whole truth, instead extolling their own opinions and biased viewpoints as "truth," including the following examples:

- Omitting any teaching about the events of October 7, 2023, when Hamas inflicted the largest attack on Jewish people since the Holocaust, burning alive, raping, maiming, and killing 1200 people, and taking 250 more as hostages.
- Accusing Israel and Jews of lying about the October 7th atrocities, thus omitting to teach about eye witness testimony, Hamas' own video clips, and confirmation by the Associated Press.
- Blaming Israel for the bombing of Al Shifa Hospital, omitting to teach that this was confirmed to be false by the Associated Press.
- Declaring that Israel is committing genocide in Gaza, omitting to teach that this was confirmed to be false by the International Court of Justice, and by the United States government.
- Inaccurately teaching that the United Nations declared Zionism a form of discrimination, omitting to teach that the resolution was revoked by Resolution adopted on December 16, 1991.
- Refusing to acknowledge the working definition of antisemitism, culminated by the International Holocaust Remembrance Alliance, which has been accepted by 38 nations and

adopted by the U.S. House of Representatives earlier this month, acknowledging that one of the examples of antisemitic behaviors includes denying the Jewish people their right to self-determination by claiming the existence of Israel is a racist endeavor.

- Failing to acknowledge that the death tolls in Gaza have been reevaluated, omitting to teach that United Nations has recently slashed Hamas' inflated Gaza death toll in half.

These SDP educators not only teach just one side of the current war brought on by Hamas' attack on Israel, but they also teach only one side of the history of Israel, omitting to teach about Israel's repeated attempts at peace, including Israel's numerous offers of a Palestinian state, all which have been rejected in favor of the destruction of Israel.

Teaching truth requires teaching both sides of an issue. It is evident that these SDP educators are not teaching truth. Instead, they are indoctrinating students with hate against Israel and Jews.

It is a sorry state of affairs here tonight that Jewish families must state the obvious -- that Jewish students and teachers deserve access to education without hate. The District's tolerance of hate against Jews, up until this point, is precisely what has allowed our schools to become mired with insidious antisemitism that has pervaded every aspect of our District, and continues to metastasize without end in sight.

The response to antisemitism in our schools should not be the vilification of those who have been victimized. Instead, SDP should take swift and decisive discipline and, where necessary, termination, of teachers and administrators who promote anti-Semitism, or who turn a blind eye to the anti-Semitism now rampant in our SDP schools. The District must eradicate the hate against Jews that they have allowed, and even encouraged, to continue for far too long.

Sarina Kaplan

What I love about Ics west is that I understand my kids are in a safe environment when they are here! My youngest daughter can now read on a higher grade level and do math very well! My oldest daughter has also exceeded in many different ways ! I appreciate this school and I can't wait for my 6th grader and my 1st grader to graduate

Hi! I'm a Philly based educator and professor of sociology. I want to voice my support for the teachers and students who are speaking out against the genocide in Gaza, and for the students who are condemning acts of Islamophobia and anti-Palestinian hate in their schools and in the current social environment we all inhabit. At the school board meeting tomorrow, you have the chance to stand by and protect your students and teachers who are being so courageous to speak and share the truth right now. Please do what you can to protect them.

Sheena Sood

As a Philadelphia resident and long-time activist for Fair Funding for our schools, I am dismayed that teachers and students are being censured and sanctioned for exercising their right to discuss a matter of current events unfolding before our eyes.

The horrors we have seen, including the October 7th attack and the continuing collective punishment that has resulted in tens of thousand deaths, mostly civilians including children, in the Gaza Strip, call out for our notice. Any civil and age appropriate debate and expression should be within bounds, the same as with any other topic, even controversial ones.

The very purpose of education is to teach children HOW to think, not WHAT to think. The School District is there to EDUCATE, not silence the future citizens, leaders and voters. What example do you set when almost any news or history topic is permitted except if it concerns the death and erasure of Palestinians. You teach about the Holocaust, as you should. The whole point of that is do that it might never happen again. But then, if you do not also teach the Nakbah, what are you saying? That some lives are more precious than others? What message does that send to our children, particularly from our Palestinian, Muslim and Arab communities and to other children of color?

I am also a retired Jewish professional. I came to my current understanding of the Israel/Palestine conflict amid the same sort of censorship in the Jewish community. I can tell you from experience that that only led to polarization and alienation. Is that what we want?

I urge you to stand up to the censors and bullies just as you would to the book -burners.

There are outstanding role models to be found in dozens of bi-national peace groups formed by people who have suffered unimaginable losses and nevertheless reject violence and work together to build a shared society. They are doing it for their children. Let's be like them.

Sincerely,
Susan Saxe

As a parent of a future Philadelphia school district child, it is incredibly concerning to me as I am witnessing the censorship and harassment of students and teachers who are engaging in critical learning experiences about Palestine. In this pivotal moment in history, we must push to engage in open discourse and allow our teachers and students to feel safe and supported while they have the uncomfortable conversations that lead to growth. Instead we are seeing students' work being censored, their personal information shared with outside groups, and NO response or protection from the school district. Shame! We are seeing slanderous email campaigns attacking teachers who dare to teach the truth about connections between all oppressed people, including Palestinians, and NO response or protection from the school district. Shame! This school board needs to get on the right side of history, and be true to its Anti-Racist Declaration in this moment. Protect your students and educators from Islamophobia and anti-Palestinian hate.

Tia Carioli

PHP has been a wonderful school for my kindergartener. He is thriving socially and academically. My son has a fantastic teacher. The staff are wonderful. This is one of the few schools that have modern facilities. As parents thinking about kindergarten, we were fully committed to visiting our local public school two blocks from our home. We registered for school and never received any phone call, post card, or an email about an open house or any kind of overture. All I know about the school is from what I can see on the outside, that it is a very old building. We have another child soon to be entering Pre K and I will probably not enroll there.

Zachary Davidson

Action Item Questions and Responses - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Action Item Questions and Answers

Type

Supporting Document



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Action Item Questions

1

Action Item Questions	Submitted by:	Response
<p>1). Acceptance of Grant Agreement from Pennsylvania Department of Education and Contract with General Recreation Inc. (\$150,000)</p> <p>1. What is the grant being used for? Looking for a big picture understanding of what the grant dollars are being used for?</p>	<p>Board Member Lam</p>	<p>1. The grant is being used to purchase and install a new playground at A.S. Jenks.</p>
<p>3) Authorization to Apply to the Department of Community and Economic Development (DCED) Keystone Communities Program for a Grant in Support of the Sayre Pool Renovation Project (\$500,000)</p> <p>1. What is the timeline for this work?</p>	<p>Board Member Harper Vice President Novales Board Member Jones</p>	<p>1. The Sayre Pool project is currently in the process of selecting a design firm. Design work is expected to begin in July 2024 and is estimated to be completed in March 2025. Following the completion of the design phase, procurement of the construction contract is expected to be finished in</p>



The School District of Philadelphia

Board of Education
Action Item Questions and Responses
May 30, 2024

		<p>September 2025, and construction will commence in October 2025, with completion anticipated in March 2027. Final building testing, commissioning, and certification will be completed in April 2027, with a ribbon cutting the same month.</p>
<p>16) Contract with Valsoft Corporation dba ScholarChip for Visitor Badge Management System for K-12 Schools (\$552,200)</p> <p>1. Is this replacing an old system or is this the current system that we are using?</p>	<p>Vice President Novales</p>	<p>1. The District conducted an RFP with participation from several offices. Based on the procurement process and evaluation of options, the same vendor was chosen to provide and maintain the visitor management kiosk.</p>
<p>18). Adoption of Amended Capital Budget for 2023-2024 and Amended Capital Program for 2024- 2029, and Adoption of a Capital Budget for 2024-2025 and a Capital Program for 2025-2030</p> <p>1. Is this considered a facilities plan?</p>	<p>Vice President Novales</p>	<p>1. The Capital Budget is a component of the Capital Improvement Plan (CIP). The CIP identifies our investments to improve facilities and infrastructure over the next six years. A separate initiative is currently underway to develop a longer term Facilities Plan which will cover a 25-year time horizon. The Facilities Plan will be segmented into three components:</p> <ul style="list-style-type: none"> ● Short-Range: 0-5 years ● Mid-Range: 6-12 years



The School District of Philadelphia

Board of Education
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May 30, 2024

		<ul style="list-style-type: none"> • Long-Range: 13-25 years <p>By structuring our Facilities Plan in this manner, the short-range component will directly inform and support our shorter term CIP, allowing for amendments as necessary to align with evolving needs and priorities. This integrated approach ensures that our CIP is both forward-looking and adaptable.</p>
<p>24). Change Orders at Various Locations (\$756,673)</p> <ol style="list-style-type: none"> 1. Do all change orders come to the Board or is there a threshold? 	<p>Board Member Jones</p>	<ol style="list-style-type: none"> 1. All potential change orders go through a multi-step review process to evaluate their validity. Capital Programs and key staff make a final determination to approve or deny each change order. All change orders that are deemed valid by Capital Programs must then go before the Board via an action item and receive Board approval.
<p>29). Contract with Seashore Fruit and Produce Company for Fresh Produce Distribution (\$5,200,000)</p> <ol style="list-style-type: none"> 1. Is this something new? 2. Request for an update on where we are 	<p>Vice President Novales Board Member Wilkerson</p>	<ol style="list-style-type: none"> 1. A competitive bid and contract for a provider to source and deliver fresh fruits and vegetables to our full-service locations has been in place for over ten years. The vendor, Seashore Fruit and Produce Company, is asked to source high-quality, fresh, local (when available) produce for our students.



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<p>with this work.</p>		<p>This contract allows for the continued provision of high-quality fresh fruits and vegetables to students.</p> <p>2. At our full-service locations, fresh fruits and vegetables are offered in various ways on a rotating basis across multiple menu items. We continuously collaborate and listen to student feedback to enhance and improve the menu offerings. We will work with the vendor to ensure we purchase locally sourced or in-season produce as it is available during the school year.</p>
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Registered Speakers on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 5/30/2024

Office Originating Request: Board of Education

ATTACHMENTS:

Description

General Speakers List

Type

Supporting Document

**Registered Speakers**

1. Charlie Hudgins, District Staff Member
Topic: Air Filtration in Philadelphia Public Schools
2. Adam Sanchez, Community Member
Topic: Discussing Current Events in the Classroom
3. Ahmed Moor, Parent/Guardian
Topic: Racism and Discrimination
4. Alissa Wise, Parent/Guardian
Topic: Antisemitism and Zionism
5. Ed Brockenbrough, Community Member
Topic: Professional Development for SDP teachers on Israel-Gaza
6. Norman MacQueen, District Staff Member
Topic: Robust Social Studies Curriculum
7. Maura Finkelstein, Community Member
Topic: Anti-Zionism is not Antisemitism
8. Katherine Riley, District Staff Member
Topic: Difficult Conversations in the Classroom
9. Hannah Mermelstein, Parent/Guardian
Topic: Israel/Palestine in our Schools
10. Russell Zerbo, Community Member
Topic: Indoor Air Quality
11. Matthew Riggan, Community Member
Topic: Workshop School Facilities and Enrollment
12. Hannah Gann, Community Member
Topic: Student Listening Session
13. Simon Hauger, Community Member
Topic: Workshop School Enrollment and Facility Needs
14. Jethro Heiko, Parent/Guardian
Topic: Space for Conversations
15. Dana Carter, Community Member
Topic: Targeting Teachers for Activism
16. Charlie McGeehan, District Staff Member
Topic: Incorporating Student Voice in Curriculum choices
17. Sonia Rosen, Parent/Guardian
Topic: Addressing Antisemitism
18. Adeem Suhail, Community Member
Topic: Importance of Academic Freedom and Free Speech in Pedagogy



19. Keziah Ridgeway, District Staff Member
Topic: Islamophobia in Schools
20. Brian Gallagher, District Staff Member
Topic: Critical Thinking in Schools
21. Joseph Sbarra, Charter School Staff
Topic: PMCS Charter Renewal
22. Meaghan McDonald
Parent/Guardian
Topic: Open Dialogue in Schools
23. Emily Hurst, Charter School Staff
Topic: Renewal of Philadelphia Hebrew Public Charter School
24. Mollie Michel, Parent/Guardian
Topic: General
25. Kamal Marell, Community Member
Topic: The Current State of the Workshop School
26. Joy Karsner, Charter School Staff
Topic: Charter Renewal
27. Clarice Brazas, District Staff Member
Topic: District Support
28. Caleb Colvin, Community Member
Topic: Hepa Filters in Schools/Clean Air Campaign
29. Katy Egan, Community Member
Topic: Safe Air for Philly Schools

30. Alisha Hagelin, District Staff Member
Topic: Response to Conflict and Learning Environments

Primary Waitlist Speakers

31. Jon Rosenberg, Charter School Staff
Topic: Renewal for Philadelphia Hebrew Public
32. Will Gross, Community Member
Topic: School Ventilation
33. Naima Vivian, Parent/Guardian
Topic: Philadelphia Hebrew Public Charter School Renewal
34. Khalid Bilal, District Staff Member
Topic: Microaggressions and Invalidations Against Palestinian Students
35. Ari Lev Fornari, Parent/Guardian
Topic: Student learning
36. Jennifer Kates, Parent/Guardian
Topic: Censorship
37. Cindy Shapiro Farlino, Community Member
Topic: Critical Thinking in Education
38. Nick Palazzolo, District Staff Member
Topic: Freedom of Speech



39. Maria Grosse, Parent/Guardian
Topic: Censorship
40. Tashi Grant, Parent/Guardian
Topic: False Allegations &
Psychological Abuse of Autistic
Student
41. Ayanna Walker, District Staff
Member
Topic: Facilities
42. Arielle Sternman, Parent/Guardian
Topic: Palestinian Rights &
Humanity
43. Hanan Kayed, Parent/Guardian
Topic: Concern
44. LaShaya Duval, Charter School Staff
Topic: In favor of the Change of
Address for Belmont Charter School
45. Pamala Williams, Parent/Guardian
Topic: Support for my Principal
46. Dwayne Wiggins, Charter School
Staff
Topic: In Favor of a Change of
Address for Belmont Charter
Network
47. Jaylen Clark-Carr, Charter School
Staff
Topic: In Favor of a Change of
Address for Belmont Charter
Network
48. Chanel Summers, Parent/Guardian
Topic: Charter schools, Parent
Engagement, Pools
49. Jeff Williamson, Community
Member
Topic: Importance of Children
Swimming
50. Matt Kelley, District Staff Member
Topic: Federal Complaint
51. Nick Bernardini, District Staff
Member
Topic: Federal Complaint
52. Horace Clouden, Community
Member
Topic: Spree Report
53. Mama Gail Clouden, Community
Member
Topic: Parent Involvement
54. Leah Clouden, Community Member
Topic: Education
55. Lily Cavanagh, Charter School Staff
Topic: Anti-racist Educators
56. Naziha Darwish, Parent/Guardian
Topic: Concerned Parent
57. Antoine DuBose, District Staff
Member
Topic: Facilities



58. Brianna O'Donnell, Charter School Staff
Topic: Renewal for the 2023-24 Cohort
59. Chris Smith, Charter School Staff
Topic: Charter Renewal Recommendation
60. Magna Diaz, Community Member
Topic: School Libraries and Librarians
61. Kristin Luebbert, District Staff Member
Topic: Curriculum
62. Shakeda Gaines, Community Member
Topic: Safe Air
63. Mary Williams, Parent/Guardian
Topic: Bullying and Harassment
64. Jamila Carter, Parent/Guardian
Topic: Mental Health and Well Being in Schools
65. Annum Khan, Community Member
Topic: The Discrimination and Islamophobia Against Pro-Palestine Teachers and Students
66. Sarah Burgess, Parent/Guardian
Topic: Budget Priorities
67. Seleme Gilchrist, Charter School Staff
Topic: Advocating for Culturally Competent Trauma Therapist to be Houses in all Schools
68. Cecelia Thompson, Community Member
Topic: Intermediate Unit Items
69. Toya Diggs-Clay, Parent/Guardian
Topic: Better Environment for Children
70. Barbara Dowdall, APPS
Topic: Action Item 17, Authorization to Engage Additional Outside Counsel Firms
71. Lisa Haver, APPS
Topic: Action Item 2, Acceptance of State Facilities Improvement Grant from the Department of Community and Economic Development for

Action Item - 1.

Title: Acceptance of Grant Agreement from Pennsylvania Department of Education and Contract with General Recreation Inc. (\$150,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

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

From:

Pennsylvania Department of Education

Purpose:

Purchase and Installation of Playground Improvements

Grant Start Date: 5/31/2024

Grant End Date: 12/31/2025

Grant for an amount up to: \$150,000

Upon receipt of this Grant, the Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a contract as follows:

With:

General Recreation Inc.

Purpose:

Installation of a playground structure and improvements

Contract Start Date: 5/31/2024

Contract End Date: 12/31/2025

Compensation not to exceed: \$150,000

Location:

Jenks, Abram S. School;

Renewal Options: No

Description:

Abram S. Jenks School, with the support of the Office of Capital Programs of The School District of Philadelphia, will hire General Recreation to install a playground structure and improvements on the current concrete play area at the Abram S. Jenks School for the benefit of the students and their families. The School District will receive a grant for the benefit of Abram S. Jenks School to pay for a new playground structure and improvements to encourage safe cooperative play and opportunities to improve social emotional learning.

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

A playground at Abram S. Jenks School primarily connects with Guardrail 1 and 2; however, the playground's functions and overall space improvements would support all District Goals and Guardrails. A new playground will create an opportunity for students to play while reducing the number of injuries as it will include new soft safety surfacing. The play environment also creates new learning opportunities for students as they not only develop motor skills, but also learn how to share and take turns on play equipment and discover other play activities when the playground is occupied.

How will the success of this contract be measured?

The success will be measured by the prompt creation of a safe and usable outdoor space that expands the School District's ability to engage students in play and learning. The success of this contract will also be measured by the decrease in the number of injuries stemming from kids playing outside and falling on concrete.

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

Research identifies the characteristics of and highlights the many benefits that result from high-quality recess, which . requires safe physical space, adult supervision, and planning and organization of play activities. The recess as part of the school day not only provides physical activity, but also can support social and emotional learning through peer interaction. Research shows recess contributes to students' attentiveness and productivity in the classroom and improves overall school climate. The new playground at the Abram S. Jenks School facilitates these opportunities and is critical to student success in and outside of the classroom.

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

This funding supports schools having modern outdoor play and activity spaces with soft surfaces. The Abram S. Jenks School community and the Office of Capital Programs have

been working together to develop plans for the playground project. Abram S. Jenks will be joining other schools and community organizations which have been recipients of this type of funding, including the Francis Scott Key School, the Kirkbride School, the Southeast Youth Athletic Association, the Edward O'Malley Athletic Association, the Ford PAL, the East Passyunk Community Center, the Murphy Recreation Center, the Dickinson Square Park, and the Mifflin Square Park.

Funding Source(s):

FY23-24 Categorical

FY24-25 Categorical

Office Originating Request: Schools

Action Item - 2.

Title: Acceptance of State Facilities Improvement Grant from the Department of Community and Economic Development for (\$20,000,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

WHEREAS, The Public School Facility Improvement Grant Program (the "Program") was created to provide grants to public school districts and area career and technical schools for eligible facility improvement projects.

WHEREAS, the Program was established under Section 1753.2-E of Subarticle E of Act 34 of 2023 (P.L. 251, No. 34) (72 P.S. §1753.2-E). The Program is administered by the Department of Community and Economic Development ("DCED") under the direction of the Commonwealth Financing Authority ("CFA").

WHEREAS, on April 25, 2024 The School District of Philadelphia ("School District") previously requested and received authorization from the Board of Education to apply for six State Facilities Improvement Grants ("FFI Grants") through the Program totalling up to \$20,000,000.

WHEREAS, on that date, The Board of Education approved Hopkinson School, McMichael School, Blankenburg School, and Overbrook High School for improvement projects based on recommendations from the Office of Capital Programs after critical review of work order submissions, Environmental and FCA/FCI data.

WHEREAS, in addition to the above schools the Office of Capital Programs now seeks Board authorization to include any additional schools or buildings that are later identified by the Office of Capital Programs for qualifying upgrades, renovations and repairs.

WHEREAS, funds from the FFI Grants will provide the District with funds to perform upgrades, renovations and repairs to the exteriors and interiors of the schools to give the teachers and students a better teaching and learning environment. The scope of the qualifying projects will include, but will not be limited to, the following: Roof replacement, Full mechanical system replacement(HVAC and Boilers) and Structural repairs.

WHEREAS, a grant request cannot exceed 75% of the total eligible project costs. Projects require a cash match of 25% of total eligible project costs. Matching funds are defined as those funds, in addition to the requested grant funds, necessary to complete the proposed project and must be secured at the time of application submission.

WHEREAS, the Program requires applicants to submit as part of the application, a resolution duly adopted by the applicant's governing board formally requesting the FFI

Grants, designating an official to execute all documents, describing briefly the improvement project scopes, and identifying the grant amount.

RESOLVED, the Board of Education authorizes The School District of Philadelphia, through the Superintendent or his designee, to apply for Federal Facilities Improvement Grants of up to \$20,000,000 to be used for the above described improvement projects and any other qualifying projects later identified by the Office of Capital Programs and execute all necessary documents between the District and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grants.

Office Originating Request: Operations - Capital Programs

Action Item - 3.

Title: Authorization to Apply to the Department of Community and Economic Development (DCED) Keystone Communities Program for a Grant in Support of the Sayre Pool Renovation Project (\$500,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

WHEREAS, The School District of Philadelphia (the “District”), desires to undertake the renovation of the Sayre Pool (the “Project”); and

WHEREAS, the District, recognizes that a renovated Sayre Pool would be a valued community asset to the surrounding Philadelphia neighborhoods; and

WHEREAS, the District’s Board of Education approved the Project as part of the District’s Capital Program for Fiscal Years 2024-2029 at its Action Meeting on May 25, 2023; and

WHEREAS, the District, desires to apply to and request funding from the Pennsylvania Department of Community and Economic Development (DCED) Keystone Communities Program for a grant for the purpose of contributing to the construction costs of the Project; and

NOW THEREFORE, BE IT RESOLVED THAT, the District’s Board of Education hereby authorizes application to the DCED Keystone Communities Program in the amount of \$500,000, and

BE IT FURTHER RESOLVED THAT, if the application is granted, the District’s Board of Education authorizes the Superintendent or his designee to execute any and all agreements necessary to administer this grant.

Office Originating Request: Superintendent

Action Item - 4.

Title: Limited Contract Process Authority - Updated 5.13.2024/Updated 5.17.2024

Board of Education Meeting Date: 5/30/2024

RESOLVED, that the Board of Education authorizes The School District of Philadelphia, through the Limited Contract Review Committee ("Review Committee"), to execute, deliver and perform Limited Contracts. Limited Contracts are contracts for professional services, site licenses, or both, not to exceed \$20,000 each, for an aggregate amount not to exceed \$5,000,000 per fiscal year, for contract periods up to but no longer than one year, provided that: (a) the subject of each contract is professional services, after-school/summer program, in-school student program, compensatory education payment, technology, or facility/equipment rental or site licensing; (b) the value of each contract and the compensation paid to any one person or entity does not exceed \$20,000 for a contract by a single School District school or office and does not exceed \$100,000 for any single contractor in a series of limited contracts approved by the Review Committee in a single fiscal year; (c) each Limited Contract and the contracted services shall comply with all applicable laws, policies and procedures; (d) each limited contract is reviewed and approved by the Review Committee to ensure compliance with the School District's academic, business, policy, organizational goals; and the Board's Goals and Guardrails; (e) the Board of Education receives a list of all contracts the Review Committee has approved; and (f) this Action Item does not authorize the ratification of any contract; and be it

FURTHER RESOLVED, that the Board of Education authorizes the Superintendent, the Chief Operating Officer, the Chief Financial Officer, the Deputy Superintendent of Academics Services, and the General Counsel to serve or designate one or more staff to serve as members of the Review Committee, along with a staff member from the Office of the Board of Education for the 2024-2025 Fiscal Year of the School District and for each fiscal year following until such time as the Board revokes the authorization.

Description:

This action item seeks to continue the successful limited contract process the School District has used since 1996. Limited Contracts are for professional services, site licenses, and other types of authorized subjects that do not exceed \$20,000 each. This system has allowed schools, learning networks and central office management to procure small engagements in an efficient process. If this action item is adopted, the Review Committee will continue to require contracts \$20,000 and under to meet the requirements set forth in this action item establishing the limited contract process.

- All expenditures must be allowed by the budget of the contract preparer, and the Board of Education must have previously approved the budget allowing the expenditure;
- Review Committee members designated by the Board of Education, Superintendent, Chief Operating Officer, Chief Financial Officer, Deputy Superintendent of Academic

Services, and General Counsel have the right to review and, if appropriate, to approve each Limited Contract;

- The Office of General Counsel reviews and approves all legal requirements prior to Committee approval;
- The Finance Office, Office of Procurement and the Office of Grant Compliance shall reviews that funds are allowable for each Limited Contract;
- Risk Management reviews and approves (a) insurance requirements for Limited Contracts, and (b) certificates documenting compliance with insurance requirements;
- The Review Committee reviews and approves Limited Contracts using a standard protocol, communicated to contract preparers; and
- Limited Contract Standard Terms and Conditions developed by the Office of General Counsel (“OGC”) must be attached to the contract, unless otherwise approved by OGC. Any modifications to the Limited Contract Standard Terms and Conditions or additional vendor Terms and Conditions must be approved by OGC.
- Limited Contracts may also be forwarded by the Committee to Instructional Technology, Curriculum and Instruction, Facilities or other relevant District offices for additional review.

The Review Committee will continue the successful practice of the altered term limitation implemented during 2014-2015 which permitted contracts to cross fiscal years so long as the period of performance is no more than one year. Previously, Limited Contracts had to have terms of performance ending on or before the June 30 fiscal year end. This change assisted offices in contracting for services in the spring of each fiscal year for services in the following summer and fall. In the final quarter of each fiscal year the Review Committee receives numerous contracts for the following fiscal year. This change permits better planning for contracted operations in the new fiscal year.

While this action item grants contracting approval authority to the Review Committee, this granting of authority does not increase any School District or school budget, and schools and other offices must charge Limited Contracts and associated expenditures to existing available operating or grant budgets.

The Review Committee will provide the Board of Education with a Limited Contracts report at the end of each fiscal year.

Office Originating Request: Board of Education

Action Item - 5.

Title: Amendment to Limited Contract Process Authority FY 2023-2024 - Updated 5.13.24

Board of Education Meeting Date: 5/30/2024

WHEREAS, Limited Contracts are contracts for professional services, site licenses, or both, not to exceed \$20,000 each, provided that: (a) the subject of each contract is professional services, after-school/summer program, in-school student program, compensatory education payment, technology, or facility/equipment rental or site licensing; (b) the value of each contract and the compensation paid to any one person or entity does not exceed \$20,000 for a contract by a single School District school or office and does not exceed \$100,000 for any single contractor in a series of limited contracts approved by the Review Committee in the authorized fiscal year.

WHEREAS, on June 29, 2023, the Board of Education authorized The School District of Philadelphia through the Limited Contract Review Committee ("Review Committee"), to execute, deliver and perform Limited Contracts for an aggregate amount not to exceed \$3,000,000, for periods up to but no longer than one year, and for terms commencing between July 1, 2023 and June 30, 2024 and due to the increase in volume of Limited Contracts there is a need to increase the aggregate amount to \$4,000,000 for fiscal year 2023-2024.

RESOLVED, that the Board of Education authorizes The School District of Philadelphia, through the Limited Contract Review Committee ("Review Committee"), to execute, deliver and perform Limited Contracts for a new aggregate amount not to exceed \$4,000,000, for periods up to but no longer than one year, and for terms commencing between July 1, 2023 and June 30, 2024, provided that all of the other conditions of the original June 29, 2023 action item are met.

Office Originating Request: Board of Education

Action Item - 6.

Title: Proposed Student Expulsion J.E - Updated 5.23.2024

Board of Education Meeting Date: 5/30/2024

RESOLVED, that J.E. shall be expelled from the School District of Philadelphia, temporarily, from September 13, 2023 through June 14, 2024; and be it

FURTHER RESOLVED, that J.E. shall not be permitted to return to the school where the incident took place after the period of expulsion; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of J.E.'s permanent record; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the Philadelphia Board of Education be adopted.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Type

Action Item - 7.

Title: Approval of Personnel Hires - Updated 5.23.2024

Board of Education Meeting Date: 5/30/2024

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 April 30, 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

Item No. 7

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 **April 30, 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

ABDULLAYEVA, RAKHIMA	ASST TEACHER	CONWELL, RUSSELL MIDDLE SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY
ALLEN-EDWARDS, NAKYA	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/16/24	\$23,474.00	ANNUAL SALARY
ANDERSON, AIYANNA	TEACHER, FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	04/01/24	\$64,839.00	ANNUAL SALARY
ARCHILLA, JOHNNY	SPECIAL EDUCATION ASSISTANT	ZIEGLER, WILLIAM H. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
BAGGARI, MOUNIA	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
BARTLESON, WILLIAM	TEACHER, FULL TIME	PHILA JUV JUSTICE SVCS CTR	04/15/24	\$53,085.00	ANNUAL SALARY
BRADLEY, SYREETA	SUPPORTIVE SERVICES ASST, 3 HR	ROWEN, WILLIAM SCHOOL	04/22/24	\$10,431.00	ANNUAL SALARY
BROWN, PEDRO	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
BULLOCK, AMIR	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	04/02/24	\$23,474.00	ANNUAL SALARY
BURGOON, ASHLEY L	SUPPORTIVE SERVICES ASST, 4 HR	FORREST, EDWIN SCHOOL	04/15/24	\$13,908.00	ANNUAL SALARY
BURTON, DEBRA A	SPECIAL EDUCATION ASSISTANT	POTTER-THOMAS SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
CARRAWAY, AMEENAH	SPECIAL EDUCATION ASSISTANT	LEA, HENRY C.	04/01/24	\$23,474.00	ANNUAL SALARY
CHICU, MARIANA	TEACHER ASST, PKHS	WASHINGTON, G. BRIGHT FUTURES	04/29/24	\$23,474.00	ANNUAL SALARY
CHOWDHURY, RIMA BEGUM	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
COLQUITT, KEITH DUWAN	TEACHER, FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	04/15/24	\$51,568.00	ANNUAL SALARY
CONTEH, MARK	FIELD SUPPORT SPECIALIST	PHILA JUV JUSTICE SVCS CTR	04/01/24	\$38,015.00	ANNUAL SALARY
COOK, AMESHA C	SPECIAL EDUCATION ASSISTANT	SWENSON ARTS/TECH HIGH SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY

Personnel Hires
May 30, 2024
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COX, TAMIA	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	04/29/24	\$23,474.00	ANNUAL SALARY
DAMBROSIO, GABRIELLE M	SPECIAL EDUCATION ASSISTANT	DECATUR, STEPHEN SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
DAVENPORT, NA'DIYAH	SPECIAL EDUCATION ASSISTANT	BROWN, HENRY A. SCHOOL	04/02/24	\$23,474.00	ANNUAL SALARY
DICKERSON - KORNEGAY, SHANIRAH	SPECIAL EDUCATION ASSISTANT	ANDERSON, MARIAN ACADEMY	04/01/24	\$23,474.00	ANNUAL SALARY
DUNBAR, ASZURE	TEACHER,FULL TIME	LANKENAU HIGH SCHOOL	04/22/24	\$51,568.00	ANNUAL SALARY
ELLIOTT, SENQUETTA	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	04/22/24	\$83,507.00	ANNUAL SALARY
ELLISON, SECERA	SPECIAL EDUCATION ASSISTANT	KELLEY, WILLIAM D. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
ESPINAL LANTIGUA, SULEIKA	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	04/08/24	\$23,474.00	ANNUAL SALARY
EVANS, HADIYAH	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
FIELDS, KHADEIDRA	SPECIAL EDUCATION ASSISTANT	STRAWBERRY MANSION HIGH SCHOOL	04/08/24	\$23,474.00	ANNUAL SALARY
FLANAGAN, JAMES S	TEACHER,FULL TIME	HOLME, THOMAS SCHOOL	04/30/24	\$83,507.00	ANNUAL SALARY
FLETCHER, RONALD C	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
FULTON, STACEY L	SPECIAL EDUCATION ASSISTANT	STRAWBERRY MANSION HIGH SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
GARY, WILLIAM A	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	04/29/24	\$23,474.00	ANNUAL SALARY
GILLYARD, VANCE	GENERAL CLEANER, 8 HOURS	LONGSTRETH, WILLIAM C. SCHOOL	04/02/24	\$40,049.00	ANNUAL SALARY
GJUZI, ESMERALDA	SPECIAL EDUCATION ASSISTANT	KEY, FRANCIS SCOTT SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
GREEN, ERIKA	TEACHER,SPEC EDUCATION	BLUFORD ELEMENTARY SCHOOL	04/29/24	\$87,137.00	ANNUAL SALARY
HARMON, AHKIAH	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
HEAN, TIDA	SPECIAL EDUCATION ASSISTANT	JACKSON COPPIN, FANNY SCHOOL	04/30/24	\$23,474.00	ANNUAL SALARY
HESTER, LINDA	STEP CLINICAL COORDINATOR	GIDEON, EDWARD SCHOOL	04/08/24	\$78,000.00	ANNUAL SALARY
HILL, MUSA	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	04/08/24	\$23,474.00	ANNUAL SALARY
HOWARD, KEMANI	SPECIAL EDUCATION ASSISTANT	LUDLOW, JAMES R. SCHOOL	04/08/24	\$23,474.00	ANNUAL SALARY
HULL, MINIKA	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	04/01/24	\$56,405.00	ANNUAL SALARY
HUNTER, LASHANA M	SPECIAL EDUCATION ASSISTANT	BREGY, F. AMEDEE SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY

Personnel Hires
 May 30, 2024
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JACKSON, AMEENAH	TEACHER,FULL TIME	CONSTITUTION HIGH SCHOOL	04/22/24	\$51,568.00	ANNUAL SALARY
JAMISON, KHASHAY	SPECIAL EDUCATION ASSISTANT	HANCOCK DEMONSTRATION SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
JENNINGS, FAROL M	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
JORDAN, PERNELL	ASST TEACHER	CONWELL, RUSSELL MIDDLE SCHOOL	04/17/24	\$19,864.00	ANNUAL SALARY
KACI, ALKETA	SPECIAL EDUCATION ASSISTANT	FOX CHASE SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
KELLER, COLLEEN	SUPPORTIVE SERVICES ASST, 4 HR	HACKETT, HORATIO B. SCHOOL	04/11/24	\$13,908.00	ANNUAL SALARY
KHALIL, WAFAA	COUNSELING ASST,BILINGUAL	MOFFET, JOHN SCHOOL	03/18/24	\$25,688.00	ANNUAL SALARY
KINNARD, KIMORA	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
KNUCKLES, DOMINIQUE	TEACHER,SPEC EDUCATION	PENNELL, JOSEPH ELEMENTARY	04/16/24	\$52,516.00	ANNUAL SALARY
KONADU, KWAKU O.F.	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
LAWRENCE, JAQUAN	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	04/22/24	\$23,474.00	ANNUAL SALARY
LINDSAY, STEVEN W	TEACHER,FULL TIME	PENROSE SCHOOL	04/03/24	\$51,568.00	ANNUAL SALARY
LOFTON, STACY	GENERAL CLEANER, 8 HOURS	MEEHAN, AUSTIN MIDDLE SCHOOL	04/01/24	\$33,228.00	ANNUAL SALARY
LOMBARDO, SHARON	SUPPORTIVE SERVICES ASST, 4 HR	HACKETT, HORATIO B. SCHOOL	04/11/24	\$13,908.00	ANNUAL SALARY
LONG, EILEEN M	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
MACK, DIAMOND	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
MANTON, ANNA K	ASST TEACHER	CONWELL, RUSSELL MIDDLE SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY
MCANALLY, MCKENNA L	SUPPORTIVE SERVICES ASST, 4 HR	HACKETT, HORATIO B. SCHOOL	04/11/24	\$13,908.00	ANNUAL SALARY
MCCLENDON, DALE KENNETH	TEACHER,FULL TIME	LEA, HENRY C.	04/22/24	\$51,568.00	ANNUAL SALARY
MONEGRO, VERCANYI	SPECIAL EDUCATION ASSISTANT	TAGGART, JOHN H. SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
MORALES, DIANA G	BUS CHAUFFEUR	BROAD STREET GARAGE	04/02/24	\$55,838.00	ANNUAL SALARY
MORALES, BRIANNA	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
MORREL-SAMUELS, EVA	TEACHER,SPEC EDUCATION	HESTON, EDWARD SCHOOL	04/30/24	\$66,262.00	ANNUAL SALARY
NELSON, TANIAH	SPECIAL EDUCATION ASSISTANT	ANDERSON, MARIAN ACADEMY	04/01/24	\$23,474.00	ANNUAL SALARY

Personnel Hires
 May 30, 2024
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NELSON, NINA	SPECIAL EDUCATION ASSISTANT	HOWE, JULIA WARD SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
NICHOLS, JOHN KENNETH	PROJECT MANAGER, CAPITAL PROJS	CAPITAL PROGRAMS	04/22/24	\$85,892.00	ANNUAL SALARY
OLIVER, ALYCIA	SPECIAL EDUCATION ASSISTANT	ANDERSON, MARIAN ACADEMY	04/29/24	\$23,474.00	ANNUAL SALARY
OLIVER, OBIANUJU	TEACHER, FULL TIME	FELTONVILLE INTERMEDIATE	04/29/24	\$51,568.00	ANNUAL SALARY
OUZADID, NASSIRA	SUPPORTIVE SERVICES ASST, 4 HR	TAGGART, JOHN H. SCHOOL	04/29/24	\$13,908.00	ANNUAL SALARY
PAYNE, CRYSTAL	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
PIERCE, BRANDI	SECRETARY I	LINCOLN, ABRAHAM HIGH SCHOOL	04/01/24	\$26,351.00	ANNUAL SALARY
PIERRE, NANCY	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
PINKNEY, TARAJEE	SCHOOL COUNSELOR, 10 MONTHS	BRYANT, WILLIAM C. SCHOOL	04/15/24	\$56,405.00	ANNUAL SALARY
QUIJANO, MARIA LOUISE	TEACHER, FULL TIME	MCDANIEL, DELAPLAINE SCHOOL	04/01/24	\$75,453.00	ANNUAL SALARY
RAGHURAMAN, DIVYA	ASST TEACHER	POTTER-THOMAS SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY
RAINEY, EMPERESS D	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
RODRIGUEZ, JOSE ESTEBAN	INSTRUCTOR, JROTC	PHILADELPHIA MILITARY ACADEMY	04/01/24	\$140,909.00	ANNUAL SALARY
RODRIGUEZ, INARAH	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY
RUGGIERO, FELICIA	ASST TEACHER	CONWELL, RUSSELL MIDDLE SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY
RUSAK, JENNIFER	STUDENT SUPPORT SPECIALIST	PREVENTION & INTERVENTION	04/01/24	\$78,000.00	ANNUAL SALARY
SEALY, WAZIR	ASST TEACHER	POTTER-THOMAS SCHOOL	04/09/24	\$19,864.00	ANNUAL SALARY
SELDEN, KATRINA L	SPECIAL EDUCATION ASSISTANT	OVERBROOK EDUCATIONAL CENTER	04/22/24	\$23,474.00	ANNUAL SALARY
SEMON, CHRISTINA	SCHOOL NURSE	BARTON, CLARA SCHOOL	04/17/24	\$75,558.00	ANNUAL SALARY
SINGLETON, ANNETTE	SCHOOL NURSE	HILL-FREEDMAN WORLD ACADEMY	04/03/24	\$72,811.00	ANNUAL SALARY
SMALL, TANAJI	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
SMITH, SIERRA N	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
SMITH, CHARLENE	SUPPORTIVE SERVICES ASST, 3 HR	ROWEN, WILLIAM SCHOOL	04/08/24	\$10,431.00	ANNUAL SALARY
SORIANO, ANGELLO	ASST TEACHER	POTTER-THOMAS SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY

STALEY-SINGH, TRACEY Y	SPECIAL EDUCATION ASSISTANT	HARDING, WARREN G. MIDDLE SCH	04/01/24	\$23,474.00	ANNUAL SALARY
SULLIVAN-WILSON, SHAQUITA M	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
VEGAS, EMILY F	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
WASHINGTON, JONNEL E	FIRE SAFETY SPECIALIST	FACILITIES MGMT. & SERVICES	04/01/24	\$71,761.00	ANNUAL SALARY
WATSON, ROBERT R	SPECIAL EDUCATION ASSISTANT	FITZPATRICK, A.L. SCHOOL	04/22/24	\$23,474.00	ANNUAL SALARY
WHITE, MARIAH	SPECIAL EDUCATION ASSISTANT	SHARSWOOD, GEORGE SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
WHITE, YAMALIA I	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	04/01/24	\$35,101.00	ANNUAL SALARY
WILDMAN, KAYLA S	SPECIAL EDUCATION ASSISTANT	PATTERSON, JOHN M. SCHOOL	04/09/24	\$23,474.00	ANNUAL SALARY
WILLIAMS, MAURICE T	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	04/08/24	\$23,474.00	ANNUAL SALARY
WILLIAMS, SACHEEN	SPECIAL EDUCATION ASSISTANT	HARDING, WARREN G. MIDDLE SCH	04/01/24	\$23,474.00	ANNUAL SALARY
WILLIFORD, ELIZABETH	SPECIAL EDUCATION ASSISTANT	MORRISON, ANDREW J. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
WILSON, RAVEN	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	04/29/24	\$23,474.00	ANNUAL SALARY
WOOD, LA VON KYLE	ASST TEACHER	POTTER-THOMAS SCHOOL	04/08/24	\$19,864.00	ANNUAL SALARY
WRIGHT, ANGELICA	SPECIAL EDUCATION ASSISTANT	FRANKFORD HIGH SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
YOO, PAULA J	SPECIAL EDUCATION ASSISTANT	GREENFIELD, ALBERT M. SCHOOL	04/01/24	\$23,474.00	ANNUAL SALARY
ZAPATA- DURAN, ARIANNA	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	04/15/24	\$23,474.00	ANNUAL SALARY

Action Item - 8.

Title: Approval of Personnel Terminations - Updated 5.30.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

RESOLVED, that there exists sufficient evidence to support the recommendation of the Superintendent and/or his designee to terminate the employment, from the School District of Philadelphia, of the following employees effective May 30,2024:

Office Originating Request: Talent

ATTACHMENTS:

Description

Item No 8

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 May 30, 2024:

Gabrielle Clark	Coordinator ELECT Program
Ayana Fletcher	Student Climate Staff
Johnathan Mercado	Bi-lingual Counselor Assistant
Markeita Palmer	Special Education Assistant
Richardo Vicioso-Green	General Cleaner
George Weissman	Painter
Corilynn Williams	Special Education Classroom Assistant

RESOLVED, that Dayvon Bright-Blount be dismissed from his employment by The School District of Philadelphia as a general cleaner, effective immediately.

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

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

RESOLVED, that SHAMAR MOODY be dismissed from his employment as a Special Education Assistant employee by The School District of Philadelphia, effective immediately.

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

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

RESOLVED, that Shaquitta Williams is dismissed from her employment by The School District of Philadelphia as a member of the Student Climate Staff, effective immediately.

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

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

RESOLVED, that Kellyann Hansell is dismissed from her employment by The School District of Philadelphia as a member of the Student Climate Staff, effective immediately.

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

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

Action Item - 9.

Title: Administration's Recommendation for Termination of Professional Employees - Updated 5.30.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

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

1. K.B

and be it

FURTHER RESOLVED, that the Board of Education Secretary and President are directed to advise these professional employees of this Action item and of their right to a hearing.

Office Originating Request: Talent

ATTACHMENTS:

Description

Type

Action Item - 10.

Title: Approval of Retirements and Resignations - Updated 5.30.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective April 25, 2024.

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on May 30, 2024.

Office Originating Request: Talent

ATTACHMENTS:

Description

Item No. 10

Type

Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective May 30,2024

Abrams, Nina	Olney High School	Teacher, Full Time	6/14/2024	Resignation
Adams, Stacie	Sayre, William L. High School	Bus Attendant, One To One	4/29/2024	Resignation
Adams, Zhakia	West Philadelphia High School	Special Education Assistant	5/13/2024	Resignation
Alquiros, Angela Carmel	Kensington High School for Creative and Performing Arts (CAPA)	Teacher, Full Time	6/14/2024	Resignation
Ambler, Dylan	Harding, Warren G. Middle School	Teacher, Full Time	6/14/2024	Resignation
Aponte-Rosario, Mildred	Holme, Thomas School	Special Education Assistant	6/14/2024	Retirement
Austin, Juan	Heston, Edward School	Teacher, Spec Education	9/6/2024	Retirement
Ballester, Aliza	Broad Street Garage	Bus Chau Trainee, Part-Time	5/20/2024	Resignation
Barr, Chantal	Lowell, James R. School	Principal	7/20/2024	Resignation
Baxter, Resie	Ellwood School	Special Education Assistant	7/26/2024	Retirement
Bermudez, Mariah	Mastbaum, Jules E. Area Vocational Technical High School	Special Education Assistant	5/9/2024	Resignation
Berry, Jasmin	The U School	Food Svcs Worker Iii	5/31/2024	Resignation
Bethea, Jibril	Washington, George High School	Special Education Assistant	5/21/2024	Resignation
Bhatt, Manisha	Allen, Ethan School	Student Climate Staff, 6 Hours	4/24/2024	Resignation

Blair, Samuel	Multilingual Programs	Teacher, Full Time	6/14/2024	Resignation
Bledsoe, Brendan	South Philadelphia High School	Special Education Assistant	5/31/2024	Resignation
Bobrowski, Michael	Northeast Community Propel Academy	Teacher, Full Time	5/31/2024	Resignation
Bonewicz, Robert	Hackett, Horatio B. School	Food Svcs Utility Worker	6/14/2024	Resignation
Brantley, Courtney	Office Of School Safety	School Safety Officer	5/2/2024	Resignation
Brosnan, Lori	Washington, Martha School	Teacher, Spec Education	9/4/2024	Retirement
Brown, Clarence	Kirkbride, Eliza B. School	Custodial Assistant	7/5/2024	Retirement
Brown, Shari	Frankford High School	Special Education Assistant	7/26/2024	Retirement
Browning, Joshua	Recruitment & Staffing	Talent Partner	5/24/2024	Resignation
Byard, Jeffrey	Kenderton Elementary School	Teacher, Full Time	6/14/2024	Resignation
Cantor, Cari	Planning & Evidence-Based Supt	Dir, Special Projects	7/16/2024	Resignation
Caraballo, Luis	Clemente, Roberto Middle School	School Safety Officer	10/7/2024	Retirement
Carroll, Philomena	Northeast Community Propel Academy	Teacher, Full Time	6/14/2024	Resignation
Casher, Felicia	Stearne, Allen M. School	Teacher, Full Time	6/14/2024	Resignation
Clemens, Aimee	Kensington High School for Creative and Performing Arts (CAPA)	Teacher, Full Time	6/14/2024	Resignation
Colangelo, Joanne	Fell, D. Newlin School	Special Education Assistant	4/18/2024	Resignation
Collier Hayes, Tiara	Penn Treaty High School	Student Climate Staff, 6 Hours	4/18/2024	Resignation

Concepcion, Janet	Feltonville Intermediate School	Supportive Services Asst, 3 Hr	6/14/2024	Retirement
Connelly, Mckenzie	Creative and Performing Arts (CAPA) High School	Teacher, Spec Education	6/14/2024	Resignation
Copeland, Bernadette	Overbrook Educational Center	Bus Attendant, One To One	4/29/2024	Resignation
Cromarty, Deanna	Holme, Thomas School	Bus Attendant	5/21/2024	Resignation
Cunningham, Tolanda	Gideon, Edward School	Special Education Assistant	05/03/2024	Resignation
Curran, Angela	Rhodes, E. Washington Elementary School	Teacher, Full Time	5/27/2024	Resignation
Curry, Bessie	Gompers, Samuel School	Food Svcs Assistant	5/10/2024	Resignation
D'Orazio, Elizabeth	Hopkinson, Francis School	Teacher, Full Time	6/14/2024	Resignation
Davenport, Na'Diyah	Brown, Henry A. School	Special Education Assistant	4/25/2024	Resignation
Davenport, Regina	Allen, Ethan School	Supportive Services Asst, 4 Hr	6/14/2024	Retirement
Dixon, Holly	Meredith, William M. School	Teacher, Full Time	6/14/2024	Resignation
Donofrio, Justin	Kelly, John B. School	Supportive Services Asst, 3 Hr	4/24/2024	Resignation
Douglas, Shaun	Facilities Admin Services	Deputy Chief Operations Ofcr	6/7/2024	Resignation
Dubin, Colleen	Head Start Central Office	Pre-K Regional Instruction Spe	8/16/2024	Retirement
Duren, Aaron	Fell, D. Newlin School	Student Climate Staff, 6 Hours	5/10/2024	Resignation
Easley, Catherine	High School of Engineering and Science - Carver	Student Climate Staff, 6 Hours	5/13/2024	Resignation
Emanuel, Danielle	Comegys, Benjamin B. School	Teacher, Full Time	7/26/2024	Resignation

Fenley, Taliah	High School of Engineering and Science - Carver	Food Svcs Worker Ii	4/23/2024	Resignation
Fields, Patricia	Office Of School Safety	Prog Assistant	10/1/2024	Retirement
Fisher, Adam	Parkway Center City Middle College High School	Teacher, Full Time	6/14/2024	Resignation
Fitzpatrick, Kevin	Morrison, Andrew J. School	Teacher, Spec Education	6/14/2024	Resignation
Fraidoon, Jalali	Mayfair School	Special Education Assistant	4/24/2024	Resignation
Frye, Kashif	Southwark School	General Cleaner, 8 Hours	5/9/2024	Resignation
German, Ronald	Comegys, Benjamin B. School	Teacher, Full Time	6/14/2024	Resignation
Gerwer, Aaron	Lea, Henry C. School	Principal	6/28/2024	Resignation
Gilbert, Unique	Sullivan, James J. School	Special Education Assistant	5/14/2024	Resignation
Gilliam, Jasmeen	Wagner, General Louis Middle School	Food Svcs Assistant	4/18/2024	Resignation
Gold, Alex	Lea, Henry C. School	Teacher, Full Time	6/14/2024	Resignation
Golding, Lewanna	McClure, Alexander K. School	Teacher, Full Time	6/14/2024	Resignation
Gove, Michelle	Holme, Thomas School	Teacher, Full Time	6/14/2024	Resignation
Graham, Beanca	Carnell, Laura H. School	Special Education Assistant	3/13/2024	Resignation
Grant, Taylor	Feltonville Intermediate School	Teacher, Full Time	2/15/2024	Resignation
Grant, Bernadette	Blaine, James G. School	Student Climate Staff, 6 Hours	5/1/2024	Resignation
Grant, Rashayha	Rowen, William School	Student Climate Staff, 7 Hours	5/13/2024	Resignation

Guariglia, Brigitte	Office Of School Safety	Research Intern	5/6/2024	Resignation
Hagan, Colleen	Penn Treaty High School	Teacher, Full Time	6/14/2024	Resignation
Harris, Terrence	Catharine, Joseph W. School	General Cleaner, 8 Hours	5/7/2024	Resignation
Hart, Sharon	Brown, Joseph H. School	Special Education Assistant	6/14/2024	Retirement
Hart, William	Shawmont School	Custodial Assistant	8/30/2024	Retirement
Hill, Jackie	Fels, Samuel High School	Teacher, Spec Education	5/9/2024	Retirement
Holloway, William	Broad Street Garage	Bus Chauffeur Handicpd Childrn	8/26/2024	Retirement
Hough, Melissa	Washington, George High School	Teacher, Full Time	6/14/2024	Resignation
Howard, Tiasia	Steel, Edward T. School	Student Climate Staff, 7 Hours	4/29/2024	Resignation
Hudson, Kyleah	Bodine, William W. High School	Food Svcs Assistant	4/5/2024	Resignation
Hunter, Victor	Baldi Middle School	Asst Principal	6/21/2024	Resignation
Irizarry, Jonathan	General Accounting	Asst Dir, General Accounting	5/17/2024	Resignation
James, Zechariah	Motivation High School	Food Svcs Worker Ii	3/30/2024	Resignation
Jaquez-Lopez, Sthefany	Juniata Park Academy	Counseling Asst, Bilingual	5/10/2024	Resignation
Jenkins, Byshawn	Fitzpatrick School Head Start	Student Climate St, Erl Ch 5 Hr	4/19/2024	Resignation
Jenkins, Dominique	Lea, Henry C. School	Teacher, Full Time	6/14/2024	Resignation
Jenkins, Jacqueline	Fell, D. Newlin School	Supportive Services Asst, 4 Hr	9/9/2024	Retirement
Johnson, Shanice	Penn Treaty High School	Teacher, Full Time	4/26/2024	Resignation

Johnson, Terence	Painting Services	Painter Mechanic A 5dy	5/17/2024	Resignation
Johnson, Joyce	Moore, J. Hampton School	Lead Food Service Worker	6/14/2024	Resignation
Johnson, Edith	Penrose School	Special Education Assistant	5/20/2024	Retirement
Johnson, Genevieve	Bus Attendants-Private Schools	Bus Attendant	5/24/2024	Resignation
Jones, Raymond	Randolph, A. Philip Career and Technical High School	Student Climate Staff, 6 Hours	5/8/2024	Resignation
Jones, Paige	Feltonville School of Arts and Sciences	Secretary I	6/14/2024	Resignation
Jones, Jennifer	Pennell, Joseph School	School Improv Support Liaison	9/4/2024	Retirement
Joyner, Cheryl	John Hancock Demonstration School	Bus Attendant, Six Hours	5/1/2024	Retirement
Julius, Derek	Kearny, General Philip School	Custodial Assistant	5/13/2024	Retirement
Kampf, Brian	Decatur, Stephen School	Teacher, Spec Education	7/26/2024	Resignation
Keyes, Gayle	Cook-Wissahickon School	Teacher, Spec Education	7/26/2024	Retirement
Kiley, Sam	Overbrook High School	Teacher, Full Time	6/14/2024	Resignation
Knellinger, Edward	Office Of School Safety	School Safety Officer	5/6/2024	Retirement
Konde, Elizabeth	Office Of Specialized Services	Coord, Specialized Svcs	5/31/2024	Resignation
Kraft, Amber	Greenberg, Joseph School	Teacher, Full Time	6/14/2024	Resignation
Kraft, Glenn	Girard Academic Music Program (GAMP)	Teacher, Full Time	6/14/2024	Resignation
Krajewski, Michael	Facilities Mgmt. & Services	Mgr, Contracts & Resolution	7/5/2024	Retirement
Kuwik, Sarah	Harding, Warren G. Middle School	Step Clinical Coordinator	6/14/2024	Resignation

Lambert, Theresa	Wright, Richard R. School	Teacher, Full Time	6/14/2024	Retirement
Lance, Mark	Edison, Thomas A. High School	Teacher, Full Time	5/3/2024	Resignation
Lepkowski, Jesse	Saul, Walter B. High School	Teacher, Full Time	6/28/2024	Resignation
Leventhal, Stephen	Spruance, Gilbert School	Teacher, Full Time	6/14/2024	Resignation
Lewis, Alycia	Roxborough High School	Special Education Assistant	4/16/2024	Resignation
Lynch, Karyn	Office Of Student Support Svcs	Chief Student Support Svc Ofcr	7/3/2024	Retirement
Malachi-Anthony, April	Randolph, A. Philip Career and Technical High School	Special Education Assistant	5/21/2024	Retirement
Maleno, Melissa	Pennell, Joseph School	Teacher, Spec Education	7/26/2024	Resignation
Malgaonkar, Medha	Fels, Samuel High School	Teacher, Full Time	7/26/2024	Retirement
Marino, Samantha	Marshall, Thurgood School	Teacher, Spec Education	6/14/2024	Resignation
Marion, Carol	Lamberton, Robert E. School	Teacher, Full Time	7/26/2024	Retirement
Mauceri, Danielle	Rhoads, James School	Teacher, Full Time	6/14/2024	Resignation
Maxwell, Danielle	Washington, Martha School	Custodial Assistant	6/26/2024	Resignation
Mays, Ajahteresa	Widener Memorial School	Special Education Assistant	5/3/2024	Resignation
Mc Coy, Delores	Hunter, William H. School	Special Education Assistant	6/14/2024	Retirement
McConnell, Michael	Bryant, William C. School	Teacher, Full Time	5/10/2024	Resignation

Mccutchen, Kyleef	Dobbins, Murrell Career and Technical Education High School	Student Climate Staff,4 Hours	4/19/2024	Resignation
Mclaine, Destynn	The U School	Special Education Assistant	6/14/2024	Resignation
Mendez, Maria	Girard, Stephen School	Supportive Services Asst, 4 Hr	6/14/2024	Retirement
Merkins, Julie	Arts Academy at Benjamin Rush	Teacher,Full Time	6/14/2024	Resignation
Middleton, Joshua	Longstreth, William C. School	Student Climate Staff,4 Hours	4/22/2024	Resignation
Middleton, Glenn	Lincoln, Abraham High School	Special Education Assistant	6/14/2024	Retirement
Miller, Gregory	Broad Street Garage	Transportation Mechanic	5/31/2024	Retirement
Mohamed, Aya	Family & Community Engagement	Prg Cd, Multiple Offices	5/24/2024	Resignation
Moore, Jahlil	Science Leadership Academy Middle School (SLAMS)	Food Svcs Utility Worker	4/16/2024	Resignation
Moore, Dayanaira	Munoz-Marin, Honorable Luis School	Bus Attendant	5/3/2024	Resignation
Mosely, Kevin	Office Of Inspector General	Investigative Analyst	5/10/2024	Resignation
Mosley, Tikya	Stanton, Edwin M. School	Special Education Assistant	4/22/2024	Resignation
Mouzon, Nafisah	Hackett, Horatio B. School	Student Climate Staff,6 Hours	5/3/2024	Resignation
Murray, James	Rowen, William School	Principal	6/28/2024	Retirement
Odoroff, Rachel	Lea, Henry C. School	Teacher,Full Time	6/14/2024	Resignation
Padro Burgos, Yaritza	Cramp, William School	Supportive Services Asst, 4 Hr	4/25/2024	Resignation
Parenti, Caitlin	Arts Academy at Benjamin Rush	School Counselor, 10 Months	6/14/2024	Resignation

Paynter, Sarah	Brown, Joseph H. School	Special Education Assistant	5/8/2024	Retirement
Pearl, Julia	Science Leadership Academy (SLA) at Beeber	Teacher, Full Time	6/14/2024	Resignation
Pearson, Latasha	Taggart Head Start	Teacher Asst, Pkhs	6/14/2024	Resignation
Peterson, Gladys	De Burgos, Julia School	Bus Attendant, Eig Hours	6/14/2024	Retirement
Polentes, Chloe	Bache-Martin School	Teacher, Full Time	6/14/2024	Resignation
Powell, Sheileana	Gideon, Edward School	Teacher, Full Time	7/26/2024	Resignation
Powell, Cedrick	Blaine, James G. School	Teacher, Full Time	6/14/2024	Resignation
Pratt, Dayahn	Franklin, Benjamin High School	Student Climate Staff, 6 Hours	4/12/2024	Resignation
Regalado, Betzaida	De Burgos, Julia School	Special Education Assistant	5/3/2024	Resignation
Remy, Joseph	Bodine, William W. High School	Teacher, Full Time	6/14/2024	Resignation
Roberts, Shana	Science Leadership Academy Middle School (SLAMS)	Special Education Assistant	5/21/2024	Resignation
Rodriguez, Biridiana	Charter, Partner & New Schools	Deputy Chief, Quality And Acco	7/8/2024	Resignation
Rosado, Francisco	Munoz-Marin, Honorable Luis School	Teacher, Full Time	6/14/2024	Resignation
Russell, Dajah	Recruitment & Staffing	Talent Partner	5/31/2024	Resignation
Samuels, Kayla	Cramp, William School	Teacher, Full Time	4/26/2024	Resignation
Schlueter, Theresa	Gloria Casarez Elementary School	Custodial Assistant	7/1/2024	Retirement
Schwalb, Elana	Kirkbride, Eliza B. School	Teacher, Full Time	6/14/2024	Resignation

Scott, Wandell	Mayfair School	Special Education Assistant	2/22/2024	Resignation
Sgrillo, Antonio	Adaire, Alexander School	General Cleaner, 8 Hours	6/10/2024	Resignation
Shannon, Shaneka	Feltonville Intermediate School	Teacher, Full Time	6/14/2024	Resignation
Silvestre, Yolanda	Munoz-Marin, Honorable Luis School	Food Svcs Assistant	5/30/2024	Resignation
Simmons, Shatoya	West Philadelphia High School	Special Education Assistant	4/25/2024	Resignation
Simms, Vernal	Facilities Mgmt. & Services	Building Engineer Trainee	5/31/2024	Resignation
Sims, Francis	Ellwood School	Food Svcs Assistant	5/20/2024	Retirement
Singer, Leia	Baldi Middle School	School Nurse	6/14/2024	Resignation
Sizer, Ronald	Franklin, Benjamin High School	Teacher, Full Time	6/14/2024	Resignation
Sloan, Kim	King, Martin Luther High School	Teacher, Spec Education	7/26/2024	Retirement
Smiley, Patricia	Rowen, William School	Special Education Assistant	6/14/2024	Retirement
Smith, Maiya	Wright, Richard R. School	Student Climate Staff, 7 Hours	5/17/2024	Resignation
Smith, Barbara	Facilities Mgmt. & Services	General Cleaner, 8 Hours	5/20/2024	Resignation
Smulowitz, Emily	Northeast Community Propel Academy	Teacher, Full Time	6/14/2024	Resignation
Spruill, Mary	Sharswood, George W. School	General Cleaner, 8 Hours	8/13/2024	Retirement
Starling, Cornell	Bregy, F. Amedee School	Building Engineer-Group Iii	6/7/2024	Resignation
Sturdivant, Shardae	Hackett, Horatio B. School	Bus Attendant, One To One	5/24/2024	Resignation
Sutton, Amber	Meredith, William M. School	Student Climate Staff, 4 Hours	4/22/2024	Resignation

Sutton, Kierra	Sharswood, George W. School	Bus Attendant	4/22/2024	Resignation
Tarducci, Vincent	The LINC	Teacher, Full Time	6/14/2024	Resignation
Thomas-Johnson, Roxanna	Logan, James School	Special Education Assistant	5/16/2024	Retirement
Thornton, Sonia	Spruance, Gilbert School	Asst Principal	6/21/2024	Resignation
Toledo, Samantha	Hunter, William H. School	General Cleaner, 8 Hours	4/12/2024	Resignation
Toll, Lisa	Spruance, Gilbert School	Bus Attendant, Eig Hours	6/14/2024	Retirement
Topping, Chantell	Central High School	Student Climate Staff, 4 Hours	5/9/2024	Resignation
Turner, Cynthia	Bache-Martin School	Bus Attendant, Six Hours	6/14/2024	Retirement
Veney, Sharetta	Swenson Arts and Technology High School	Special Education Assistant	5/13/2024	Resignation
Walters, Mable	Childs, George W. School	Student Climate Staff, 6 Hours	5/17/2024	Retirement
Walker, Alfreda	Kenderton Elementary School	Special Education Assistant	1/6/2025	Retirement
Walker, Niesha	Motivation High School	General Cleaner, 8 Hours	5/20/2024	Resignation
Walther, Harry	Shawmont School	Building Engineer-Group Iii	7/3/2024	Retirement
Warren, Alexis	Taggart, John H. School	Special Education Assistant	4/19/2024	Resignation
Watson, Anita	Northeast High School	Special Education Assistant	9/2/2024	Retirement
West, Ashley	Decatur, Stephen School	School Nurse	6/14/2024	Resignation
White, Destiny	Fitler Academics Plus School	Special Education Assistant	3/11/2024	Resignation

White, Grace	Finletter, Thomas K. School	Teacher, Spec Education	6/14/2024	Resignation
Wicker Pepples, Ameerah	Marshall, John School	Bus Attendant	5/26/2024	Resignation
Williams, Zahkeith	Kensington Health Sciences Academy	Student Climate Staff, 7 Hours	4/5/2024	Resignation
Wilson, Jateerah	Bartram, John High School	Food Svcs Utility Worker	10/14/2024	Resignation
Young, Emmalee	Munoz-Marin, Honorable Luis School	Teacher, Full Time	6/14/2024	Resignation
Zouma, Oubaida	Clemente, Roberto Middle School	Teacher, Full Time	6/14/2024	Resignation

Action Item - 11.

Title: Memorandum of Understanding with Elevate 215 for In-Kind Strategic Support for Para Pathway Program

Board of Education Meeting Date: 5/30/2024

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:

Elevate 215

Purpose:

To expand the Grow Your Own programs in the District and make the Para Pathways program financially sustainable

Start date: 5/31/2024

End date: 5/31/2026

Value of Services not to exceed:\$225,000

Location:

Administrative Office(s); All Schools;

Renewal Options: No

Description:

Why is this MOU needed?

Elevate 215 has secured funding from the Pew Charitable Trusts to partner with the School District of Philadelphia to support the Para Pathway Program, including contracting with the National Center for Grow Your Own to work with the District to design and apply for a registered apprenticeship with Pennsylvania's Department of Labor & Industry. The District has developed a Paraprofessional Pathways program that fits the requirements of an apprenticeship according to Pennsylvania's Department of Labor & Industry. The District currently has 141 active/graduated participants in the Para Pathways program, with roughly 68% of participants being African-American or LatinX.

In addition, the partnership will yield:

-Approximately 80 paraprofessionals becoming certified teachers over the two-year grant term.

-An increase in the percentage of paraprofessionals (currently about 25%) eligible to

participate in the program by building partnerships with higher education institutions that can help paraprofessionals who have fewer than 60 college credits get on a path towards obtaining a bachelor's degree.

-Collecting and using data to improve the quality of and validate the program model; sharing learnings with the Philadelphia Citywide Talent Coalition and through at least two education conferences over the two-year grant term.

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

This MOU will address strategic action 4.7, expanding the Grow Your Own programs in the District, and will make the Para Pathways program financially sustainable. It is aligned to all goals and all guardrails.

How will the success of this MOU be measured?

According to the agreement between Elevate 215 and Pew, this program will support approximately 80 paraprofessionals to become certified teachers over the two-year grant term. The District will complete the process to register the program as an approved apprenticeship with the Pennsylvania Department of Labor and Industry to unlock public funding and support the program's long-term sustainability. Also, the District will increase the percentage of paraprofessionals eligible to participate in the program (currently about 25-30%) by building partnerships with higher education institutions that can help paraprofessionals who have fewer than 60 college credits get on a path towards obtaining a bachelor's degree. Lastly, The District will also collect and use data to improve the quality of and validate the program model; share learnings with the Citywide Talent Coalition and through at least two education conferences over the two-year grant term.

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

According to data from Pennsylvania's Department of Labor & Industry, 93% of apprentices who complete an apprenticeship retain employment. Workers who complete apprenticeship programs earn approximately \$300,000 more during their careers than their peers who do not. And, many apprentices are able to earn credits towards an advanced degree while avoiding student debt. (Pennsylvania's Department of Labor & Industry website).

Pennsylvania's Department of Labor & Industry is actively attempting to increase the number of registered apprenticeships, expand apprenticeships into non-traditional occupations like education, and serve underrepresented populations (Pennsylvania's Department of Labor & Industry website).

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

The District's internal Grow Your Own committee is led by the Chief Learning Officer and includes representatives from the Office of Leadership Development, the Office of Talent, and the Office of Strategy. This committee works alongside key external stakeholders from Elevate 215 and the City of Philadelphia, Office of Children and Families.

Related resolution(s)/approval(s):

May 30, 2019 #19

February 27, 2020 #16

December 10, 2020 #14

October 28, 2021 #9

Office Originating Request: Talent

Action Item - 12.

Title: Contract with The Management Center for Management Training (\$200,000)

Board of Education Meeting Date: 5/30/2024

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 Management Center

Purpose:

Professional development opportunities on best leadership and management practices for all central office staff and facilitated discussions with Cabinet members and Dr. Watlington's direct reports

Start date: 7/1/2024

End date: 6/30/2025

Compensation not to exceed: \$200,000

Location:

Administrative Office(s);

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Each option at fixed amount of \$200,000

Description:

Why is this contract needed?

As part of the School District of Philadelphia's five-year strategic plan Accelerate Philly, the District is working to establish a system-wide project management culture and develop a collaborative, trusted, and results-oriented organizational culture. This contract is needed to bring best management practices to scale across all central

office employees in cohorts over three years to build the capacity of central office staff and supervisors to execute the District's 5-year strategic plan Accelerate Philly and make faster progress toward the Board of Education's Goals and Guardrails.

The comprehensive management training will have two specific strands:

1. Expanding support for District staff and supervisors on best leadership and management practices; and
2. Support facilitated discussions with Cabinet members and the Superintendent's direct reports on the topic of creating a collaborative, trusted, and results-oriented culture.

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

A shared set of management practices, tools and resources will help establish a system-wide project management culture and increase collaboration and coordination across the central office to improve the implementation of Accelerate Philly and make faster progress toward our Goals and Guardrails.

How will the success of this contract be measured?

The success of this contract will be measured by the delivery of whole and small group training and management tools and resources, central office staff and supervisor participant surveys, and improved output and outcome metrics for the strategic actions included in the District's strategic plan Accelerate Philly.

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

A collaborative culture based on best management practices, strong project management, and routines that support continuous improvement increases the likelihood of implementing Accelerate Philly's strategic actions with fidelity and improving outcomes more quickly.

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 management and professional learning expertise who reviewed and evaluated contractors' RFQ responses.

Funding Source(s):

FY25 Operating

Office Originating Request: Talent

Action Item - 13.

Title: Adoption of Amended Operating Budget for 2023-2024 and Operating Budget for 2024-2025 - Updated 5.28.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

WHEREAS, by Action Item Number 9, approved on March 28, 2024, the Board of Education adopted a lump sum statement of anticipated receipts and expenditures for Fiscal Year 2024-2025 for The School District of Philadelphia (the "School District"); and

WHEREAS, pursuant to Section 12-303(a) of the Education Supplement to the Philadelphia Home Rule Charter, the School District must adopt an operating budget for the fiscal year commencing on July 1, 2024, in which the total amount of proposed expenditures shall not exceed the amount of funds available for School District purposes; and

WHEREAS, changes in revenues and obligations have occurred in the Fiscal Year 2023-2024 budget; and

WHEREAS, the action item includes appropriations for the Intermediate Unit No.26; now be it

RESOLVED, that the Board of Education hereby amends an Operating Budget for Fiscal Year 2023-2024 and hereby adopts an Operating Budget for Fiscal Year 2024-2025, as reflected in the estimate of receipts herein set forth in Exhibit B and the estimates of obligations by expenditure area herein set forth in Exhibit C for Fiscal Years 2023-2024 and 2024-2025; and be it

FURTHER RESOLVED, that upon the transfer of any function from one office, department or organizational unit, the Superintendent is authorized to transfer to the successor office, department or organizational unit those portions of the appropriations which pertain to the function transferred; and to transfer funds from undistributed accounts to appropriate departments to implement decisions of the Superintendent, subject to notification to the Board of Education; and be it

FURTHER RESOLVED, that the Superintendent and the Chief Financial Officer shall certify that each request they bring to the Board of Education for the authorization of hiring, contracting, purchasing or any other obligation of School District resources is consistent with the Operating and Capital Budgets that have been adopted by the Board of Education, or else they will propose along with the requested authorization an amendment to the adopted budgets that will hold the cumulative fund balance of the School District to the level projected at the time of the initial budget adoption or any subsequent amendment thereto; and be it

FURTHER RESOLVED, that the Board of Education authorizes The School District of Philadelphia, through the Superintendent or his designee, to execute, deliver, and perform an agreement with the Intermediate Unit No. 26, for the School District to provide all professional and non- professional personnel services, all materials, supplies, books and equipment necessary for a complete special education program and transportation for special education students. The programs provided in conjunction with this contract, herewith the Action Items being considered and adopted simultaneously, are for the period commencing July 1, 2024 through June 30, 2025. All services provided by the School District will comply with applicable law and any decrees by a court of competent jurisdiction.

Office Originating Request: Finance

ATTACHMENTS:

Description

Final Action Item

Type

Supporting Document

TABLE OF CONTENTS FOR THE ADOPTING
ACTION ITEM OF THE SCHOOL DISTRICT OF PHILADELPHIA
OPERATING BUDGET FOR FISCAL YEAR 2024-2025

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Comparative Statement of Revenues, Obligations and Changes in Fund Balance, Operating Budget	A
Operating Fund Revenues and Sources	B
Operating Fund Appropriations by Functional Organization	C

**SCHOOL DISTRICT OF PHILADELPHIA
COMPARATIVE STATEMENT OF REVENUES,
OBLIGATIONS AND CHANGES IN FUND BALANCE**

	Amended 2023/2024	Adopted 2024/2025
<u>General Fund</u>		
Revenues		
Local Taxes	1,545,495,563	1,659,376,111
Local Non Tax	343,584,525	341,846,521
State	1,924,330,292	2,212,724,620
Federal	295,836	0
Total Revenues	3,813,706,216	4,213,947,252
Obligations	3,087,791,385	3,602,276,946
Excess/(Deficiency) of Revenues Over/(Under) Obligations	725,914,831	611,670,306
Other Financing Sources	40,673,601	37,792,495
Other Financing Uses	(648,697,964)	(743,101,069)
Excess/(Deficiency) of Revenues and Other Financing Sources Over/(Under) Obligations and Other Financing Uses	117,890,468	(93,638,268)
Beginning Fund Balance**	544,495,761	662,386,229
Ending Fund Balance	662,386,229	568,747,961
<u>Intermediate Unit</u>		
Revenues		
Local Non Tax	250,483	200,000
State	185,635,495	200,682,101
Total Revenues	185,885,978	200,882,101
Obligations	520,631,257	591,255,800
Excess/(Deficiency) of Revenues Over/(Under) Obligations	(334,745,279)	(390,373,699)
Other Financing Sources	355,351,382	410,979,802
Other Financing Uses	(20,606,103)	(20,606,103)
Excess/(Deficiency) of Revenues and Other Financing Sources Over/(Under) Obligations and Other Financing Uses	0	0

**SCHOOL DISTRICT OF PHILADELPHIA
COMPARATIVE STATEMENT OF REVENUES,
OBLIGATIONS AND CHANGES IN FUND BALANCE**

	Amended 2023/2024	Adopted 2024/2025
<u>Debt Service Fund</u>		
Revenues		
Local Non-Tax	8,101,706	7,048,484
Federal	16,285,764	16,099,354
Total Revenue	24,387,470	23,147,838
Obligations	323,344,691	332,769,458
Excess/(Deficiency) of Revenues Over/(Under) Obligations	(298,957,221)	(309,621,620)
Other Financing Sources		
From Capital Projects Fund	2,041,880	0
From Enterprise Fund	289,000	289,000
From General Fund	286,045,519	323,721,870
Total Other Financing Sources	288,376,399	324,010,870
Excess/(Deficiency) of Revenues and Other Financing Sources Over/(Under) Obligations and Other Financing Uses	(10,580,822)	14,389,250
Beginning Fund Balance	138,386,044	118,410,222
Changes in Reserve	(9,395,000)	(9,395,000)
Ending Fund Balance	118,410,222	123,404,472
<u>COMBINED OPERATING BUDGET</u>		
Revenues		
Local Taxes	1,545,495,563	1,659,376,111
Local Non-Tax	351,936,714	349,095,005
State	2,109,965,787	2,413,406,721
Federal	16,581,600	16,099,354
Total Revenues	4,023,979,664	4,437,977,191
Obligations	3,931,767,333	4,526,302,204
Excess/(Deficiency) of Revenues Over/(Under) Obligations	92,212,331	(88,325,013)
Other Financing Sources, Net *	22,398,378	17,475,392
Other Financing Uses, Net *	(7,301,063)	(8,399,397)
Excess/(Deficiency) of Revenues and Other Financing Sources Over/(Under) Obligations and Other Financing Uses	107,309,646	(79,249,018)
Beginning Fund Balance**	682,881,805	780,796,451
Changes in Reserve-Debt Fund	(9,395,000)	(9,395,000)
Ending Fund Balance	780,796,451	692,152,433

*Net of transfers within the Operating Budget between the General Fund, Intermediate Unit and the Debt Service Fund.

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND REVENUES AND SOURCES**

	<u>Amended 2023/2024</u>	<u>Adopted 2024/2025</u>
<u>GENERAL FUND</u>		
LOCAL TAX REVENUE		
Real Estate Tax - Current	969,038,000	1,080,839,000
Real Estate Tax - Delinquent	36,864,000	36,126,000
Liquor Sales Tax	86,895,671	86,502,541
School (Non-Business) Income Tax	64,377,663	65,987,105
Business Use and Occupancy Tax	201,903,655	203,922,692
Cigarette Tax	58,000,000	58,000,000
Sales Tax	120,000,000	120,000,000
Ridesharing Revenue	7,217,800	6,800,000
Payments in Lieu of Taxes	0	0
Public Utility Realty Tax	1,198,774	1,198,774
TOTAL - LOCAL TAX REVENUE	<u>1,545,495,563</u>	<u>1,659,376,111</u>
LOCAL NON TAX REVENUE		
Interest on Temp. Investments	29,039,172	25,264,080
Grant from City of Philadelphia	282,052,590	284,052,590
Stadium Agreements	2,743,500	2,800,000
Voluntary Contribution Program	3,560,917	3,568,470
Parking Authority Contribution	7,000,000	7,000,000
Gaming Revenue	8,712,040	8,600,000
Reimb. from Other Funds	13,860	13,860
Miscellaneous Non Tax	10,462,446	10,547,521
TOTAL - LOCAL NON TAX REVENUE	<u>343,584,525</u>	<u>341,846,521</u>
STATE REVENUE		
Gross Basic Education	1,486,042,268	1,727,021,066
Less: Reimb. of Prior Year's Intermediate Unit Advances	(38,149,194)	(73,316,071)
Net Basic Education	1,447,893,074	1,653,704,995
Debt Service	9,311,312	45,000,000
School Health Programs:		
Nurse Services	843,789	843,789
Medical & Dental	1,423,218	1,423,218
Tuition	42,000	42,000
Vocational Education	8,218,888	8,676,569
Transportation	75,744,244	81,796,708
Special Education	167,958,556	172,980,295
Retirement	173,792,009	202,519,332
Social Security	39,103,202	45,737,714
TOTAL - STATE REVENUE	<u>1,924,330,292</u>	<u>2,212,724,620</u>
FEDERAL REVENUE		
Impacted Area Aid	295,836	0
TOTAL - FEDERAL REVENUE	<u>295,836</u>	<u>0</u>
TOTAL - GENERAL FUND	3,813,706,216	4,213,947,252

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND REVENUES AND SOURCES**

	<u>Amended 2023/2024</u>	<u>Adopted 2024/2025</u>
<u>INTERMEDIATE UNIT</u>		
LOCAL NON TAX REVENUE		
Special Education Tuition	50,483	0
Special Education Trans. Interest	200,000	200,000
TOTAL - LOCAL NON TAX REVENUE	<u>250,483</u>	<u>200,000</u>
STATE REVENUE		
Special Education Program	6,585,626	6,585,626
Special Education Transportation	117,494,061	122,477,394
Retirement	50,249,639	58,432,809
Social Security	11,306,169	13,186,272
TOTAL - STATE REVENUE	<u>185,635,495</u>	<u>200,682,101</u>
TOTAL - INTERMEDIATE UNIT REVENUE	185,885,978	200,882,101
<u>DEBT SERVICE FUND</u>		
LOCAL NON TAX REVENUE		
Interest and Investment Earnings	8,101,706	7,048,484
TOTAL - LOCAL NON TAX REVENUE	<u>8,101,706</u>	<u>7,048,484</u>
FEDERAL REVENUE		
Federal Debt Service Subsidy	16,285,764	16,099,354
TOTAL - FEDERAL REVENUE	<u>16,285,764</u>	<u>16,099,354</u>
TOTAL DEBT SERVICE FUND	24,387,470	23,147,838
TOTAL OPERATING REVENUES	4,023,979,664	4,437,977,191
<u>OTHER FINANCING SOURCES *</u>		
PROCEEDS		
General Fund - Premiums	2,082,989	0
Insurance Recoveries	48,060	0
TRANSFERS FROM OTHER FUNDS		
Food Service Fund To General Fund	2,000,000	2,000,000
Grant Fund To General Fund	15,936,449	15,186,392
Capital Projects to Debt Service Fund	2,041,880	0
Enterprise to Debt Service Fund	289,000	289,000
TOTAL OTHER FINANCING SOURCES	22,398,378	17,475,392
TOTAL OPERATING REVENUES AND OTHER FINANCING SOURCES	4,046,378,042	4,455,452,583

* Net of transfers within the Operating Budget between the General Fund, Intermediate Unit and Debt Service Fund.

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND REVENUES AND SOURCES**

	<u>Amended 2023/2024</u>	<u>Adopted 2024/2025</u>
<u>COMBINED OPERATING REVENUES</u>		
LOCAL TAX REVENUE	1,545,495,563	1,659,376,111
LOCAL NON TAX REVENUE	351,936,714	349,095,005
STATE REVENUE	2,109,965,787	2,413,406,721
FEDERAL REVENUE	16,581,600	16,099,354
TOTAL OPERATING REVENUES	4,023,979,664	4,437,977,191
TOTAL OTHER FINANCING SOURCES	22,398,378	17,475,392
TOTAL OPERATING REVENUES AND OTHER FINANCING SOURCES	4,046,378,042	4,455,452,583

SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION

		Amended 2023/2024	Adopted 2024/2025
Elementary K to 8 Education			
510001	Personnel Services: Salaries	301,265,727	335,160,549
520001	Personnel Services: Employee Benefits	193,336,615	211,322,387
530001	Purchased Professional and Technical Services	2,574,251	2,569,953
540001/550001	Other Purchased Services	73,500	14,231
560001/570001	General Materials, Supplies, Property, and Equipment	13,251,537	10,883,672
580001/590001	Miscellaneous Costs and Other Financing Uses	0	6,000,000
		510,501,630	565,950,792
Middle School Education			
510001	Personnel Services: Salaries	29,477,721	31,357,756
520001	Personnel Services: Employee Benefits	18,602,660	20,022,258
530001	Purchased Professional and Technical Services	764,620	773,665
540001/550001	Other Purchased Services	6,000	0
560001/570001	General Materials, Supplies, Property, and Equipment	1,456,522	1,228,490
580001/590001	Miscellaneous Costs and Other Financing Uses	0	1,000,000
		50,307,523	54,382,169
Secondary Education			
510001	Personnel Services: Salaries	148,555,077	163,941,149
520001	Personnel Services: Employee Benefits	94,333,092	102,604,389
530001	Purchased Professional and Technical Services	17,545,765	18,964,058
540001/550001	Other Purchased Services	2,083,101	1,783,602
560001/570001	General Materials, Supplies, Property, and Equipment	7,785,582	6,735,692
580001/590001	Miscellaneous Costs and Other Financing Uses	0	2,000,000
		270,302,617	296,028,890
Secondary Education CTE			
510001	Personnel Services: Salaries	16,921,208	17,109,685
520001	Personnel Services: Employee Benefits	10,507,383	10,754,610
530001	Purchased Professional and Technical Services	693,313	630,920
540001/550001	Other Purchased Services	72,878	68,000
560001/570001	General Materials, Supplies, Property, and Equipment	1,302,920	1,021,803
580001/590001	Miscellaneous Costs and Other Financing Uses	30,000	1,030,000
		29,527,702	30,615,018
Special Ed High Incidence			
510001	Personnel Services: Salaries	63,680,750	67,637,067
520001	Personnel Services: Employee Benefits	40,627,374	44,185,443
530001	Purchased Professional and Technical Services	6,078,210	0
560001/570001	General Materials, Supplies, Property, and Equipment	218,874	168,442
		110,605,208	111,990,952
Special Education Low Incidence			
510001	Personnel Services: Salaries	144,277,759	168,719,794
520001	Personnel Services: Employee Benefits	109,072,247	144,490,599
530001	Purchased Professional and Technical Services	13,959,237	8,486,000
540001/550001	Other Purchased Services	3,851	3,851
560001/570001	General Materials, Supplies, Property, and Equipment	810,055	872,198
580001/590001	Miscellaneous Costs and Other Financing Uses	11,114	11,114
		268,134,263	322,583,556

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Special Education Gifted Education			
510001	Personnel Services: Salaries	102,859	236,764
520001	Personnel Services: Employee Benefits	60,076	122,730
530001	Purchased Professional and Technical Services	54,200	54,200
540001/550001	Other Purchased Services	0	20,000
560001/570001	General Materials, Supplies, Property, and Equipment	20,200	200,200
		237,335	633,894
Acceleration Schools			
510001	Personnel Services: Salaries	6,741,122	6,839,726
520001	Personnel Services: Employee Benefits	4,068,432	4,230,018
530001	Purchased Professional and Technical Services	128,515	136,221
560001/570001	General Materials, Supplies, Property, and Equipment	283,313	345,935
		11,221,382	11,551,900
Summer Programs			
510001	Personnel Services: Salaries	54,770	54,937
520001	Personnel Services: Employee Benefits	25,096	25,084
530001	Purchased Professional and Technical Services	122,500	369,000
540001/550001	Other Purchased Services	28,800	28,800
560001/570001	General Materials, Supplies, Property, and Equipment	21,000	571,386
		252,166	1,049,207
English Language Learners Instruction			
510001	Personnel Services: Salaries	39,044,311	45,867,801
520001	Personnel Services: Employee Benefits	23,564,010	28,229,929
560001/570001	General Materials, Supplies, Property, and Equipment	96,757	99,987
		62,705,078	74,197,717
Per Diem Substitute Service			
510001	Personnel Services: Salaries	1,859,150	1,900,000
520001	Personnel Services: Employee Benefits	2,351,862	867,597
530001	Purchased Professional and Technical Services	31,300,000	32,300,000
		35,511,012	35,067,597
Itinerant Instrumental Music			
510001	Personnel Services: Salaries	5,726,389	6,059,433
520001	Personnel Services: Employee Benefits	3,595,725	3,856,395
560001/570001	General Materials, Supplies, Property, and Equipment	28,400	14,200
		9,350,514	9,930,028
Alternative Education Transition Programs			
510001	Personnel Services: Salaries	3,702,504	4,521,370
520001	Personnel Services: Employee Benefits	2,310,373	2,865,042
530001	Purchased Professional and Technical Services	8,289,165	11,152,500
560001/570001	General Materials, Supplies, Property, and Equipment	263,399	315,467
		14,565,441	18,854,379
Alternative Education Multiple Pathways			
510001	Personnel Services: Salaries	4,017,215	5,094,370
520001	Personnel Services: Employee Benefits	2,339,807	3,021,611
530001	Purchased Professional and Technical Services	29,047,421	31,427,610
540001/550001	Other Purchased Services	25,000	30,000
560001/570001	General Materials, Supplies, Property, and Equipment	208,550	226,734
		35,637,993	39,800,325

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Professional Development			
510001	Personnel Services: Salaries	4,661,455	4,348,554
520001	Personnel Services: Employee Benefits	3,153,261	3,062,083
530001	Purchased Professional and Technical Services	237,319	320,319
540001/550001	Other Purchased Services	107,000	16,000
560001/570001	General Materials, Supplies, Property, and Equipment	117,120	24,120
		8,276,155	7,771,076
Educational Technology			
510001	Personnel Services: Salaries	10,000	30,000
520001	Personnel Services: Employee Benefits	4,581	13,699
530001	Purchased Professional and Technical Services	2,770,279	3,711,479
540001/550001	Other Purchased Services	4,975,334	3,712,838
560001/570001	General Materials, Supplies, Property, and Equipment	4,191,174	20,162,442
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		11,951,368	27,630,458
Additional Pupil Family Support			
580001/590001	Miscellaneous Costs and Other Financing Uses	0	351,057
		0	351,057
Supplementary Principals and Supports			
510001	Personnel Services: Salaries	4,644,039	4,183,730
520001	Personnel Services: Employee Benefits	2,698,735	2,133,859
530001	Purchased Professional and Technical Services	940,000	960,000
560001/570001	General Materials, Supplies, Property, and Equipment	60,000	40,000
		8,342,774	7,317,589
Central Book Allotment			
530001	Purchased Professional and Technical Services	100,000	100,000
560001/570001	General Materials, Supplies, Property, and Equipment	276,000	9,666,000
		376,000	9,766,000
Hospital Homebound Instruction			
510001	Personnel Services: Salaries	463,560	485,701
520001	Personnel Services: Employee Benefits	264,692	280,779
530001	Purchased Professional and Technical Services	130,000	130,000
540001/550001	Other Purchased Services	0	0
560001/570001	General Materials, Supplies, Property, and Equipment	1,200	1,200
		859,452	897,680
Other Instructional Support			
510001	Personnel Services: Salaries	50,000	662,900
520001	Personnel Services: Employee Benefits	22,909	406,344
530001	Purchased Professional and Technical Services	0	13,500,000
		72,909	14,569,244
Additional Instructional Support			
580001/590001	Miscellaneous Costs and Other Financing Uses	0	40,613,567
		0	40,613,567

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Counselors and Climate Support			
510001	Personnel Services: Salaries	22,362,935	28,307,338
520001	Personnel Services: Employee Benefits	13,849,170	17,846,202
530001	Purchased Professional and Technical Services	1,114,000	2,536,400
560001/570001	General Materials, Supplies, Property, and Equipment	1,199,381	1,300,049
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		38,525,486	49,989,989
School Health Nurses			
510001	Personnel Services: Salaries	11,606,120	23,324,620
520001	Personnel Services: Employee Benefits	7,213,150	14,848,707
530001	Purchased Professional and Technical Services	985,000	985,000
540001/550001	Other Purchased Services	122,045	122,045
560001/570001	General Materials, Supplies, Property, and Equipment	228,604	115,890
		20,154,919	39,396,262
Psychologists			
510001	Personnel Services: Salaries	7,100,742	13,468,715
520001	Personnel Services: Employee Benefits	4,027,512	8,175,900
530001	Purchased Professional and Technical Services	364,100	344,100
560001/570001	General Materials, Supplies, Property, and Equipment	33,600	38,000
		11,525,954	22,026,715
Athletics Sports Health Safety and Physical Education			
510001	Personnel Services: Salaries	4,967,731	4,967,731
520001	Personnel Services: Employee Benefits	2,806,212	2,268,418
530001	Purchased Professional and Technical Services	1,000,208	570,208
540001/550001	Other Purchased Services	574,400	655,390
560001/570001	General Materials, Supplies, Property, and Equipment	918,634	1,189,944
580001/590001	Miscellaneous Costs and Other Financing Uses	82,300	160,000
		10,349,485	9,811,691
Extra Curricular Activities Clubs			
510001	Personnel Services: Salaries	2,188,635	2,947,585
520001	Personnel Services: Employee Benefits	1,002,900	1,345,878
560001/570001	General Materials, Supplies, Property, and Equipment	1,182,000	1,164,000
		4,373,535	5,457,463
English Language Learners Support Services			
510001	Personnel Services: Salaries	2,413,691	5,319,673
520001	Personnel Services: Employee Benefits	2,480,328	4,493,631
560001/570001	General Materials, Supplies, Property, and Equipment	7,850	6,650
		4,901,869	9,819,954
Additional Operational Support			
580001/590001	Miscellaneous Costs and Other Financing Uses	0	3,510,569
		0	3,510,569
Long Term Debt Service			
530001	Purchased Professional and Technical Services	752,373	0
580001/590001	Miscellaneous Costs and Other Financing Uses	322,592,318	332,769,458
		323,344,691	332,769,458

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Facilities Custodians and Building Engineers			
510001	Personnel Services: Salaries	57,158,539	58,874,098
520001	Personnel Services: Employee Benefits	51,768,014	49,638,381
530001	Purchased Professional and Technical Services	14,145,820	19,364,532
540001/550001	Other Purchased Services	1,841,854	1,375,426
560001/570001	General Materials, Supplies, Property, and Equipment	6,100,230	9,895,660
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		131,014,457	139,148,097
Facilities Maintenance and Repair Services			
510001	Personnel Services: Salaries	16,258,608	16,087,334
520001	Personnel Services: Employee Benefits	11,916,621	12,651,695
530001	Purchased Professional and Technical Services	1,534,285	2,413,400
540001/550001	Other Purchased Services	19,508,184	26,596,952
560001/570001	General Materials, Supplies, Property, and Equipment	7,315,890	5,893,087
580001/590001	Miscellaneous Costs and Other Financing Uses	0	787,610
		56,533,588	64,430,078
Transportation Regular and Special Education Services			
510001	Personnel Services: Salaries	14,236,669	15,762,504
520001	Personnel Services: Employee Benefits	12,203,201	12,947,629
540001/550001	Other Purchased Services	59,413,367	62,468,206
560001/570001	General Materials, Supplies, Property, and Equipment	645,028	1,086,000
580001/590001	Miscellaneous Costs and Other Financing Uses	25,110,813	25,398,402
		111,609,078	117,662,741
Transportation Bus Attendants Special Ed			
510001	Personnel Services: Salaries	6,084,848	6,581,978
520001	Personnel Services: Employee Benefits	7,499,953	8,771,019
540001/550001	Other Purchased Services	20,398,754	20,362,005
560001/570001	General Materials, Supplies, Property, and Equipment	10,100	10,100
580001/590001	Miscellaneous Costs and Other Financing Uses	(25,110,813)	(25,398,402)
		8,882,842	10,326,700
Transportation Maintenance			
510001	Personnel Services: Salaries	1,498,777	1,587,552
520001	Personnel Services: Employee Benefits	1,091,979	1,109,741
540001/550001	Other Purchased Services	3,144,435	3,481,792
560001/570001	General Materials, Supplies, Property, and Equipment	1,815,000	1,815,000
		7,550,191	7,994,085
Utilities			
530001	Purchased Professional and Technical Services	645,000	1,029,000
540001/550001	Other Purchased Services	16,082,043	18,613,332
560001/570001	General Materials, Supplies, Property, and Equipment	43,029,538	50,649,808
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		59,756,581	70,292,140
School Safety			
510001	Personnel Services: Salaries	17,782,303	19,109,924
520001	Personnel Services: Employee Benefits	12,557,268	13,281,998
530001	Purchased Professional and Technical Services	871,901	1,562,582
540001/550001	Other Purchased Services	28,374	28,374
560001/570001	General Materials, Supplies, Property, and Equipment	990,808	951,636
		32,230,654	34,934,514

**SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
School Safety Mobile Security			
510001	Personnel Services: Salaries	2,754,927	2,986,056
520001	Personnel Services: Employee Benefits	1,834,930	2,000,014
530001	Purchased Professional and Technical Services	125,000	125,000
540001/550001	Other Purchased Services	5,736	5,736
560001/570001	General Materials, Supplies, Property, and Equipment	19,307	19,307
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		4,739,900	5,136,113
Losses and Judgments			
580001/590001	Miscellaneous Costs and Other Financing Uses	35,700,000	29,500,000
		35,700,000	29,500,000
Insurance and Self Insurance Reserves			
540001/550001	Other Purchased Services	5,871,006	7,338,757
		5,871,006	7,338,757
Postal Services			
510001	Personnel Services: Salaries	0	19,523
520001	Personnel Services: Employee Benefits	32,004	41,399
540001/550001	Other Purchased Services	275,000	275,000
560001/570001	General Materials, Supplies, Property, and Equipment	1,449,045	1,286,314
		1,756,049	1,622,236
Capital Programs and Environmental Services			
510001	Personnel Services: Salaries	2,041,408	2,248,120
520001	Personnel Services: Employee Benefits	1,601,682	1,714,648
530001	Purchased Professional and Technical Services	5,452,068	15,823,160
540001/550001	Other Purchased Services	13,438,820	19,647,000
560001/570001	General Materials, Supplies, Property, and Equipment	315,000	315,000
580001/590001	Miscellaneous Costs and Other Financing Uses	500,000	500,000
		23,348,978	40,247,928
Space Rental			
530001	Purchased Professional and Technical Services	2,000	2,000
540001/550001	Other Purchased Services	3,256,877	3,682,112
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		3,258,877	3,684,112
Short Term Debt Service			
580001/590001	Miscellaneous Costs and Other Financing Uses	14,533,421	18,575,342
		14,533,421	18,575,342
Charter Schools without Transportation			
540001/550001	Other Purchased Services	1,350,744,857	1,480,686,554
		1,350,744,857	1,480,686,554
Charter Schools Transportation			
540001/550001	Other Purchased Services	47,926,598	50,479,836
		47,926,598	50,479,836
Other Non District Schools without Transportation			
530001	Purchased Professional and Technical Services	4,500,000	4,600,000
540001/550001	Other Purchased Services	70,836,614	70,996,614
		75,336,614	75,596,614

**SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
Services to Non Public Schools Transportation			
540001/550001	Other Purchased Services	56,362,956	58,699,260
		56,362,956	58,699,260
Deputy Superintendent of Academics			
510001	Personnel Services: Salaries	259,206	828,314
520001	Personnel Services: Employee Benefits	143,522	471,077
530001	Purchased Professional and Technical Services	0	84,290
560001/570001	General Materials, Supplies, Property, and Equipment	0	74,460
580001/590001	Miscellaneous Costs and Other Financing Uses	0	111,023
		402,728	1,569,164
Chief Academic Support Office			
510001	Personnel Services: Salaries	1,115,047	0
520001	Personnel Services: Employee Benefits	648,098	0
530001	Purchased Professional and Technical Services	84,290	0
540001/550001	Other Purchased Services	31,869	0
560001/570001	General Materials, Supplies, Property, and Equipment	57,591	0
		1,936,895	0
Multilingual Curriculum and Programs Office			
510001	Personnel Services: Salaries	562,925	576,284
520001	Personnel Services: Employee Benefits	339,163	348,539
530001	Purchased Professional and Technical Services	525	204,525
540001/550001	Other Purchased Services	25,000	9,000
560001/570001	General Materials, Supplies, Property, and Equipment	20,000	22,000
580001/590001	Miscellaneous Costs and Other Financing Uses	200	200
		947,813	1,160,548
Curriculum and Instruction Office			
510001	Personnel Services: Salaries	2,590,636	3,031,169
520001	Personnel Services: Employee Benefits	1,791,393	2,029,882
530001	Purchased Professional and Technical Services	171,900	148,000
540001/550001	Other Purchased Services	64,481	44,322
560001/570001	General Materials, Supplies, Property, and Equipment	165,200	131,438
580001/590001	Miscellaneous Costs and Other Financing Uses	49,380	49,380
		4,832,990	5,434,191
Career and Technical Education Office			
510001	Personnel Services: Salaries	133,645	234,917
520001	Personnel Services: Employee Benefits	85,988	146,136
530001	Purchased Professional and Technical Services	229,173	229,173
540001/550001	Other Purchased Services	105,521	105,521
560001/570001	General Materials, Supplies, Property, and Equipment	67,748	67,748
580001/590001	Miscellaneous Costs and Other Financing Uses	8,856	8,856
		630,931	792,351

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Diverse Learners			
510001	Personnel Services: Salaries	923,841	1,580,990
520001	Personnel Services: Employee Benefits	564,992	911,889
530001	Purchased Professional and Technical Services	119,000	119,000
540001/550001	Other Purchased Services	7,100	7,100
560001/570001	General Materials, Supplies, Property, and Equipment	9,500	24,500
580001/590001	Miscellaneous Costs and Other Financing Uses	9,384	9,384
		1,633,817	2,652,863
Early Childhood Education Office			
510001	Personnel Services: Salaries	761,706	838,420
520001	Personnel Services: Employee Benefits	453,623	494,123
530001	Purchased Professional and Technical Services	27,000	27,000
540001/550001	Other Purchased Services	46,437	46,437
560001/570001	General Materials, Supplies, Property, and Equipment	25,156	25,156
		1,313,922	1,431,136
Chief Student Support Services Office			
510001	Personnel Services: Salaries	382,352	403,211
520001	Personnel Services: Employee Benefits	224,703	235,941
530001	Purchased Professional and Technical Services	250,000	360,000
540001/550001	Other Purchased Services	2,250	2,250
560001/570001	General Materials, Supplies, Property, and Equipment	24,250	24,250
580001/590001	Miscellaneous Costs and Other Financing Uses	0	52,354
		883,555	1,078,006
Student Placement and Enrollment			
510001	Personnel Services: Salaries	1,006,790	1,024,771
520001	Personnel Services: Employee Benefits	674,359	693,005
530001	Purchased Professional and Technical Services	966,064	1,406,314
540001/550001	Other Purchased Services	24,586	24,586
560001/570001	General Materials, Supplies, Property, and Equipment	17,046	17,046
580001/590001	Miscellaneous Costs and Other Financing Uses	59,480	59,480
		2,748,325	3,225,202
Student Rights and Responsibilities			
510001	Personnel Services: Salaries	2,539,412	3,126,449
520001	Personnel Services: Employee Benefits	1,725,959	2,099,588
530001	Purchased Professional and Technical Services	458,678	859,801
540001/550001	Other Purchased Services	75,700	75,700
560001/570001	General Materials, Supplies, Property, and Equipment	39,808	39,808
580001/590001	Miscellaneous Costs and Other Financing Uses	0	300,000
		4,839,557	6,501,346
Prevention and Intervention			
510001	Personnel Services: Salaries	1,264,707	1,399,430
520001	Personnel Services: Employee Benefits	826,513	894,385
530001	Purchased Professional and Technical Services	115,000	362,964
540001/550001	Other Purchased Services	25,000	25,000
560001/570001	General Materials, Supplies, Property, and Equipment	10,000	10,000
580001/590001	Miscellaneous Costs and Other Financing Uses	1,000	1,000
		2,242,220	2,692,779

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Student Records			
510001	Personnel Services: Salaries	287,415	309,822
520001	Personnel Services: Employee Benefits	211,155	228,357
530001	Purchased Professional and Technical Services	1,400	1,400
540001/550001	Other Purchased Services	387,968	187,968
560001/570001	General Materials, Supplies, Property, and Equipment	7,578	7,578
		895,516	735,125
School Safety Climate and Culture			
510001	Personnel Services: Salaries	2,772,046	2,690,346
520001	Personnel Services: Employee Benefits	1,790,745	1,774,475
530001	Purchased Professional and Technical Services	163,675	163,675
540001/550001	Other Purchased Services	10,000	10,000
560001/570001	General Materials, Supplies, Property, and Equipment	82,325	42,325
580001/590001	Miscellaneous Costs and Other Financing Uses	8,580	8,580
		4,827,371	4,689,401
Parent and Family Engagement			
510001	Personnel Services: Salaries	1,724,382	1,835,597
520001	Personnel Services: Employee Benefits	1,310,634	1,401,071
530001	Purchased Professional and Technical Services	721,300	641,300
540001/550001	Other Purchased Services	3,279	3,279
560001/570001	General Materials, Supplies, Property, and Equipment	153,853	153,853
		3,913,448	4,035,100
Office of Chief Financial Officer			
510001	Personnel Services: Salaries	209,672	209,642
520001	Personnel Services: Employee Benefits	108,449	108,684
530001	Purchased Professional and Technical Services	3,274,865	2,560,000
560001/570001	General Materials, Supplies, Property, and Equipment	33,348	5,000
580001/590001	Miscellaneous Costs and Other Financing Uses	847	144,390
		3,627,181	3,027,716
Management and Budget Office			
510001	Personnel Services: Salaries	1,588,782	1,628,065
520001	Personnel Services: Employee Benefits	972,233	1,000,228
530001	Purchased Professional and Technical Services	412,000	265,000
540001/550001	Other Purchased Services	39,768	5,000
560001/570001	General Materials, Supplies, Property, and Equipment	96,038	7,500
580001/590001	Miscellaneous Costs and Other Financing Uses	0	45,000
		3,108,821	2,950,793
Accounting and Audit Coordination			
510001	Personnel Services: Salaries	2,760,207	2,904,459
520001	Personnel Services: Employee Benefits	1,908,898	2,031,340
530001	Purchased Professional and Technical Services	414,100	444,138
540001/550001	Other Purchased Services	9,628	6,000
560001/570001	General Materials, Supplies, Property, and Equipment	341,755	243,000
580001/590001	Miscellaneous Costs and Other Financing Uses	92,098	10,450
		5,526,686	5,639,387

SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
Financial Services			
510001	Personnel Services: Salaries	2,465,194	2,489,390
520001	Personnel Services: Employee Benefits	1,582,185	1,626,221
530001	Purchased Professional and Technical Services	32,503	56,100
540001/550001	Other Purchased Services	35,121	5,152
560001/570001	General Materials, Supplies, Property, and Equipment	31,058	26,450
580001/590001	Miscellaneous Costs and Other Financing Uses	484,022	478,165
		4,630,083	4,681,478
Grant Compliance and Fiscal Services			
510001	Personnel Services: Salaries	592,391	592,391
520001	Personnel Services: Employee Benefits	403,269	403,269
530001	Purchased Professional and Technical Services	84,741	84,741
540001/550001	Other Purchased Services	22,706	22,706
560001/570001	General Materials, Supplies, Property, and Equipment	42,904	42,904
580001/590001	Miscellaneous Costs and Other Financing Uses	10,060	10,060
		1,156,071	1,156,071
Procurement Office			
510001	Personnel Services: Salaries	1,497,757	1,511,052
520001	Personnel Services: Employee Benefits	945,707	966,167
530001	Purchased Professional and Technical Services	259,395	125,000
540001/550001	Other Purchased Services	15,541	10,150
560001/570001	General Materials, Supplies, Property, and Equipment	38,579	12,000
580001/590001	Miscellaneous Costs and Other Financing Uses	0	173,900
		2,756,979	2,798,269
Facilities and Operations			
510001	Personnel Services: Salaries	5,479,264	5,535,058
520001	Personnel Services: Employee Benefits	3,405,240	3,461,070
530001	Purchased Professional and Technical Services	350,199	473,117
540001/550001	Other Purchased Services	45,135	25,334
560001/570001	General Materials, Supplies, Property, and Equipment	457,803	694,608
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		9,737,641	10,189,187
Transportation Administration			
510001	Personnel Services: Salaries	2,379,924	2,698,151
520001	Personnel Services: Employee Benefits	1,628,184	1,806,034
530001	Purchased Professional and Technical Services	813,150	1,202,680
540001/550001	Other Purchased Services	107,896	107,896
560001/570001	General Materials, Supplies, Property, and Equipment	736,408	50,000
580001/590001	Miscellaneous Costs and Other Financing Uses	1,000	1,000
		5,666,562	5,865,761
Warehouse Distribution			
510001	Personnel Services: Salaries	679,351	673,754
520001	Personnel Services: Employee Benefits	481,981	483,909
530001	Purchased Professional and Technical Services	234,000	134,000
560001/570001	General Materials, Supplies, Property, and Equipment	95,700	95,700
		1,491,032	1,387,363

SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
Office of Chief Talent Officer			
510001	Personnel Services: Salaries	423,606	446,269
520001	Personnel Services: Employee Benefits	255,979	268,555
530001	Purchased Professional and Technical Services	382,480	47,532
540001/550001	Other Purchased Services	19,634	4,693
560001/570001	General Materials, Supplies, Property, and Equipment	36,115	21,063
580001/590001	Miscellaneous Costs and Other Financing Uses	148,005	89,009
		1,265,819	877,121
Organizational Development			
510001	Personnel Services: Salaries	918,320	934,976
520001	Personnel Services: Employee Benefits	532,164	543,527
530001	Purchased Professional and Technical Services	473,675	397,675
540001/550001	Other Purchased Services	5,800	30,800
560001/570001	General Materials, Supplies, Property, and Equipment	7,200	17,200
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		1,937,159	1,924,178
Strategic Placement			
510001	Personnel Services: Salaries	3,519,917	3,673,194
520001	Personnel Services: Employee Benefits	2,288,486	2,385,241
530001	Purchased Professional and Technical Services	2,066,316	2,841,496
540001/550001	Other Purchased Services	161,330	161,330
560001/570001	General Materials, Supplies, Property, and Equipment	56,970	56,970
580001/590001	Miscellaneous Costs and Other Financing Uses	136,677	136,677
		8,229,696	9,254,908
Employee Relations			
510001	Personnel Services: Salaries	689,767	781,424
520001	Personnel Services: Employee Benefits	433,632	492,847
530001	Purchased Professional and Technical Services	326,461	244,259
540001/550001	Other Purchased Services	3,553	54,700
560001/570001	General Materials, Supplies, Property, and Equipment	842	26,000
580001/590001	Miscellaneous Costs and Other Financing Uses	0	4,400
		1,454,255	1,603,630
Employee Supports			
510001	Personnel Services: Salaries	2,875,677	2,894,265
520001	Personnel Services: Employee Benefits	1,758,772	1,787,226
530001	Purchased Professional and Technical Services	953,598	854,451
540001/550001	Other Purchased Services	15,632	15,632
560001/570001	General Materials, Supplies, Property, and Equipment	77,846	77,846
580001/590001	Miscellaneous Costs and Other Financing Uses	88,798	0
		5,770,323	5,629,420
Office of Chief Information Technology Officer			
510001	Personnel Services: Salaries	354,663	354,613
520001	Personnel Services: Employee Benefits	199,638	200,790
530001	Purchased Professional and Technical Services	495,600	163,000
540001/550001	Other Purchased Services	4,400	0
		1,054,301	718,403

**SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
Information Systems			
510001	Personnel Services: Salaries	2,761,263	2,834,464
520001	Personnel Services: Employee Benefits	1,643,759	1,695,339
530001	Purchased Professional and Technical Services	2,757,461	4,018,532
540001/550001	Other Purchased Services	12,749	12,961
560001/570001	General Materials, Supplies, Property, and Equipment	2,450,002	3,263,843
580001/590001	Miscellaneous Costs and Other Financing Uses	1,265	38,309
		9,626,499	11,863,448
Technology Services			
510001	Personnel Services: Salaries	4,318,504	4,440,848
520001	Personnel Services: Employee Benefits	2,616,609	2,714,225
530001	Purchased Professional and Technical Services	3,089,732	3,565,018
540001/550001	Other Purchased Services	2,948,145	2,770,312
560001/570001	General Materials, Supplies, Property, and Equipment	1,493,688	1,920,352
580001/590001	Miscellaneous Costs and Other Financing Uses	7,116	20,414
		14,473,794	15,431,169
Office of Education Technology			
510001	Personnel Services: Salaries	1,728,812	1,730,001
520001	Personnel Services: Employee Benefits	1,016,086	1,025,444
530001	Purchased Professional and Technical Services	705,600	726,750
540001/550001	Other Purchased Services	2,054	277,854
560001/570001	General Materials, Supplies, Property, and Equipment	3,700	3,700
		3,456,252	3,763,749
Information Security			
510001	Personnel Services: Salaries	465,141	475,382
520001	Personnel Services: Employee Benefits	275,011	281,844
540001/550001	Other Purchased Services	0	125,000
560001/570001	General Materials, Supplies, Property, and Equipment	225,000	59,000
580001/590001	Miscellaneous Costs and Other Financing Uses	0	145,315
		965,152	1,086,541
Deputy Superintendent of Talent Strategy and Culture			
510001	Personnel Services: Salaries	321,388	321,343
520001	Personnel Services: Employee Benefits	172,015	172,647
		493,403	493,990
Chief Strategy Officer			
510001	Personnel Services: Salaries	499,364	507,542
520001	Personnel Services: Employee Benefits	303,069	309,486
530001	Purchased Professional and Technical Services	83,673	84,000
540001/550001	Other Purchased Services	10,327	5,000
560001/570001	General Materials, Supplies, Property, and Equipment	2,000	2,000
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		898,433	908,028
Office of Professional Learning			
510001	Personnel Services: Salaries	1,153,653	3,106,310
520001	Personnel Services: Employee Benefits	678,065	1,816,475
530001	Purchased Professional and Technical Services	15,886	5,825,886
540001/550001	Other Purchased Services	23,189	23,189
560001/570001	General Materials, Supplies, Property, and Equipment	346,307	165,107
580001/590001	Miscellaneous Costs and Other Financing Uses	15,000	171,200
		2,232,100	11,108,167

**SCHOOL DISTRICT OF PHILADELPHIA
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		Amended 2023/2024	Adopted 2024/2025
Office of the Superintendent			
510001	Personnel Services: Salaries	3,160,791	3,099,551
520001	Personnel Services: Employee Benefits	1,771,107	1,752,177
530001	Purchased Professional and Technical Services	1,428,374	1,212,900
540001/550001	Other Purchased Services	590,531	601,214
560001/570001	General Materials, Supplies, Property, and Equipment	44,362	46,862
580001/590001	Miscellaneous Costs and Other Financing Uses	514,303	464,926
		7,509,468	7,177,630
Chief Safety Officer			
510001	Personnel Services: Salaries	617,511	619,019
520001	Personnel Services: Employee Benefits	368,228	372,997
530001	Purchased Professional and Technical Services	21,956	21,956
560001/570001	General Materials, Supplies, Property, and Equipment	5,504	5,504
		1,013,199	1,019,476
Strategic Partnerships Office			
510001	Personnel Services: Salaries	1,059,045	1,116,501
520001	Personnel Services: Employee Benefits	662,436	699,533
530001	Purchased Professional and Technical Services	210,205	229,205
540001/550001	Other Purchased Services	29,200	5,200
560001/570001	General Materials, Supplies, Property, and Equipment	122,599	127,599
		2,083,485	2,178,038
Office of General Counsel			
510001	Personnel Services: Salaries	4,097,848	4,152,967
520001	Personnel Services: Employee Benefits	2,443,831	2,488,145
530001	Purchased Professional and Technical Services	6,145,250	6,145,250
540001/550001	Other Purchased Services	40,448	40,448
560001/570001	General Materials, Supplies, Property, and Equipment	69,500	69,500
		12,796,877	12,896,310
Office of Diversity Equity and Inclusion			
510001	Personnel Services: Salaries	1,319,738	1,454,078
520001	Personnel Services: Employee Benefits	777,982	845,338
530001	Purchased Professional and Technical Services	217,927	271,927
540001/550001	Other Purchased Services	15,000	0
560001/570001	General Materials, Supplies, Property, and Equipment	24,000	14,000
580001/590001	Miscellaneous Costs and Other Financing Uses	6,000	6,000
		2,360,647	2,591,343
Elementary I Office and Networks			
510001	Personnel Services: Salaries	47,321	1,138,151
520001	Personnel Services: Employee Benefits	34,058	675,174
530001	Purchased Professional and Technical Services	237,230	399,889
540001/550001	Other Purchased Services	28,519	69,398
560001/570001	General Materials, Supplies, Property, and Equipment	0	59,540
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		347,128	2,342,152

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Office of School Operation and Management			
510001	Personnel Services: Salaries	0	1,011,562
520001	Personnel Services: Employee Benefits	0	580,548
530001	Purchased Professional and Technical Services	0	712,000
540001/550001	Other Purchased Services	0	5,000
560001/570001	General Materials, Supplies, Property, and Equipment	0	5,826
		0	2,314,936
Elementary II Office and Networks			
510001	Personnel Services: Salaries	0	1,616,807
520001	Personnel Services: Employee Benefits	0	958,428
530001	Purchased Professional and Technical Services	0	32,598
540001/550001	Other Purchased Services	0	33,682
560001/570001	General Materials, Supplies, Property, and Equipment	0	65,353
		0	2,706,868
Secondary Office and Networks			
510001	Personnel Services: Salaries	0	889,431
520001	Personnel Services: Employee Benefits	0	535,693
530001	Purchased Professional and Technical Services	0	15,480
540001/550001	Other Purchased Services	0	26,946
560001/570001	General Materials, Supplies, Property, and Equipment	0	39,625
		0	1,507,175
Office of Student Life			
510001	Personnel Services: Salaries	491,440	1,342,895
520001	Personnel Services: Employee Benefits	299,438	822,565
530001	Purchased Professional and Technical Services	0	0
560001/570001	General Materials, Supplies, Property, and Equipment	0	270,000
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		790,878	2,435,460
Office of Dropout Prevention			
510001	Personnel Services: Salaries	0	185,077
520001	Personnel Services: Employee Benefits	0	97,467
540001/550001	Other Purchased Services	0	2,000
560001/570001	General Materials, Supplies, Property, and Equipment	0	10,000
		0	294,544
Office of Postsecondary Readiness			
510001	Personnel Services: Salaries	1,154,595	1,295,723
520001	Personnel Services: Employee Benefits	826,084	902,588
540001/550001	Other Purchased Services	36,733	16,100
560001/570001	General Materials, Supplies, Property, and Equipment	8,955	8,955
		2,026,367	2,223,366
Board of Education			
510001	Personnel Services: Salaries	690,584	704,017
520001	Personnel Services: Employee Benefits	427,820	438,067
530001	Purchased Professional and Technical Services	416,884	416,884
540001/550001	Other Purchased Services	42,729	42,729
560001/570001	General Materials, Supplies, Property, and Equipment	7,000	7,000
		1,585,017	1,608,697

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Auditing Services			
510001	Personnel Services: Salaries	205,412	232,760
520001	Personnel Services: Employee Benefits	147,258	164,208
530001	Purchased Professional and Technical Services	10,000	100,000
540001/550001	Other Purchased Services	508	508
560001/570001	General Materials, Supplies, Property, and Equipment	0	1,000
580001/590001	Miscellaneous Costs and Other Financing Uses	390	1,500
		363,568	499,976
Office of the Inspector General			
510001	Personnel Services: Salaries	681,429	790,949
520001	Personnel Services: Employee Benefits	423,624	490,722
530001	Purchased Professional and Technical Services	68,523	82,775
540001/550001	Other Purchased Services	5,000	5,000
560001/570001	General Materials, Supplies, Property, and Equipment	33,676	33,676
580001/590001	Miscellaneous Costs and Other Financing Uses	400	400
		1,212,652	1,403,522
Charter Schools Office			
510001	Personnel Services: Salaries	1,884,980	1,895,973
520001	Personnel Services: Employee Benefits	1,135,985	1,150,773
530001	Purchased Professional and Technical Services	262,557	660,544
540001/550001	Other Purchased Services	39,250	39,250
560001/570001	General Materials, Supplies, Property, and Equipment	346,261	29,301
580001/590001	Miscellaneous Costs and Other Financing Uses	49,765	49,765
		3,718,798	3,825,606
Chief of Schools Office			
510001	Personnel Services: Salaries	3,570,584	0
520001	Personnel Services: Employee Benefits	2,220,026	0
530001	Purchased Professional and Technical Services	1,186,045	0
540001/550001	Other Purchased Services	101,047	0
560001/570001	General Materials, Supplies, Property, and Equipment	263,849	0
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		7,341,551	0
Learning Network Schools			
510001	Personnel Services: Salaries	3,268,605	0
520001	Personnel Services: Employee Benefits	1,808,034	0
530001	Purchased Professional and Technical Services	300,087	0
540001/550001	Other Purchased Services	10,460	0
560001/570001	General Materials, Supplies, Property, and Equipment	182,773	0
		5,569,959	0
Alternative Education Admin			
510001	Personnel Services: Salaries	1,003,680	1,026,881
520001	Personnel Services: Employee Benefits	606,016	620,808
530001	Purchased Professional and Technical Services	93,082	93,082
560001/570001	General Materials, Supplies, Property, and Equipment	119,638	119,638
580001/590001	Miscellaneous Costs and Other Financing Uses	14,446	14,446
		1,836,862	1,874,855

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Chief of Evaluation, Research, and Accountability			
510001	Personnel Services: Salaries	960,480	974,365
520001	Personnel Services: Employee Benefits	588,616	600,380
530001	Purchased Professional and Technical Services	320,000	2,050,000
540001/550001	Other Purchased Services	2,000	2,000
560001/570001	General Materials, Supplies, Property, and Equipment	45,180	15,192
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		1,916,276	3,641,937
Research and Evaluation			
510001	Personnel Services: Salaries	624,670	638,516
520001	Personnel Services: Employee Benefits	406,006	418,611
530001	Purchased Professional and Technical Services	96,337	156,337
540001/550001	Other Purchased Services	5,193	45,193
560001/570001	General Materials, Supplies, Property, and Equipment	43,430	43,430
		1,175,636	1,302,087
District Performance Office			
510001	Personnel Services: Salaries	861,129	896,304
520001	Personnel Services: Employee Benefits	555,466	577,696
530001	Purchased Professional and Technical Services	1,013,956	1,063,956
540001/550001	Other Purchased Services	3,600	3,600
560001/570001	General Materials, Supplies, Property, and Equipment	10,089	10,089
		2,444,240	2,551,645
Assessment and Data Governance Office			
510001	Personnel Services: Salaries	432,963	432,902
520001	Personnel Services: Employee Benefits	247,889	249,496
		680,852	682,398
Additional Admin Support			
580001/590001	Miscellaneous Costs and Other Financing Uses	0	1,204,641
		0	1,204,641
Undistributed Budgetary Adjustments Other			
520001	Personnel Services: Employee Benefits	669,241	669,241
530001	Purchased Professional and Technical Services	(4,800,000)	(4,800,000)
560001/570001	General Materials, Supplies, Property, and Equipment	(2,000,000)	(3,000,000)
580001/590001	Miscellaneous Costs and Other Financing Uses	0	0
		(6,130,759)	(7,130,759)
Federal Recovery Act Net Expenditure Changes			
510001	Personnel Services: Salaries	(74,721,129)	(21,184,994)
520001	Personnel Services: Employee Benefits	(44,832,677)	(12,710,996)
		(119,553,806)	(33,895,990)
TOTAL		3,931,767,333	4,526,302,205

**SCHOOL DISTRICT OF PHILADELPHIA
OPERATING FUND APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Other Financing Uses Excluding Refunding			
580001/590001	Miscellaneous Costs and Other Financing Uses	7,301,063	8,399,397
TOTAL EXPENDITURES & OTHER FINANCING USES		3,939,068,396	4,534,701,602
Summary by Major Object		Amended 2023/2024	Adopted 2024/2025
510001	Personnel Services: Salaries	949,129,952	1,128,755,785
520001	Personnel Services: Employee Benefits	648,810,600	774,338,811
530001	Purchased Professional and Technical Services	173,988,403	212,526,907
540001/550001	Other Purchased Services	1,682,449,401	1,836,334,853
560001/570001	General Materials, Supplies, Property, and Equipment	102,232,752	133,726,908
580001/590001	Miscellaneous Costs and Other Financing Uses	382,457,288	449,018,338
	Total:	3,939,068,396	4,534,701,602

*The 2024/2025 Adopted budget reflects the updated reorganization of the Academic Services organization.

Action Item - 14.

Title: Authorization of Payment to City of Philadelphia for Single Audit Fees

Board of Education Meeting Date: 5/30/2024

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:

City of Philadelphia, Office of The Controller
1230 Municipal Building
Philadelphia, PA 19102-1679

Purpose:

Payment for Single Audit for Fiscal Years 2023, 2024, 2025

Start date: 7/1/2024

End date: 6/30/2027

Compensation not to exceed: \$975,000

Location:

Office of Accounting

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: \$325,000

Description:

The School District is required by the Single Audit Act Amendments of 1996, enacted by the United States Congress July 5, 1996, to have an annual audit performed on its entire operations, including a separate reporting on its Federal Financial Activity. The City Controller, by Philadelphia Home Rule Charter, is the school auditor of the School District of Philadelphia. The City Controller has been requested on several occasions to pre-contract with the School District regarding the fees to be charged. The School District accrues audit

fees on the books based upon the amount of fees indicated in the engagement letter for the prior year and adjusts to actual once the amount to be charged for the audit is known.

Funding Source(s):

Audit Clearing Account Fund

Office Originating Request: Finance

Action Item - 15.

Title: Amendment of Contract with Fidelity Information Services for Mainframe Hosting Services (\$1,310,000)

Board of Education Meeting Date: 5/30/2024

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:

FIS Global Commercial Services, LLC

Purpose:

To continue the legacy Advantage Financial, HR, Payroll and Procurement system while the Oracle ERP is being fully implemented

Original Start Date: 7/1/2016

Current End Date: 8/31/2024

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$10,750,000

Additional Compensation:

\$1,310,000

Total New Compensation: \$12,060,000

Location:

All Schools; Administrative Office(s);

Renewal Options: No

Maximum compensation authorized per option period: \$1,310,000

Description:

Why is this contract needed?

The School District must rely on the legacy Advantage Financial, HR, Payroll and Procurement system while the Oracle ERP (Enterprise Resource Planning) system is being fully implemented. The Advantage system can only run on a mainframe.

The District outsourced support of legacy mainframe technology to FIS. The District plans to be fully operational on the cloud-based Oracle ERP for FY25. We are requesting authority to contract with FIS until June 2025. This will allow adequate overlap of the two systems, with a contract provision to allow for early termination if appropriate.

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

While not directly aligned to individual goals and guardrails, this contract supports the District's business and operational continuity during the transition between the legacy Advantage system and the new Oracle ERP system. This system is currently used for all employee hiring/onboarding and by all schools and departments for absence management and payroll approval.

How will the success of this contract be measured?

This contract's success will be measured by the continued operation of the District's legacy ERP environment.

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?

Through a competitive solicitation process, the School District selected FIS to serve as the District's managed IBM mainframe hosting provider. FIS has remained a strong partner for nearly seven years, including exemplary support for emergency issues, upgrades, and maintenance.

Related resolution(s)/approval(s):

December 17, 2015; A-5

January 18, 2018; A-7

March 26, 2020; No. 13

May 27, 2021; No. 31

June 23, 2022; No. 74

January 23, 2023: No. 19

Funding Source(s):

FY25 Operating

Office Originating Request: Information Technology

Action Item - 16.

Title: Contract with Valssoft Corporation dba ScholarChip for Visitor Badge Management System for K-12 Schools (\$552,200) - Updated 5.17.2024

Board of Education Meeting Date: 5/30/2024

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:

Valssoft Corporation dba ScholarChip

Purpose:

To maintain a visitor management system used by all K-12 schools

Start date: 7/1/2024

End date: 6/30/2026

Compensation not to exceed: \$552,200

Location:

All Schools

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: Year 3: \$276,400.00 Year 4: \$276,400.00 Year 5: \$276,400.00

Description:

1. Why is this contract needed?

The current vendor contract with ScholarChip for Visitor Management expires at the end of June 2024. In consultation with the Office of School Safety it was shared that a

visitor badge management system is still necessary for the District.

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

This work aligns with Guardrail 1, Welcoming & Supportive Schools. Guardrail 1 states that every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. The primary goal of the Visitor Tracking system is to securely centralize the collection of visitor information for each location. The system must reflect in real time the visitors in all school buildings to ensure a safe and effective instructional environment for the students.

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

Success will be assessed by the vendor providing the services outlined in the contract both in terms of delivery of kiosks, training support, and support for schools with issues.

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?

We went to RFP and selected the same vendor. This will be a new contract. The vendor successfully delivered and set up all ordered machines in the timeline outlined by the District.

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

Representatives from the following offices were involved in this selection process.

- Education Technology
- Technology and Systems Support
- Technical Operations
- Office of School Safety
- Technology Services
- Office of Student Rights and Responsibilities.

Funding Source(s):

FY25 - FY29: Operating

Office Originating Request: Information Technology

Action Item - 17.

Title: Authorization to Engage Additional Outside Counsel Firms

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education ratify and authorize the retention and engagement of outside counsel by The School District of Philadelphia, through the General Counsel or her designee, on an as-needed basis, to supplement the list of approved outside counsel, with the following additional law firms to represent the Board of Education, The School District of Philadelphia, its present and former employees, and present and former members of the Board of Education and School Reform Commission, and to pay counsel fees and related costs and expenses, subject to funding, as follows:

Fiscal Years 2024-2026

Retention of and payment to the following additional firms:

Hogan Lovells U.S. LLP
Husch Blackwell LLP

Start Date: 4/1/2023

End Date: 6/30/2026

Currently Authorized Compensation: \$18,000,000

Additional Compensation: \$0

Total new compensation not to exceed: Unchanged. All approved outside counsel firms, including the additional firms, will be paid out of the total aggregate amount of \$18,000,000.

Renewal options: Yes

Number of options to renew: 1

Duration of each option period: 2 years

Compensation per option period: All approved outside counsel firms, including these additional firms, will be paid out of a total not to exceed aggregate amount of \$12,000,000 during the two-year option period.

Location(s): Administrative Offices

Description: The Office of General Counsel (OGC) retains outside counsel on an as-needed basis to represent the Board of Education and the School District, their current and

former members and employees, and current and former members of the School Reform Commission. Periodically, additional firms are needed for purposes of new matters, expertise, conflict counsel, and other supplemental needs; and other firms may express interest in representing the School District. While this authorization will provide a larger pool of available support, no additional compensation is requested, and all firms will be paid out of the aggregate spending amount the Board previously authorized. This action item seeks authorization to add to the pool of outside counsel firms approved by the Board for FY24 through FY26. Supplementing the pool of qualified firms increases the District's access to counsel with various areas of expertise, resources, and technology capacity, and in new and developing areas of law. Ratification can be sought in addition to authorization for various reasons including, for example, unforeseen developments, emergent needs, and time sensitive issues in legal matters, or when lawyers with a previously approved law firm transition to a new law firm, so legal representation can continue seamlessly. No firm or lawyer is entitled to receive any District legal work, and OGC selects outside counsel on a case-by-case, as-needed basis.

Related Action Items:

March 23, 2023; No. 8

June 29, 2023; No. 30

Funding Source: Operating

Office Originating Request: General Counsel

Action Item - 18.

Title: Adoption of Amended Capital Budget for 2023-2024 and Amended Capital Program for 2024- 2029, and Adoption of a Capital Budget for 2024-2025 and a Capital Program for 2025-2030

Board of Education Meeting Date: 5/30/2024

Action under consideration

WHEREAS, The Board of Education of the School District of Philadelphia at its meeting of May 25, 2023 (Item #68) adopted a Capital Budget in the amount of \$329,986,315 for the Fiscal year 2024 and a Six Year Program for the Fiscal Years 2024-2029 in the amount of \$2,801,550,855, and

WHEREAS, Additional adjustments to reflect the variance between budgets and actual contract awards, the implementation of the reprioritization and revised estimated costs have been prepared; now, therefore be it

RESOLVED, That the Amended Capital Budget for Fiscal Year 2024 be adopted in the amount of \$200,943,680, and be it

FURTHER RESOLVED, That the Amended Six-Year Capital Program for Fiscal Years 2024-2029 as set forth in the summary exhibit be adopted in the amount of \$2,564,291,118, and

WHEREAS, Section 12-304 of the Home Rule Charter requires the School District to adopt a Capital Program which is comprised of a Capital Budget for the ensuing fiscal year and capital expenditures planned for the ensuing five years no later than the date of adoption of the Operating Budget, and

WHEREAS, The Proposed Fiscal Year Budget and Program which was included in the May 25, 2023 (Item #68) Budget Document has been adjusted to reflect project reprioritization, transfers and revised estimates; now, therefore be it

RESOLVED, That the Capital Budget for Fiscal Year 2025 be adopted in the amount of \$211,702,985, and be it

FURTHER RESOLVED, That the Proposed Six-Year Capital Program for Fiscal Years 2025-2030 as set forth in the Summary Exhibit be adopted in the amount of \$2,804,279,008 and be it

FURTHER RESOLVED, That the individual projects included in the Fiscal Year 2024 and Fiscal Year 2025 Capital Budgets must be authorized by separate resolutions of the Board of Education prior to implementation.

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

FY 25 Capital Budget Support Documents

Type

Supporting Document

CAPITAL PROJECT FUND FY2024 - FY2030			CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
CATEGORY/PROJECT	Phase									
NEW CONSTRUCTION										
High School										
Lincoln, Abraham Field Relocation	Completed		17,297	-	-	-	-	-	-	17,297
Other Locations (1 HS)	Other		-	-	2,865,535	2,865,535	11,773,436	79,701,099	38,044,396	135,250,001
Sub-total			17,297	-	2,865,535	2,865,535	11,773,436	79,701,099	38,044,396	135,267,298
Middle School										
Amy at James Martin (PAID Agreement - ESSER Funds - \$66.441 M)	Design		-	-	-	-	-	-	-	-
Other Locations (1 MS)	Other		-	-	1,526,711	2,302,685	4,116,362	44,525,714	50,385,055	102,856,527
Sub-total			-	-	1,526,711	2,302,685	4,116,362	44,525,714	50,385,055	102,856,527
Elementary School										
Cassidy, Lewis C. Demolition (incl., 90% School Design & Temp Trai	Close Out		297,762	112,729	-	-	-	-	-	410,491
Peirce, Thomas M.	Close Out		12,899,934	3,769,954	-	-	-	-	-	16,669,888
Solis-Cohen, Solomon	Close Out		1,347,341	1,157,939	-	-	-	-	-	2,505,280
Cassidy, Lewis C. (PAID Agreement - ESSER Funds - \$55.756 M)	Construction		168,752	-	-	-	-	-	-	168,752
Holme, Thomas (PAID Agreement - ESSER Funds - \$90.803 M)	Design		-	-	-	-	-	-	-	-
Other Locations (3 ES)	Other		-	-	3,781,708	6,805,741	11,056,270	105,127,501	168,297,411	295,068,631
Sub-total			14,713,789	5,040,622	3,781,708	6,805,741	11,056,270	105,127,501	168,297,411	314,823,042
Category Sub-total			14,731,086	5,040,622	8,173,954	11,973,961	26,946,068	229,354,314	256,726,862	552,946,867
NEW ADDITIONS										
Elementary Schools										
Meredith, William M.	Completed		25,691	-	-	-	-	-	-	25,691
Allen, Ethan	Close Out		2,516,692	1,478,105	-	-	-	-	-	3,994,797
Frank, Anne	Close Out		1,843,777	672,348	-	-	-	-	-	2,516,125
Mayfair	Close Out		795,151	174,262	-	-	-	-	-	969,413
Richmond	Close Out		819,907	439,668	-	-	-	-	-	1,259,575
Shallcross Garage Campus (Modular Security Trailer) (KPN)	Construction		1,339,243	492,268	-	-	-	-	-	1,831,511
Rhawnhurst	Design		-	-	143,110	1,757,046	25,418,525	11,661,833	-	38,980,514
Disston, Hamilton	Planning		-	-	2,287,377	4,937,739	33,117,197	23,089,974	2,463,405	65,895,692
McCall, General George A.	Planning		-	-	666,972	3,709,953	17,649,522	1,530,643	-	23,557,090
Fox Chase Farm (Manor House)	Planning		17,765	42,941	1,011,294	128,000	-	-	-	1,200,000
Fox Chase Farm (Site Improvements)	Planning		261,939	633,163	3,261,803	15,770,873	472,222	-	-	20,400,000
Other Locations (1 ES)	Other		-	-	15,405,287	30,631,012	34,074,684	4,656,933	1,732,084	86,500,000
Sub-total			7,620,165	3,932,755	22,775,843	56,934,623	110,732,150	40,939,383	4,195,489	247,130,408
Category Sub-total			7,620,165	3,932,755	22,775,843	56,934,623	110,732,150	40,939,383	4,195,489	247,130,408
MAJOR RENOVATIONS										
High Schools										
Dobbins, Murrell	Close Out		2,174	1,605,256	-	-	-	-	-	1,607,430
Frankford	Planning		888,333	19,611,667	-	-	-	-	-	20,500,000
Other Locations	Other		-	-	5,511,848	57,088,502	75,189,402	23,612,748	3,597,500	165,000,000
Sub-total			890,507	21,216,923	5,511,848	57,088,502	75,189,402	23,612,748	3,597,500	187,107,430
Middle School										
Meehan, Austin (KPN) (Swing Space)	Close Out		1,432,257	-	-	-	-	-	-	1,432,257
Sub-total			1,432,257	-	-	-	-	-	-	1,432,257

CAPITAL PROJECT FUND FY2024 - FY2030			CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
CATEGORY/PROJECT	Phase									
Elementary Schools										
Hamilton, Andrew	Completed		981	-	-	-	-	-	-	981
Rhoads, James	Completed		73,255	-	-	-	-	-	-	73,255
Forrest, Edwin	Close Out		10,944,910	2,824,179	-	-	-	-	-	13,769,089
Pollock, Robert B. (including Modular Addition)	Close Out		10,582,028	2,841,368	-	-	-	-	-	13,423,396
Pratt, Anna (Swing Space)	Close Out		258,223	-	-	-	-	-	-	258,223
Bethune, Mary McLeod (Phase 3)	Design		34,155	-	3,021,397	11,058,081	170,790	-	-	14,284,423
Dick, William	Construction		5,226,791	8,256,508	-	-	-	-	-	13,483,299
Bache-Martin	Planning		-	-	628,813	18,509,821	16,402,681	-	-	35,541,315
Comly, Watson (including Modular Addition)	Planning		150,217	363,107	1,600,631	8,706,741	690,268	-	-	11,510,964
Fittler Academics Plus	Planning		-	-	100,889	434,203	4,218,699	-	-	4,753,791
Hopkinson, Francis (including Modular Addition)	Planning		-	-	-	702,311	19,461,493	869,867	-	21,033,671
McClure, Alexander K.	Planning		-	-	950,260	2,407,295	24,630,813	6,355,345	-	34,343,713
2 New Elementary Schools	Planning		-	932,565	12,110,352	22,679,810	25,735,829	3,424,444	117,000	65,000,000
Other Locations	Other		-	932,565	12,110,352	26,983,792	65,965,555	21,611,737	395,999	128,000,000
	Sub-total		27,270,560	16,150,292	30,522,694	91,482,054	157,276,128	32,261,393	512,999	355,476,120
	Category Sub-total		29,593,324	37,367,215	36,034,542	148,570,556	232,465,530	55,874,141	4,110,499	544,015,807
MINOR RENOVATIONS										
Career and Technical Education										
Wagner, General Louis	Completed		61,975	-	-	-	-	-	-	61,975
Saul, Walter Biddle (Ventilation Upgrades - CTE Grant \$2.8 M)	Construction		825	-	-	-	-	-	-	825
Edison, Thomas A. (Ventilation Upgrades - CTE Grant \$3.4 M)	Design		-	-	-	-	-	-	-	-
Mastbaum, Jules E. (Ventilation Upgrades - CTE Grant \$5.2 M)	Design		-	-	-	-	-	-	-	-
	Sub-total		62,800	-	-	-	-	-	-	62,800
High Schools										
Science Labs										
Penn Treaty	Completed		3,502	-	-	-	-	-	-	3,502
Parkway NW	Construction		540,095	267,320	-	-	-	-	-	807,415
Saul, Walter Biddle	Planning		2,083	-	38,389	321,134	1,265,162	-	-	1,626,768
	Sub-total		545,680	267,320	38,389	321,134	1,265,162	-	-	2,437,685
Middle Schools										
Science Labs										
Science Leadership Academy at Beeber	Completed		48,120	-	-	-	-	-	-	48,120
	Sub-total		48,120	-	-	-	-	-	-	48,120
Elementary Schools										
Elementary Schools										
Catharine, Joseph W.	Completed		15,319	-	-	-	-	-	-	15,319
Franklin, Benjamin ES	Completed		9,108	-	-	-	-	-	-	9,108
Hopkinson, Francis	Completed		26,890	-	-	-	-	-	-	26,890
Kearny, General Phillip	Completed		163,699	-	-	-	-	-	-	163,699
Kelley, William D.	Completed		71,046	-	-	-	-	-	-	71,046
McDaniel, Delaplaine	Completed		69,546	-	-	-	-	-	-	69,546
Patterson, John M.	Completed		89,444	-	-	-	-	-	-	89,444
Washington, Martha	Completed		159,939	-	-	-	-	-	-	159,939
Vare-Washington	Completed		4,713	-	-	-	-	-	-	4,713
Blankenburg, Rudolph (New Cafeteria)	Close Out		88,527	41,196	-	-	-	-	-	129,723
Lawton, Henry W.	Close Out		290,870	38,267	-	-	-	-	-	329,137
Longstreth, William C.	Close Out		1,325	412	-	-	-	-	-	1,737
	Sub-total		990,426	79,875	-	-	-	-	-	1,070,301

CAPITAL PROJECT FUND FY2024 - FY2030			CIP	CIP	CIP	CIP	CIP	CIP	CIP	Project /
CATEGORY/PROJECT	Phase	Amended	Adopted	Projected	Projected	Projected	Projected	Projected	Projected	Category
		FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030		Totals
Interior Door Replacement										
Sheridan, Philip H.	Completed	69,323	-	-	-	-	-	-	-	69,323
Allen, Dr. Ethel D.	Design	25,318	-	123,265	899,630	-	-	-	-	1,048,213
Bartram, John	Design	11,623	-	162,324	4,205,268	328,460	-	-	-	4,707,675
Meade, General George G	Design	29,562	-	223,582	1,526,434	-	-	-	-	1,779,578
Wagner, General Louis	Planning	-	-	30,327	525,208	30,821	-	-	-	586,356
Other Locations	Other	-	-	217,188	363,993	1,545,915	1,686,452	1,686,452	-	5,500,000
	Sub-total	135,826	-	756,686	7,520,533	1,905,196	1,686,452	1,686,452	-	13,691,145
Bathroom Renovations										
Morrison, Andrew J.	Completed	118,844	-	-	-	-	-	-	-	118,844
Logan, James	Close Out	463,218	122,291	-	-	-	-	-	-	585,509
Science Leadership Academy at Beeber	Close Out	279,842	-	-	-	-	-	-	-	279,842
Key, Francis S.	Construction	1,094,401	468,307	-	-	-	-	-	-	1,562,708
Childs, George W.	Design	-	-	191,117	1,732,314	-	-	-	-	1,923,431
Washington, Martha	Design	152,303	1,812,198	124,526	-	-	-	-	-	2,089,027
Tilden, William T.	Planning	-	-	155,182	5,066,670	326,265	-	-	-	5,548,117
Other Locations	Other	-	-	162,999	1,922,984	9,132,564	7,499,783	281,670	-	19,000,000
	Sub-total	2,108,608	2,402,796	633,824	8,721,968	9,458,829	7,499,783	281,670	-	31,107,478
	Category Sub-total	3,891,460	2,749,991	1,428,899	16,563,635	12,629,187	9,186,235	1,968,122	-	48,417,529
ENERGY PERFORMANCE IMPROVEMENTS										
Bethune, Mary McLeod GESA 2	Close Out	545,950	-	-	-	-	-	-	-	545,950
Brown, Joseph H. GESA 2	Close Out	1,913,998	-	-	-	-	-	-	-	1,913,998
Lowell, James R. GESA 1, Phase 3	Close Out	3,170,083	21,274	-	-	-	-	-	-	3,191,357
Science Leadership Academy at Beeber GESA 2	Close Out	2,196,948	-	-	-	-	-	-	-	2,196,948
FitzPatrick, Alyosius L. GESA 1, Phase 4	Construction	738,413	19,495,065	1,980,056	-	-	-	-	-	22,213,534
Clemente, Roberto GESA 3 (ESSER Funds - \$22.184 M)	Construction	-	-	-	-	-	-	-	-	-
Ellwood School GESA 3 (ESSER Funds - \$15.798 M)	Construction	7,312,944	1,298,157	-	-	-	-	-	-	8,611,101
Franklin, Benjamin ES GESA 3 (ESSER Funds - \$13.898 M)	Construction	-	-	-	-	-	-	-	-	-
Hackett, Horatio B. GESA 3 (ESSER Funds - \$19.168 M)	Construction	1,972,209	2,022,415	-	-	-	-	-	-	3,994,624
Heston, Edward GESA 3 (ESSER Funds - \$11.563 M)	Construction	1,568,849	1,608,787	-	-	-	-	-	-	3,177,636
Kirkbride, Eliza B. GESA 3 (ESSER Funds - \$11.988 M)	Construction	4,938,157	985,098	-	-	-	-	-	-	5,923,255
Locke, Alain GESA 3 (ESSER Funds - \$17.934 M)	Construction	-	-	-	-	-	-	-	-	-
Washington, Grover Jr. GESA 3 (ESSER Funds - \$12.466 M)	Construction	-	-	-	-	-	-	-	-	-
Crossan, Kennedy GESA 1, Phase 5	Planning	-	-	471,284	6,447,573	1,441,654	-	-	-	8,360,511
Randolph, A. Philip CTE GESA 1, Phase 5	Planning	-	-	843,452	11,539,147	2,580,111	-	-	-	14,962,710
Taggart, John H. GESA 1, Phase 5	Planning	-	-	807,704	11,050,077	2,470,756	-	-	-	14,328,537
	Sub-total	24,357,551	25,430,796	4,102,496	29,036,797	6,492,521	-	-	-	89,420,161
	Category Sub-total	24,357,551	25,430,796	4,102,496	29,036,797	6,492,521	-	-	-	89,420,161
MAJOR SYSTEMS REPLACEMENTS										
Automatic Temperature Control Replacements										
Creative and Performing Arts (CAPA)	Close Out	247,813	-	-	-	-	-	-	-	247,813
Hartranft, John F.	Close Out	-	-	-	-	-	-	-	-	-
Lankenau HS	Planning	-	-	120,226	1,929,537	1,233,128	-	-	-	3,282,891
Morrison, Andrew J. (w/ Univents)	Planning	22,000	-	155,711	2,499,045	1,597,089	-	-	-	4,273,845
Roxborough	Planning	-	-	129,591	2,109,764	1,347,945	-	-	-	3,587,300
Other Locations	Other	-	-	485,000	2,460,514	11,639,687	11,706,195	4,208,604	-	30,500,000
	Sub-total	269,813	-	890,528	8,998,860	15,817,849	11,706,195	4,208,604	-	41,891,849
HVAC Improvements										

CAPITAL PROJECT FUND FY2024 - FY2030									
CATEGORY/PROJECT	Phase	CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
Mechanical Plant Replacement									
Edmonds, Franklin S.	Close Out	730,446	95,397	-	-	-	-	-	825,843
Elkin, Lewis	Close Out	1,567,251	213,504	-	-	-	-	-	1,780,755
Morton, Thomas G.	Close Out	219,287	44,890	-	-	-	-	-	264,177
Vare-Washington	Close Out	1,572,202	294,169	-	-	-	-	-	1,866,371
Wright Richard R.	Close Out	1,406,483	188,828	-	-	-	-	-	1,595,311
Potter-Thomas	Construction	2,051,931	295,717	-	-	-	-	-	2,347,648
Rhodes, E. Washington (including Generator)	Design	357,317	1,450,024	14,572,737	18,198,498	1,955,202	-	-	36,533,778
Feltonville Intermediate (Air Handler)	Design	79,600	144,264	9,607,294	2,220,726	-	-	-	12,051,884
Leeds (Hill-Freedman World Academy)	Design	52,939	594,107	12,480,775	14,941,794	-	-	-	28,069,615
McMichael, Morton	Design	60,796	739,690	2,531,059	14,726,612	2,291,842	-	-	20,349,999
Edison, Thomas A.	Planning	4,382	723,262	2,592,267	15,606,349	23,312,460	2,701,912	-	44,940,632
Kensington HS	Planning	474,214	438,110	2,385,573	14,027,785	1,009,456	-	-	18,335,138
Rivera Parent & Family Resource Center	Planning	-	-	636,210	3,368,999	16,533,462	1,955,518	-	22,494,189
Other Locations	Other	-	-	148,750	3,585,737	33,686,934	48,953,730	18,624,849	105,000,000
	Sub-Sub-total	8,576,848	5,221,962	44,954,665	86,676,500	78,789,356	53,611,160	18,624,849	296,455,340
Boiler Replacements									
Pennell, Joseph	Close Out	437,681	-	-	-	-	-	-	437,681
Sayre, William L.	Completed	47,710	-	-	-	-	-	-	47,710
Cleveland (Mastery Charter)	Planning	-	-	182,274	2,966,043	1,042,840	-	-	4,191,157
Rowen, William	Planning	13,515	-	95,264	589,706	3,161,401	-	-	3,859,886
Other Locations	Other	-	-	4,025,000	14,923,600	19,747,298	17,702,051	17,602,051	74,000,000
	Sub-Sub-total	498,906	-	4,302,538	18,479,349	23,951,539	17,702,051	17,602,051	82,536,434
Chiller Replacements									
Northeast HS (Air Conditioning Upgrade)	Completed	47,500	-	-	-	-	-	-	47,500
Marshall, Thurgood	Planning	-	-	100,665	1,507,467	948,319	-	-	2,556,451
Washington, George HS	Planning	-	-	44,280	120,935	1,379,660	5,125	-	1,550,000
Other Locations	Other	-	-	554,588	633,938	2,937,158	2,937,158	2,937,158	10,000,000
	Sub-Sub-total	47,500	-	699,533	2,262,340	5,265,137	2,942,283	2,937,158	14,153,951
	Sub-total	9,123,254	5,221,962	49,956,736	107,418,189	108,006,032	74,255,494	39,164,058	393,145,725
Electrical Systems									
Electrical Distribution Replacements									
Vare-Washington	Completed	35,591	-	-	-	-	-	-	35,591
Broad St Garage (Electric Charging)	Close Out	54,606	11,009	-	-	-	-	-	65,615
Bryant, William Cullen	Close Out	936,133	129,036	-	-	-	-	-	1,065,169
Girls High	Close Out	2,099,603	-	-	-	-	-	-	2,099,603
Passyunk (Electric Charging)	Close Out	168,365	-	-	-	-	-	-	168,365
Fanny Jackson Coppin	Construction	509,798	3,384,563	277,547	-	-	-	-	4,171,908
Gideon, Edward	Construction	1,069,197	245,295	-	-	-	-	-	1,314,492
Marian Anderson Neighborhood Academy (formerly Arthur, Chester A	Construction	444,798	3,422,033	386,220	-	-	-	-	4,253,051
Nebinger, George W.	Construction	2,914,648	292,729	-	-	-	-	-	3,207,377
Waring, Laura W.	Construction	1,382,304	1,870,604	8,054	-	-	-	-	3,260,962
Shallcross Garage Campus (including Security & Site Improvements)	Procurement	140,362	3,653,899	1,928,799	-	-	-	-	5,723,060
Dobbins, Murrell (Intercom / IT)	Design	131,759	4,356,161	5,673,580	-	-	-	-	10,161,500
Howe, Julia (including new Lighting and Fire Alarm)	Design	111,703	2,586,121	161,914	-	-	-	-	2,859,738
McMichael, Morton	Design	41,944	1,126,456	31,600	-	-	-	-	1,200,000
Roxborough	Design	128,119	3,878,280	670,225	-	-	-	-	4,676,624
South Philadelphia (including Lighting, Fire Alarm, Surveillance)	Design	439,550	-	995,150	23,234,131	1,724,514	-	-	26,393,345
Washington, George HS	Design	-	-	1,498,714	22,239,286	91,000	-	-	23,829,000
Jenks, Abram S.	Planning	-	-	68,639	1,077,453	681,223	-	-	1,827,315
Blaine, James G.	Planning	-	-	119,720	1,721,211	1,346,276	-	-	3,187,207
Broad St. Garage (Transformer)	Planning	-	-	44,437	785,959	517,261	-	-	1,347,657

CAPITAL PROJECT FUND FY2024 - FY2030			CIP	CIP	CIP	CIP	CIP	CIP	CIP	Project /
CATEGORY/PROJECT	Phase	Amended	Adopted	Projected	Projected	Projected	Projected	Projected	Projected	Category
		FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030		Totals
Emlen, Eleanor C.	Planning	-	-	119,722	2,041,165	724,913	-	-	-	2,885,800
Ferguson U School	Planning	-	-	175,671	3,068,584	625,324	-	-	-	3,869,579
Jenks Academy Arts & Sciences	Planning	-	-	60,252	1,065,698	701,364	-	-	-	1,827,314
Mitchell, S. Weir	Planning	-	-	93,273	1,876,308	278,685	-	-	-	2,248,266
Strawberry Mansion	Planning	-	-	355,526	6,104,660	1,245,188	-	-	-	7,705,374
Stoddart Fleisher (Parkway Center City)	Planning	-	-	148,343	2,529,126	898,211	-	-	-	3,575,680
Other Locations	Other	-	-	1,327,327	5,807,343	12,955,110	12,955,110	12,955,110	-	46,000,000
Sub-Sub-total		10,608,480	24,956,186	14,144,713	71,550,924	21,789,069	12,955,110	12,955,110		168,959,592
Elevator Replacements										
Masterman, Julia R.	Completed	55,704	-	-	-	-	-	-	-	55,704
Mastbaum, Jules E.	Construction	477,453	685,231	4,250	-	-	-	-	-	1,166,934
Overbrook HS	Construction	774,618	621,864	-	-	-	-	-	-	1,396,482
Morton, Thomas G.	Procurement	8,226	346,839	298,328	-	-	-	-	-	653,393
Hackett, Horatio B.	Design	30,044	1,352,446	60,194	-	-	-	-	-	1,442,684
Other Locations	Other	-	-	483,000	2,952,963	3,645,415	3,209,311	3,209,311	-	13,500,000
Sub-Sub-total		1,346,045	3,006,380	845,772	2,952,963	3,645,415	3,209,311	3,209,311		18,215,197
Emergency Generator Replacements										
Cook-Wissahickon	Procurement	13,593	471,475	9,857	-	-	-	-	-	494,925
Barton, Clara	Design	30,892	632,084	112,463	-	-	-	-	-	775,439
Crossroads at Hunting Park	Design	20,676	611,806	12,400	-	-	-	-	-	644,882
LaBrum (John Hancock Demonstration School)	Design	18,886	512,758	15,789	-	-	-	-	-	547,433
Lankenau HS	Design	34,045	-	160,134	410,241	-	-	-	-	604,420
King, Martin Luther	Planning	-	-	19,301	292,579	250,620	-	-	-	562,500
Pennypacker, Samuel	Planning	-	-	19,301	292,579	250,620	-	-	-	562,500
Sheppard, Issac A.	Planning	-	-	19,301	292,579	250,620	-	-	-	562,500
Stearne, Allen M.	Planning	-	-	19,301	232,216	310,983	-	-	-	562,500
Other Locations	Other	-	-	1,086,712	6,346,254	7,650,678	7,695,678	7,220,678	-	30,000,000
Sub-Sub-total		118,092	2,228,123	1,474,559	7,866,448	8,713,521	7,695,678	7,220,678		35,317,099
Relighting										
Sullivan, James J.	Completed	66,402	-	-	-	-	-	-	-	66,402
Morton, Thomas G. (including Generator)	Design	32,622	123,333	2,345,841	4,945,274	-	-	-	-	7,447,070
Other Locations	Other	-	-	284,501	1,207,553	5,128,600	11,189,673	11,189,673	-	29,000,000
Sub-Sub-total		99,024	123,333	2,630,342	6,152,827	5,128,600	11,189,673	11,189,673		36,513,472
Fire Alarm System Replacements										
LaBrum (John Hancock Demonstration School)	Completed	31,720	-	-	-	-	-	-	-	31,720
Sharswood, George W.	Completed	444,259	-	-	-	-	-	-	-	444,259
Belmont Charter	Close Out	298,879	-	-	-	-	-	-	-	298,879
Decatur, Stephen (Including Generator)	Close Out	20,192	5,519	-	-	-	-	-	-	25,711
Feltonville Intermediate	Close Out	42,946	20,114	-	-	-	-	-	-	63,060
Furness, Horace	Close Out	591,331	-	-	-	-	-	-	-	591,331
Northeast HS	Close Out	930,089	167,775	-	-	-	-	-	-	1,097,864
Robeson, Paul	Close Out	202,579	22,791	-	-	-	-	-	-	225,370
Jenks, Abram S.	Procurement	13,303	674,461	21,606	-	-	-	-	-	709,370
Spruance, Gilbert	Procurement	5,107	1,065,304	50,965	-	-	-	-	-	1,121,376
Saul, Walter Biddle	Procurement	58,736	891,376	966,354	-	-	-	-	-	1,916,466
Fell, D. Newlin	Design	5,343	192,840	1,115,642	21,675	-	-	-	-	1,335,500
Harding, Warren G.	Design	9,489	233,011	1,448,602	23,898	-	-	-	-	1,715,000
Marshall, John	Design	5,120	191,746	1,102,912	21,697	-	-	-	-	1,321,475
Masterman, Julia R.	Design	7,664	220,253	1,326,008	23,576	-	-	-	-	1,577,501
Gompers, Samuel	Design	19,957	726,278	4,796	-	-	-	-	-	751,031
Southwark	Design	3,730	-	45,326	1,208,846	10,154	-	-	-	1,268,056

CAPITAL PROJECT FUND FY2024 - FY2030			CIP	CIP	CIP	CIP	CIP	CIP	CIP	Project /
CATEGORY/PROJECT	Phase	Amended	Adopted	Projected	Projected	Projected	Projected	Projected	Projected	Category
		FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030	Totals	Totals
Swenson Arts And Technology (including Generator)	Design	33,777	1,128,810	745,889	-	-	-	-	-	1,908,476
Other Locations	Other	-	-	1,086,711	6,346,254	7,750,679	7,595,678	7,220,678	-	30,000,000
Sub-Sub-total		2,724,221	5,540,278	7,914,811	7,645,946	7,760,833	7,595,678	7,220,678		46,402,445
Sub-total		14,895,862	35,854,300	27,010,197	96,169,108	47,037,438	42,645,450	41,795,450		305,407,805
Category Sub-total		24,288,929	41,076,262	77,857,461	212,586,157	170,861,319	128,607,139	85,168,112		740,445,379
EXTERIOR RENOVATIONS										
Structural Renovations										
Hartranft, John F.	Completed	325,199	-	-	-	-	-	-	-	325,199
Ludlow, James R.	Completed	279,236	-	-	-	-	-	-	-	279,236
Morris, Robert	Completed	4,178	-	-	-	-	-	-	-	4,178
Fox Chase (Building Façade)	Close Out	194,516	54,001	-	-	-	-	-	-	248,517
Barton, Clara (Building Envelope)	Construction	3,213,592	2,771,551	-	-	-	-	-	-	5,985,143
Feltonville Intermediate	Construction	2,577,556	292,874	-	-	-	-	-	-	2,870,430
Finletter, Thomas K. (Building Envelope)	Construction	612,580	2,849,028	-	-	-	-	-	-	3,461,608
Kensington HS (including Windows)	Construction	1,836,210	6,354,322	-	-	-	-	-	-	8,190,532
Spring Garden	Construction	2,138,510	256,224	-	-	-	-	-	-	2,394,734
Sullivan, James J.	Construction	226,174	69,849	-	-	-	-	-	-	296,023
LaBrum (John Hancock Demonstration School) (Building Envelope)	Design	6,925	-	369,424	6,859,873	147,710	-	-	-	7,383,932
Central Field (Retaining Wall)	Design	-	-	25,710	328,421	1,550,201	-	-	-	1,904,332
Nebinger, George W.	Design	-	-	22,270	238,480	1,090,236	-	-	-	1,350,986
Taylor, Bayard	Design	-	122,072	2,737,000	-	-	-	-	-	2,859,072
Administration Building Loading Dock (440 N. Broad)	Procurement	80,562	554,166	-	-	-	-	-	-	634,728
Blankenburg, Rudolph	Planning	4,000	-	58,428	5,889,966	-	-	-	-	5,952,394
Conwell, Russell H. (Building Envelope)	Planning	-	-	446,813	7,059,606	2,460,041	-	-	-	9,966,460
Edmunds (Philadelphia Charter School for A&S)	Planning	-	-	124,740	1,239,600	2,094,147	-	-	-	3,458,487
Gratz, Mastery Charter (Building Envelope)	Planning	-	148,235	594,569	11,934,902	584,563	-	-	-	13,262,269
Houston, Henry H.	Planning	-	-	100,028	1,523,318	954,408	-	-	-	2,577,754
Mifflin, Thomas (Building Envelope)	Planning	-	-	132,531	1,515,139	1,920,971	-	-	-	3,568,641
Other Locations	Other	-	-	2,151,765	12,063,580	28,594,885	28,594,885	28,594,885	-	100,000,000
Sub-total		11,499,238	13,472,322	6,763,278	48,652,885	39,397,162	28,594,885	28,594,885		176,974,655
Window Replacements										
Ellwood	Close Out	1,681,233	126,202	-	-	-	-	-	-	1,807,435
Blaine, James G. (including Interior Doors)	Design	90,646	4,634,114	572,959	-	-	-	-	-	5,297,719
Other Locations	Other	-	920,229	1,756,125	1,095,520	728,126	500,000	-	-	5,000,000
Sub-total		1,771,879	5,680,545	2,329,084	1,095,520	728,126	500,000			12,105,154
Exterior Door Replacements										
Mitchell, S. Weir	Close Out	13,290	-	-	-	-	-	-	-	13,290
Hopkinson, Francis	Construction	229,181	64,764	-	-	-	-	-	-	293,945
Roxborough (including Control Access System)	Construction	112,987	2,052,750	-	-	-	-	-	-	2,165,737
Clymer (Mastery Charter)	Design	-	-	12,202	471,031	-	-	-	-	483,233
Science Leadership Academy at Beeber	Design	7,889	-	9,281	356,234	31,659	-	-	-	405,063
Randolph, A. Philip	Planning	6,250	-	-	559,366	35,490	-	-	-	601,106
Other Locations	Other	-	751,208	1,433,572	940,221	940,221	934,778	-	-	5,000,000
Sub-total		369,597	2,868,722	1,455,055	2,326,852	1,007,370	934,778			8,962,374
Roof Replacements										
Adaire, Alexander (KPN)	Close Out	423,073	-	-	-	-	-	-	-	423,073
Cooke, Jay (KPN)	Completed	460,947	-	-	-	-	-	-	-	460,947
Day, Anna B. (KPN)	Completed	3,296,051	-	-	-	-	-	-	-	3,296,051
Elkin, Lewis (KPN)	Completed	16,631	-	-	-	-	-	-	-	16,631
Feltonville Arts and Sciences (KPN)	Completed	2,018,670	-	-	-	-	-	-	-	2,018,670
Lingelbach, Anna Lane (KPN)	Completed	115,008	-	-	-	-	-	-	-	115,008

CAPITAL PROJECT FUND FY2024 - FY2030			CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
CATEGORY/PROJECT	Phase									
Ludlow Community (KPN)	Completed		1,130,562	-	-	-	-	-	-	1,130,562
Masterman, Julia R. (KPN)	Completed		568,471	-	-	-	-	-	-	568,471
Edmonds, Franklin S. (KPN)	Close Out		1,625,918	19,694	-	-	-	-	-	1,645,612
Frank, Anne LSH (KPN)	Close Out		685,877	26,096	-	-	-	-	-	711,973
Lankenau HS (KPN)	Close Out		1,570,127	25,529	-	-	-	-	-	1,595,656
Passyunk Garage (including Structural Repairs) (KPN)	Close Out		1,800,538	-	-	-	-	-	-	1,800,538
Belmont Charter	Planning		-	-	86,946	1,979,028	-	-	-	2,065,974
Brown Henry A.	Planning		-	-	48,036	1,098,938	-	-	-	1,146,974
Cayuga	Planning		-	-	142,170	3,177,811	-	-	-	3,319,981
Duckrey, Tanner G.	Planning		-	-	84,497	2,172,091	-	-	-	2,256,588
Hopkinson, Francis LSH (KPN)	Planning		-	-	84,799	2,049,203	-	-	-	2,134,002
Kelley, William D.	Planning	610	-	-	192,935	3,550,396	-	-	-	3,743,941
Munoz-Marin	Planning		-	-	138,163	2,970,504	-	-	-	3,108,667
Olney School (KPN)	Planning		-	-	213,690	2,836,310	-	-	-	3,050,000
Overbrook Educational Center	Planning		-	-	69,252	1,893,235	15,440	-	-	1,977,927
Stetson, John B. (KPN)	Planning		-	-	51,514	1,517,392	-	-	-	1,568,906
West Philadelphia Field	Planning		-	-	100,936	2,170,124	-	-	-	2,271,060
Other Locations	Other		-	77,998	2,941,511	12,879,616	16,884,583	16,608,146	16,608,146	66,000,000
Sub-total			13,712,483	149,317	4,154,449	38,294,648	16,900,023	16,608,146	16,608,146	106,427,212
Code Compliance										
Various Locatons (Early Childhood Access Improvements - \$1.09295: Construction			-	10,000	200,000	300,000	-	-	-	510,000
Barton, Clara (ADA Ramp)	Planning		-	10,000	12,775	212,527	242,281	-	-	477,583
McKinley, William (ADA Ramp)	Planning		-	10,000	200,000	300,000	-	-	-	510,000
Penn Treaty (ADA Ramp)	Planning		-	10,000	17,430	456,113	276,782	-	-	760,325
Other Locations	Other		-	718,178	1,166,135	1,549,360	1,574,360	1,563,451	1,428,516	8,000,000
Sub-total			-	758,178	1,596,340	2,818,000	2,093,423	1,563,451	1,428,516	10,257,908
Category Sub-total			27,353,197	22,929,084	16,298,206	93,187,905	60,126,104	48,201,260	46,631,547	314,727,303
SITE IMPROVEMENTS										
Playground Initiative										
Bethune, Mary McLeod (TPL Grant w/ SDP participation - \$300K)	Completed		300,000	-	-	-	-	-	-	300,000
Childs, George W. (Rooftop Playground) (Grant Funded - \$344K)	Completed		-	-	-	-	-	-	-	-
Pennell, Joseph (W. Penn Fnd Grant w/ SDP participation)	Completed		322,659	-	-	-	-	-	-	322,659
Bregy, F. Amadee (TPL Grant w/ SDP participation - \$275K)	Completed		275,000	-	-	-	-	-	-	275,000
Farrell, Louis H. (SDP Great Learning Grant w/ SDP Capital Funds)	Construction		87,136	-	-	-	-	-	-	87,136
Locke, Alain (including SWM) (TPL Grant w/ no SDP participation - \$(Construction		-	-	-	-	-	-	-	-
Hunter, William H. (W. Penn Fnd Grant w/ SDP participation)	Design		1,016,484	314,788	-	-	-	-	-	1,331,272
Lawton, Henry W. (Eagles Youth Grant)	Design		-	100,000	-	-	-	-	-	100,000
Eagles Youth (E. Washington)	Design		-	250,000	-	-	-	-	-	250,000
Logan, James (TPL Grant w/SPD participation - \$250k)	Planning		-	-	-	250,000	-	-	-	250,000
Webster, John H. (TPL Grant w/SPD participation - \$250k)	Planning		-	-	-	250,000	-	-	-	250,000
Overbrook Elementary School (TPL Grant w/SPD participation - \$250	Planning		-	-	-	-	250,000	-	-	250,000
Other Locations	Other		-	689,528	1,330,846	9,023,576	10,987,531	11,146,770	3,821,749	37,000,000
Sub-total			2,001,279	1,354,316	1,330,846	9,523,576	11,237,531	11,146,770	3,821,749	40,416,067
Stormwater Management Incentive Program										
McMichael, Morton	Completed		33,532	-	-	-	-	-	-	33,532
Edison, Thomas A. (Wm Penn Grant -\$359.4k, PWD Grant - \$843.7k)	Design		121,051	546,900	-	-	-	-	-	667,951
Washington, Jr., Grover (Wm Penn Grant - \$233.0k, PWD Grant \$411	Design		-	370,743	-	-	-	-	-	370,743
Kelley, William D. (incl. Paving Repl.) (PWD Grant - \$1,000k)	Design		226,500	253,500	-	-	-	-	-	480,000
Other Locations	Other		-	893,449	2,112,228	2,112,228	1,627,365	1,627,365	1,627,365	10,000,000
Sub-total			381,083	2,064,592	2,112,228	2,112,228	1,627,365	1,627,365	1,627,365	11,552,226

CAPITAL PROJECT FUND FY2024 - FY2030			CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
CATEGORY/PROJECT	Phase									
Paving Replacements										
Lingelbach, Anna Lane	Completed		705,722	-	-	-	-	-	-	705,722
Hamilton, Andrew	Close Out		594,044	-	-	-	-	-	-	594,044
Duckrey, Tanner G.	Design		-	-	37,973	936,221	-	-	-	974,194
Girls High	Design		-	-	30,498	1,474,324	412,263	-	-	1,917,085
Henry, Charles W.	Design		45,642	409,768	-	-	-	-	-	455,410
Bryant, William Cullen	Planning		-	-	73,377	2,317,861	-	-	-	2,391,238
Widener Memorial (Phase 2)	Planning		-	414,987	2,351,591	-	-	-	-	2,766,578
Other Locations	Other		-	-	222,183	569,829	3,710,891	4,048,245	3,448,852	12,000,000
Sub-total			1,345,408	824,755	2,715,622	5,298,235	4,123,154	4,048,245	3,448,852	21,804,271
Athletic Fields / Fieldhouses / Gyms										
Olney Field (Athletic Field Improvements / SWM)	Design		40,929	195,459	7,147,059	-	-	-	-	7,383,447
Sayre, William L. (Pool) (Plus City Portion \$4 M)	Design		186,720	451,344	4,009,373	10,299,448	31,865	-	-	14,978,750
Central Field	Planning		-	100,000	898,725	5,092,775	-	-	-	6,091,500
Frankford (Athletic Field Improvements)	Planning		3,363	-	129,288	565,381	5,910,960	-	-	6,608,992
Germantown	Planning		-	-	141,119	1,430,358	4,420,024	-	-	5,991,501
Roxborough (Stadium / Athletic Field Improvements)	Planning		-	299,575	5,691,925	-	-	-	-	5,991,500
Other Locations	Other		-	561,703	3,877,297	5,897,629	5,433,777	5,229,594	-	21,000,000
Sub-total			231,012	1,608,081	21,894,786	23,285,591	15,796,626	5,229,594	-	68,045,690
Category Sub-total			3,958,782	5,851,744	28,053,482	40,219,630	32,784,676	22,051,974	8,897,966	141,818,254
ENVIRONMENTAL RESERVES										
Environmental Contingencies										
Other Locations	Other		2,000,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	17,000,000
Underground Storage Tanks										
Other Locations	Other		500,000	750,000	-	-	-	-	-	1,250,000
Sub-total			2,500,000	3,250,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	18,250,000
PROGRAM RESERVES										
Contingency for Emergencies	Planning		2,315,784	2,663,152	2,663,152	2,663,152	2,663,152	2,663,152	2,663,152	18,294,694
Sub-total			2,315,784	2,663,152	2,663,152	2,663,152	2,663,152	2,663,152	2,663,152	18,294,694
TOTAL PROJECT COST			140,610,278	150,291,620	199,888,035	614,236,416	658,200,707	539,377,598	412,861,749	2,715,466,402
CENTRAL OFFICE FUNDING										
SECURITY EQUIPMENT										
Video Mgmt. & Dispatch Software	Office		13,425,005	14,979,800	19,022,300	-	-	-	-	47,427,105
Security Scanning Equipment	Office		681,680	-	-	-	-	-	-	681,680
School Security Camera (Interior & Exterior)	Office		843,832	-	-	-	-	-	-	843,832
Exterior Camera Specialty Vehicle	Office		-	-	-	-	-	-	-	-
Upgrade Communication Ctr	Office		1,000,000	1,000,000	-	-	-	-	-	2,000,000
Sub-total			15,950,517	15,979,800	19,022,300	-	-	-	-	50,952,617
ON-GOING ASSESSMENTS										
Facility Assessment	Office		1,216,864	1,000,000	1,000,000	1,000,000	-	-	-	4,216,864
Enrollment Assessment	Office		-	500,000	-	500,000	-	-	-	1,000,000
Technical Design & Standards	Office		500,000	500,000	500,000	500,000	500,000	500,000	500,000	3,500,000
Capital Studies/Reports	Office		50,000	50,000	50,000	50,000	50,000	50,000	50,000	350,000
Sub-total			1,766,864	2,050,000	1,550,000	2,050,000	550,000	550,000	550,000	9,066,864

CAPITAL PROJECT FUND FY2024 - FY2030			CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
CATEGORY/PROJECT	Phase									
TECHNOLOGY										
Educational Technology	Office		2,163,000	5,707,500	-	7,870,500	-	-	-	15,741,000
Enterprise Resource Planning	Office		-	-	-	-	-	-	-	-
ERP_HCM	Office		8,730,145	5,274,796	-	-	-	-	-	14,004,941
ERP_PCBS	Office		367,141	244,450	-	-	-	-	-	611,591
ERP_WMBE	Office		18,949	47,112	-	-	-	-	-	66,061
Business Intelligence Tool	Office		-	-	-	-	-	-	-	-
Information Systems	Office		-	-	-	-	-	-	-	-
Network Mgmt. System Upgrade	Office		-	-	-	-	-	-	-	-
Computerized Maintenance Mngt System	Office		-	-	-	-	-	-	-	-
Technology Services - Access Control	Office		-	-	-	-	-	-	-	-
Technology Services - LAN Switch	Office		665,000	1,100,000	-	-	-	-	-	1,765,000
Data/Voice Cabling (e-Rate)	Office		750,000	2,250,000	1,500,000	-	-	-	-	4,500,000
Ops Center HVAC	Office		-	-	-	-	-	-	-	-
	Sub-total		12,694,235	14,623,858	1,500,000	7,870,500	-	-	-	36,688,593
TRANSPORTATION										
Bus Fleet Modernization	Office		2,395,866	2,500,000	2,500,000	-	-	-	-	7,395,866
Fleet Modernization	Office		805,707	-	-	-	-	-	-	805,707
Garage Improvements	Office		-	-	-	-	-	-	-	-
	Sub-total		3,201,573	2,500,000	2,500,000	-	-	-	-	8,201,573
PROCUREMENT										
Print Shop Modernization	Office		413,688	-	-	-	-	-	-	413,688
	Sub-total		413,688	-	-	-	-	-	-	413,688
TREASURY										
Bond Issuance Cost	Office		2,000,000	-	2,000,000	-	-	-	-	4,000,000
	Sub-total		2,000,000	-	2,000,000	-	-	-	-	4,000,000
Total Central Office Cost			36,026,877	35,153,658	26,572,300	9,920,500	550,000	550,000	550,000	109,323,335
ENVIRONMENTAL SUPPORT SERVICES										
Consultant & Analytical Services										
Asbestos Abatement Design			2,856,000	3,103,452	3,103,452	-	-	-	-	9,062,904
Asbestos Abatement Disposal			37,500	37,500	37,500	-	-	-	-	112,500
Asbestos Abatement Time & Material			-	-	-	-	-	-	-	-
Geotechnical Services			750,000	646,548	646,548	-	-	-	-	2,043,096
Indoor Air, Training & Medical			336,204	336,204	336,204	-	-	-	-	1,008,612
	Total Environmental Support Services		3,979,704	4,123,704	4,123,704	-	-	-	-	12,227,112
ADMINISTRATION SUPPORT SERVICES										
Office of Capital Programs and Support										
Office of Capital Programs			1,545,079	2,409,499	20,738,463	21,241,797	22,296,568	23,405,426	24,571,156	112,253,410
Office of Design			1,668,275	1,842,182	-	-	-	-	-	3,954,578
Office of Construction			4,064,112	4,118,931	-	-	-	-	-	8,183,043
Office of Contract Management			244,003	266,367	-	-	-	-	-	510,370
Design Support Services			1,002,891	1,057,109	-	-	-	-	-	2,060,000
Construction Support Services			1,576,930	1,662,181	-	-	-	-	-	3,239,111
Contract Management Support Services			676,087	712,637	-	-	-	-	-	1,388,724
Program Management Services			7,319,438	7,715,139	-	-	-	-	-	15,034,577
Environmental Services										
Office of Environmental Management			747,616	786,321	1,099,267	1,150,314	1,203,731	1,259,629	1,318,122	6,031,063
Office of Environmental Mgmt. Support			262,567	264,165	-	-	-	-	-	1,533,937
					-	-	-	-	-	526,732

CAPITAL PROJECT FUND FY2024 - FY2030									
CATEGORY/PROJECT	Phase	CIP Amended FY2024	CIP Adopted FY2025	CIP Projected FY2026	CIP Projected FY2027	CIP Projected FY2028	CIP Projected FY2029	CIP Projected FY2030	Project / Category Totals
Other Capital Support Services				1,359,815	1,422,960	1,489,038	1,558,185	1,630,543	7,460,541
Accounting Services		136,786	137,001	-	-	-	-	-	273,787
Auditing Services		100,880	123,819	-	-	-	-	-	224,699
Information Systems		348,715	352,746	-	-	-	-	-	701,461
Office Of Procurement Services		170,423	206,854	-	-	-	-	-	377,277
Office of General Counsel		211,978	212,092	-	-	-	-	-	424,070
Real Property Management		251,041	266,960	-	-	-	-	-	518,001
Total Administrative Support Services		20,326,821	22,134,003	23,197,545	23,815,071	24,989,337	26,223,240	27,519,821	168,205,838
GRAND TOTAL									
Proposed 2024-2029 Capital Program		200,943,680	211,702,985	253,781,584	647,971,987	683,740,044	566,150,838	440,931,570	3,005,222,688
Proposed 2025-2030 Capital Program			211,702,985	253,781,584	647,971,987	683,740,044	566,150,838	440,931,570	2,804,279,008
CAPITAL FUNDING RESOURCES									
G. O. Bonds									
8A19 (6/30/24 Balance of Series A)		-	-	-	-	-	-	-	-
8B19 (6/30/24 Balance of Series B)		-	-	-	-	-	-	-	-
8A21 (6/30/24 Balance of Series A)		-	-	-	-	-	-	-	-
8A21 (6/30/24 Balance of Series A)		8,292,357	-	-	-	-	-	-	8,292,357
8B21 (6/30/24 Balance of Series B)		1,408,153	-	-	-	-	-	-	1,408,153
8A23 (6/30/24 Balance of Series A)		306,282,028	-	-	-	-	-	-	306,282,028
8B23 (6/30/24 Balance of Series B)		41,688,673	-	-	-	-	-	-	41,688,673
Sub-total		357,671,211	-	-	-	-	-	-	357,671,211
Other Revenues:									
Duckrey Boiler Replacement Insurance Proceeds		-	-	-	-	-	-	-	-
Philadelphia Authority for Industrial Development		-	-	-	-	-	-	-	-
Interest & Other Miscellaneous Revenue		2,285,012	685,504	1,828,010	685,504	-	-	-	5,484,030
State Share of Social Security & Retirement		583,026	583,026	583,026	583,026	-	-	-	2,332,104
Future Bond Funds		-	-	250,000,000	-	-	-	-	250,000,000
Total Revenue		2,868,038	1,268,530	252,411,036	1,268,530	-	-	-	257,816,134

Action Item - 19.

Title: Capital Award for Stormwater Management Improvement at William D. Kelley School (\$1,890,000)

Board of Education Meeting Date: 5/30/2024

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:

D'Angelo Bros., Inc.

Purpose:

To construct stormwater management and greening throughout the elementary school campus

Start date: 5/31/2024

End date: 6/30/2026

Compensation not to exceed: \$1,890,000

Location:

Kelley, William D. School;

Renewal Options: No

Description:

Why is this contract needed?

Within GreenFutures' sustainability plan, the District has identified a need for students to have access to outdoor learning environments that incorporate green stormwater infrastructure and the melding of stormwater management and greening. The District has been awarded a grant through the Stormwater Management Incentives Program grant for the William D Kelley School project. These funds advance the District's goal of providing green spaces at all schools. The District entered into a Subgrant Agreement with the Philadelphia Industrial Development Corporation- Local Development Corporation and an Operations and Maintenance Agreement with the Philadelphia Water Department to receive the grant funds. The District has completed the design and construction documents. D'Angelo Bros., Inc. was selected as the bidder at \$1,890,000 to complete multiple GSI systems in the parking lot and the schoolyard.

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 successful completion of the construction of the 4 Green Stormwater Infrastructure systems, the conversion of pavement to new lawn space, and the planting of landscape trees on the campus.

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

Related resolution(s)/approval(s):

November 17, 2022; No. 15

Funding Source(s):

Capital Budget FY23-24

Capital Budget FY24-25

Capital Budget FY25-26

William Penn Foundation Watershed grant

Philadelphia Water Department (PWD) Stormwater Management Improvement Project (SMIP)

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 20.

Title: Ratification Amendment of Contract with The Sheward Partnership for Professional Design Services for the Kensington High School Building Envelope Improvement Project (\$163,725)

Board of Education Meeting Date: 5/30/2024

Action under consideration

Action under consideration

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

With: The Sheward Partnership

Purpose: Adjustment to awarded professional design services contract for the Building Envelope Renovation for Kensington High School.

Original Start Date: 9/20/2019

Current End Date: 4/30/2024

Amended End Date: 6/30/2026

Currently Authorized Compensation: \$331,250

Additional Compensation: \$163,725

Total New Compensation: \$494,975

Location: Kensington High School

Renewal Options: No

Description:

Why is this contract amendment needed?

Replacement windows, new roof, and masonry repairs. The current Design Contract for this project is \$331,250 based on the original scope estimate of \$4,500,000. It needs to be adjusted to \$494,975 to match the construction accepted low bid of \$7,615,000 awarded and approved by the Board of Education at the board meeting held on December 7, 2023. (6.5% x \$7,615,000)

How will the success of this contract be measured?

The success of this contract will be measured by the completion of the construction work indicated within the approved documents on time and within budget.

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

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

Amending this contract will enable the work to be completed and help achieve the District's guardrail of making the school a safe, welcoming, and healthy place where our students, staff, and community want to be and learn daily.

Goals and Guardrails

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

Related resolution(s)/approval(s):

September 19, 2019; No. 11

Funding Source(s):

FY 23-24 Capital Budget

FY 24-25 Capital Budget

FY 25-26 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 21.

Title: Capital Award for the Replacement of Exterior Doors and Access Control System at Roxborough High School (\$714,700)

Board of Education Meeting Date: 5/30/2024

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:

T.E. Construction Services, LLC
Lex Electric Company, Inc.

Purpose:

Replacement of exterior doors and access control system

Start date: 5/31/2024

End date: 6/30/2026

Compensation not to exceed: \$714,700

Separate Compensation by Vendor:

T.E. Construction Services, LLC - General Construction - \$438,000
Lex Electric Company, Inc. - Electrical Contractor - \$276,700

Location:

Roxborough High School;

Renewal Options: No

Description:

- Why is this contract needed?

The existing doors at Roxborough High School are aged and damaged and are a challenge to manage. This project will replace all of the existing doors with new Fiberglass Reinforced Panel doors that are much more durable and energy efficient. All doors will be connected to a central system that monitors their position. Entry doors will have new access control management. The new system will connect to the recently installed CCTV system to provide an upgraded level of building perimeter

safety and security.

- 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 spending reports for verification and potential auditing. Then, OMSBD will track the spending through our contract compliance checks. The OMSBD will then report to internal and external stakeholders.

Funding Source(s):

FY 23-24 Capital Budget
FY 24-25 Capital Budget
FY 25-26 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 22.

Title: Ratification of Contract with Cotton Disaster Solutions for Repairs and Restoration Services (\$600,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

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

With:

Cotton Disaster Solutions

Purpose: To perform water remediation, drying of building/construction materials, demolition of damaged building/construction materials, and disposal of both building/construction & instructional materials.

Start date: December 1, 2022

End date: June 30, 2024

Compensation not to exceed: \$600,000

Location: Central High and McDaniel Elementary Annex (St Edmonds)

Renewal Options: No

Description:

Why is the contract needed?

This contract is needed to enable the Office of Facilities Management and Services to pay for the repairs completed in the above-mentioned buildings to ensure they are available for in person learning.

Services provided were for water remediation at Central High and McDaniel Elementary Annex (St Edmond). Scope of work included water remediation, drying of building/construction materials, and cleaning of all interior surfaces. Scope also included disposal of damaged building/construction materials, furniture, and instructional materials. Due to the urgency of the need for services and to prevent further collateral damage, there was not sufficient time to complete the procurement process.

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

Success of this contract will be measured by the contractor's ability to perform the scope of work within the required project budget and time frame and the vendor's ability to complete the scope of work within the identified timeframe.

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?

No, this is not a continuation of an existing contract. This is required to close out payments to vendor for emergent work conducted to successfully reopen our schools after significant water damage to provide in person learning.

Funding Source(s):
FY23-24 Operating

Office Originating Request: Operations - Facilities

Action Item - 23.

Title: Renewals of Lease Agreement with Various Lessees

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia as Lessor, through the Superintendent or his designee, to execute and perform a lease agreement, subject to funding, as follows:

With:

KIPP West Philadelphia Preparatory Charter School
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Bartram
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Strawberry Mansion
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom - Boone
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom - CEP
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – E. S. Miller
Mastery Charter School Simon Gratz Campus
Turning Points For Children - Frankford
Turning Points For Children - Tilden
Northeast Treatment Services, Inc.
Quality Community Health Care, Inc. - Cooke
Quality Community Health Care, Inc. - Meade
North Broad Renaissance
Police Athletic League (PAL) – L. P. Hill
Asociacion Puertorriquenos En March, Inc. (APM) – Rivera Center
Asociacion Puertorriquenos En March, Inc. (APM) – Trinidad Center
Norris Square Community Alliance
Philadelphia Arts in Education Partnership

Purpose:

Lease surplus space to various lessees

Start Date: 7/1/2024

End Date: 6/30/2025

Lease Amounty not to exceed: \$1,848,533.72

Location:

Turner Middle School (Motivation High School)
John Bartram Annex
Strawberry Mansion Middle/High School
Daniel Boone Elementary School
Community Eligibility Program (CEP Building)

E. Spencer Miller School
Simon Gratz Parking Lot
William T. Tilden Middle School
L. P. Hill Middle School
Jay Cooke Elementary School
General George G. Meade Elementary School
Administration Building (3rd Fl)
L.P. Hill School (Gym)
Rivera Building
Felix Trinidad Building
Willard Annex Head Start Building
Administration Building (3rd Fl)

Renewal Options: No

Description:

Why is this contract needed?

The District owns over 260 facilities. Buildings that are surplus or have excess space and made available for rent by the Office of Real Property Management. Leasing of properties allows various entities to offer educational, health and social services to the schools and greater community. When possible, leases are set to run concurrently with the terms of charters or contracts for service with the District. This action item allows for renewals of leases to support leases and charters or service contracts to be on the same time schedule.

The lease payment amounts:

KIPP West Philadelphia Preparatory Charter School - (\$418,762.26)
International Education and Community Initiatives d/b/a One Bright Ray, Inc.- Bartram - (\$103,191.02)
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - Strawberry Mansion - (\$116,104.36)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – Boone - (\$655,253.92)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – CEP - (\$116,377.05)
Camelot Schools of Pennsylvania, L.L.C. d/b/a Full Bloom – E. S. Miller - (\$32,256.66)
Mastery Charter School Simon Gratz Campus – (\$16,517.07)
Turning Points For Children - Tilden - (\$6,471.50)
Quality Community Health Care, Inc. - Cooke - (\$14,205.69)
Quality Community Health Care, Inc. - Meade - (\$10,684.67)
North Broad Renaissance – Administration Building (\$5,259.60)
Police Athletic League (PAL) - L. P. Hill - (\$20,000.00)
Asociacion Puertorriquenos En March, Inc. (APM) - Rivera Center - (\$77,334.68)
Asociacion Puertorriquenos En March, Inc. (APM) - Trinidad Center - (\$104,905.50)
Norris Square Community Alliance - Willard Annex - (\$135,929.09)
Philadelphia Arts in Education Partnership – Administration Building (3rd Fl) – (\$15,280.65)

Anchor Goal(s) Supported: Anchor 4 – 100% of funding for great schools is secured with zero deficit

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

Revenue from leases are used to offset the District's Operational Expenses and supports Anchor Goal 4 of maintaining balanced budgets with zero deficits. In addition approval will support the District's goal of providing 100% of students with a safe, healthy, and welcoming learning environment.

How will the success of this contract be measured?

The success of this contract will be measured by the ability to provide a safe and clean environment for in person learning.

Related resolution(s)/approval(s):

May 17, 2018; B-4

June 21, 2018: A-25, A-26, A-27

May 30, 2019 No. 34

May 28, 2020 No. 123

June 23, 2022 No. 35

June 29, 2023 No. 63

Office Originating Request: Operations - Facilities

Action Item - 24.

Title: Change Orders at Various Locations (\$756,673)

Board of Education Meeting Date: 5/30/2024

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: 5/30/2024

With:

Allstates Mechanical, Ltd.
Dolan Mechanical, Inc.
Edward J. Meloney, Inc.
Ernest Bock & Sons, Inc.
Five Star Builders Inc.
Gem Mechanical Services, Inc.
Lex Electric Company, Inc.
Lorenzon Brothers
Mulhern Electric Company, Inc.
Palman Electric, Inc.
Paramount Electrical Service, LLC
Robert Michaels and Associates, Inc.
Smith Construction, Inc.
TE Construction Services, LLC

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

Start Date: 5/31/2024

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

Compensation not to exceed: \$756,673

Separate Compensation by Vendor and Locations:

Allstates Mechanical, Ltd. - Mechanical Contract - Major HVAC Renovation - Potter- Thomas Elementary School - \$32,048

Original contract amount: \$5,041,000
Total approved change orders to date: \$(189,050)
New change order amount: \$32,048

Total new compensation: \$4,883,998

Dolan Mechanical, Inc.- Plumbing Contract - Classroom Addition - Mayfair Elementary School - \$735

Original contract amount: \$464,000
Total approved change orders to date: \$0
New change order amount: \$735
Total new compensation: \$464,735

Dolan Mechanical, Inc. - Plumbing Contract - Plumbing - Parkway Northwest High School - \$1,828

Original contract amount: \$360,000
Total approved change orders to date: \$20,180
New change order amount: \$1,828
Total new compensation: \$382,008

Edward J. Meloney, Inc. - Mechanical Contract - Addition and Major Renovations - Frank, Anne Elementary School - \$42,911

Original contract amount: \$3,992,000
Total approved change orders to date: \$103,133
New change order amount: \$42,911
Total new compensation: \$4,138,044

Edward J. Meloney, Inc. - Mechanical Contract - Addition and Major Renovations - Frank, Anne Elementary School - \$4,355

Original contract amount: \$3,992,000
Total approved change orders to date: \$103,133
New change order amount: \$4,355
Total new compensation: \$4,099,488

Edward J. Meloney, Inc. - Mechanical Contract - Automatic Temperature Control System Replacement - High School for the Creative and Performing Arts (CAPA) - (\$57,166)

Original contract amount: \$894,000
Total approved change orders to date: \$57,798
New change order amount: (\$57,166)
Total new compensation: \$894,632

Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification - Allen, Ethan Elementary School - \$4,957

Original contract amount: \$11,543,000
Total approved change orders to date: \$1,572,352
New change order amount: \$4,957
Total new compensation: \$13,122,712

Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition - Richmond Elementary School - \$2,538

Original contract amount: \$9,885,000
Total approved change orders to date: \$1,097,142
New change order amount: \$2,538
Total new compensation: \$10,984,680

Ernest Bock & Sons, Inc. - General Contract - New Construction - Solis-Cohen, Solomon Elementary School - \$5,494

Original contract amount: \$37,385,000
Total approved change orders to date: \$1,857,547
New change order amount: \$5,494
Total new compensation: \$39,248,041

Ernest Bock & Sons, Inc. - General Contract - New Construction - Solis-Cohen, Solomon Elementary School - \$7,413

Original contract amount: \$37,385,000
Total approved change orders to date: \$1,857,547
New change order amount: \$7,413
Total new compensation: \$39,249,960

Five Star Builders, Inc. - Mechanical Contract - Major Renovation - Forrest, Edwin Elementary School - \$16,953

Original contract amount: \$5,295,000
Total approved change orders to date: \$0
New change order amount: \$16,953
Total new compensation: \$5,311,953

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$1,555

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$1,555
Total new compensation: \$1,054,226

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$2,651

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$2,651
Total new compensation: \$1,055,322

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary

School - \$3,592

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$3,592
Total new compensation: \$1,056,263

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$6,668

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$6,668
Total new compensation: \$1,059,339

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$7,213

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$7,213
Total new compensation: \$1,059,884

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$8,384

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$8,384
Total new compensation: \$1,061,055

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$15,624

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$15,624
Total new compensation: \$1,068,295

Five Star Builders, Inc. - Plumbing Contract - Major Renovation - Forrest, Edwin Elementary School - \$764

Original contract amount: \$1,040,000
Total approved change orders to date: \$12,671
New change order amount: \$764
Total new compensation: \$1,053,435

Gem Mechanical Services, Inc. - Plumbing Contract - Major HVAC Renovation - Elkin, Lewis Elementary Little School House - \$14,650

Original contract amount: \$178,000

Total approved change orders to date: \$17,273
New change order amount: \$14,650
Total new compensation: \$209,923

Gem Mechanical Services, Inc. - Plumbing Contract - Restroom Renovations - Key, Francis Scott Elementary School - \$3,693

Original contract amount: \$340,000
Total approved change orders to date: \$0
New change order amount: \$3,693
Total new compensation: \$343,693

Gem Mechanical Services, Inc. - Mechanical Contract - Mechanical Plant Replacement - Pennell, Joseph Elementary School - \$99,428

Original contract amount: \$1,899,000
Total approved change orders to date: \$228,261
New change order amount: \$99,428
Total new compensation: \$2,226,689

GEM Mechanical Services, Inc. - Plumbing Contract - Major HVAC Renovation - Vare - Washington Elementary School - \$8,609

Original contract amount: \$490,000
Total approved change orders to date: \$69,070
New change order amount: \$8,609
Total new compensation: \$567,679

Lex Electric Company, Inc. - Electrical Contract - Electrical Upgrades - Nebinger, George W. and Taggart, John H. Elementary Schools - (\$3,080)

Original contract amount: \$3,784,000
Total approved change orders to date: \$(33,213)
New change order amount: (\$3,080)
Total new compensation: \$3,747,707

Lex Electric Company, Inc. - Electrical Contract - Major Renovation and Addition - Richmond Elementary School - \$8,643

Original contract amount: \$2,558,000
Total approved change orders to date: \$610,739
New change order amount: \$8,643
Total new compensation: \$3,227,809

Mulhern Electric Company, Inc. - Electrical Contract - Electrical Construction - Northeast High School - \$2,985

Original contract amount: \$1,360,100
Total approved change orders to date: \$9829

New change order amount: \$2,985
Total new compensation: \$1,372,914

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation - Forrest, Edwin
Elementary School - \$8,858

Original contract amount: \$4,343,226
Total approved change orders to date: \$18,394
New change order amount: \$8,858
Total new compensation: \$4,370,478

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation - Forrest, Edwin
Elementary School - \$298

Original contract amount: \$4,343,226
Total approved change orders to date: \$18,394
New change order amount: \$298
Total new compensation: \$4,361,981

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation - Forrest, Edwin
Elementary School - \$3,695

Original contract amount: \$4,343,226
Total approved change orders to date: \$18,394
New change order amount: \$3,695
Total new compensation: \$4,365,315

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation - Forrest, Edwin
Elementary School - \$37,758

Original contract amount: \$4,343,226
Total approved change orders to date: \$18,394
New change order amount: \$37,758
Total new compensation: \$4,399,378

Mulhern Electric Company, Inc. - Electrical Contract - Major Renovation - Forrest, Edwin
Elementary School - \$6,595

Original contract amount: \$4,343,226
Total approved change orders to date: \$18,394
New change order amount: \$6,595
Total new compensation: \$4,368,215

Palman Electric, Inc. - Electrical Contract - Major HVAC Renovation - Potter- Thomas
Elementary School - \$40,470

Original contract amount: \$1,897,000
Total approved change orders to date: \$145,078
New change order amount: \$40,470
Total new compensation: \$2,082,548

Paramount Electrical Service, LLC - Electrical Contract - Mechanical Plant Replacement - Wright, Richard R. Elementary School - \$6,644

Original contract amount: \$1,350,000
Total approved change orders to date: \$15,435
New change order amount: \$6,644
Total new compensation: \$1,372,079

Paramount Electrical Service, LLC - Electrical Contract - Science Lab Renovations - Parkway Northwest High School - \$4,315

Original contract amount: \$280,000
Total approved change orders to date: \$2,079
New change order amount: \$4,315
Total new compensation: \$286,394

Robert Michaels and Associates, Inc. - General Contract - Envelope Repairs - Spring Garden Elementary School - \$197,673

Original contract amount: \$2,997,770
Total approved change orders to date: \$19,432
New change order amount: \$197,673
Total new compensation: \$3,214,875

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$4,263

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$4,263
Total new compensation: \$12,597,003.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$2,310

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$2,310
Total new compensation: \$12,599,313.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$464

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$464
Total new compensation: \$12,599,777.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$6,126

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$6,126
Total new compensation: \$12,605,903.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$20,501

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$20,501
Total new compensation: \$12,626,404.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - (\$47,981)

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: (\$47,981)
Total new compensation: \$12,578,423.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - (\$6,297)

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: (\$6,297)
Total new compensation: \$12,572,126.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - (\$3,138)

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: (\$3,138)
Total new compensation: \$12,568,988.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$847

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$847
Total new compensation: \$12,569,835.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$1,363

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$1,363

Total new compensation: \$12,571,198.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$1,248

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$1,248
Total new compensation: \$12,572,446.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$4,091

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$4,091
Total new compensation: \$12,576,537.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$4,734

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$4,734
Total new compensation: \$12,581,271.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$5,183

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$5,183
Total new compensation: \$12,586,454.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$5,732

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$5,732
Total new compensation: \$12,592,186.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$6,268

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$6,268
Total new compensation: \$12,598,454.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary

School - \$7,284

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$7,284
Total new compensation: \$12,605,738.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$28,395

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$28,395
Total new compensation: \$12,634,133.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$35,456

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$35,456
Total new compensation: \$12,669,589.50

Smith Construction, Inc. - General Contract - Major Renovation - Forrest, Edwin Elementary School - \$104,151

Original contract amount: \$11,590,000
Total approved change orders to date: \$1,002,740.50
New change order amount: \$104,151
Total new compensation: \$12,773,740.50

Smith Construction, Inc. - General Contract - Toilet Room Modification - Logan, James Elementary School - \$14,948

Original contract amount: \$1,698,000
Total approved change orders to date: \$101,809
New change order amount: \$14,948
Total new compensation: \$1,814,757

TE Construction Services, LLC - General Contract - Building Envelope Renovation Sullivan, James J. Elementary School - \$10,974

Original contract amount: \$2,989,000
Total approved change orders to date: \$45,637
New change order amount: \$10,974
Total compensation: \$3,045,611

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 25, valued at \$113,741,249. The total number of projects is 19, valued at \$178,754,589. The total number of change orders to be submitted to the Board of Education for approval is 57, with a value of \$756,673, 0.67% of the total value of the construction contracts and 0.42% of the total value of the projects.

Our current change order rate on all open construction contracts is 2.77%, of which 0.30% are design error(s), 0.58% are design omission(s), 1.95% are unforeseen conditions, and -0.06 % are owner's requests.

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

Funding Source: FY 24 Capital Budget

Related resolutions(s)/approval(s):

October 18, 2018; No.7
January 30, 2020; No.24
January 30, 2020; No.24
May 28, 2020; No.14
August 20, 2020; No.12
January 28, 2021; No.11
March 25, 2021; No.20
October 28, 2021; No.11
November 18, 2021; No.12
December 9, 2021; No.17
December 9, 2021; No.18
February 24, 2022; No.12
March 24, 2022; No.20
May 26, 2022; No.53
June 23, 2022; No.29
September 22, 2022; No.7
January 26, 2023; No.11
June 29, 2023; No.44
November 16, 2023; No. 10

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Change Order Summary

Type

Supporting Document

Change Orders Summary for May 30th, 2024

Change Order #	School/Location	Contractor	Work Description	Change Description	Reason For Change	Reason	CO Amount Requested	CO Amount Agreed	CO Amount Savings	Amount of Contract	CO % of Contract Amount	Amount of Project	CO % of Project Amount
122	Allen, Ethan Elementary School	Ernest Bock & Sons, Inc.	General Contract - Building Addition and Classroom Modification	Cost for material escalation due to completion date delay.	Unforeseen Conditions	Due to the nature of rapidly increasing costs of raw materials used in the product lines by a supplier, the contractor was assessed a material escalation charge on the construction order delivery delayed because the structural elevations were documented incorrectly and existing site conditions corrections needed were outside of the GC's control. This cost is cheaper than the cost to receive the items on schedule and then store them onsite.	\$4,957	\$4,957	\$0	\$11,543,000	0.04%	\$19,206,000	0.03%
4	Elkin, Lewis Elementary Little School House	Gem Mechanical Services, Inc.	Plumbing Contract - Major HVAC Renovation	Provide the labor, materials, and equipment necessary to extend and relocate existing sanitary vent pipes within roof curbs at four locations on the rooftop.	Unforeseen Conditions	Existing vent lines fall within the curb and shaft. Instead of rerouting and opening up the roof at four locations, it is more cost-effective and avoids reopening the roof, which might cause failure in the future.	\$15,295	\$14,650	\$645	\$178,000	8.23%	\$5,123,777	0.29%
2	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Mechanical Contract - Major Renovation	Provide the labor, materials and equipment necessary to set roof top units on roof using an additional crane lift.	Unforeseen Conditions	An additional lift was required due for the roof top steel dunnage to expedite the completion of the HVAC system and provide cooling for the start of the sch.	\$16,953	\$16,953	\$0	\$5,295,000	0.32%	\$22,268,226	0.08%
8	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	Provide the labor, material and equipment necessary to clean a layer of mud from the existing boiler room floor and surrounding areas.	Unforeseen Conditions	Design Omission - Design Omission - Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the design firm's professional liability insurance. Mud entered the boiler room through causing the piping to clog and back up through the drainage piping and sump pump in the boiler room.	\$1,555	\$1,555	\$0	\$1,040,000	0.15%	\$22,268,226	0.01%
9	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	Provide the labor, material and equipment necessary to demolish and remove abandoned piping in the toilet room.	Design Omission (s)	Design Omission - Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the design firm's professional liability insurance. The existing piping was abandoned and removed due to physical defect and conflict with new materials.	\$2,674	\$2,651	\$23	\$1,040,000	0.25%	\$22,268,226	0.01%
10	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	Provide the labor, material and equipment necessary to locate existing underground soil pipe for the lab sink tie in for the food service staff toilet room, excavate in new location, back fill and concrete.	Unforeseen Conditions	The existing pipe was not in the location shown on the Design drawings.	\$3,592	\$3,592	\$0	\$1,040,000	0.35%	\$22,268,226	0.02%
11	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	The PC to provide the labor and materials to relocate an existing 4" rain leader from the location of the new ramp in the cafeteria to the opposite side of the wall in the kitchen.	Design Omission (s)	The pipe is in the location of the new cafeteria ramp and needed to be relocated.	\$6,668	\$6,668	\$0	\$1,040,000	0.64%	\$22,268,226	0.03%
12	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	Provide the labor, material and equipment necessary to relocate a dry standpipe from below the ceiling to above the ceiling in the kitchen.	Unforeseen Conditions	Design Omission - Design Omission - Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the design firm's professional liability insurance. The standpipe needed to be relocated due to visibility under the ceiling.	\$7,213	\$7,213	\$0	\$1,040,000	0.69%	\$22,268,226	0.03%
13	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	The PC to replace 30 feet of 4" cast iron sanitary piping in two locations in the ceiling of the cafeteria which serves the toilet rooms 121 and 120 on the first floor.	Unforeseen Conditions	The piping which was to remain was cracked the length of the pipe and required replacement. These pipes have been previously patched with some type of coating. Has the work been performed?: Yes	\$8,384	\$8,384	\$0	\$1,040,000	0.81%	\$22,268,226	0.04%

14	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	Provide the labor, material and equipment necessary to provide additional excavation. Disposal of spoils and importation of additional soils at the excavation, for the underground soil pipe tie in that is located in the corridor adjacent to the new kitchen.	Unforeseen Conditions	Deeper excavation was required to get below the underground beams, to install underground soil piping.	\$15,642	\$15,624	\$18	\$1,040,000	1.50%	\$22,268,226	0.07%
15	Forrest, Edwin Elementary School	Five Star Builders, Inc.	Plumbing Contract - Major Renovation	The PC to provide the labor and materials to install the lavatory sink approximately 4ft to the right to install on new chase wall in toilet room 118.	Design Omission (s)	The lavatory sink requires a chair carrier that cannot be utilized in a terracotta wall. The chase was added to accommodate the chair carrier. The chase was located a few feet away from where the sink is shown to be installed.	\$764	\$764	\$0	\$1,040,000	0.07%	\$22,268,226	0.00%
7	Forrest, Edwin Elementary School	Mulhern Electric Company, Inc.	Electrical Contract - Major Renovation	Provide labor equipment and materials necessary to replace a 200 Amp circuit panel in the Little School House.	Unforeseen Conditions	Additional work was implemented to remediate an unforeseen condition. The existing panel was to remain. However, when the drywall and spackle required abatement the panel had to be removed from the wall. The current location of the panel was not code-compliant due to the height at which the panel was installed. In addition the condition of the panel required a full replacement.	\$8,858	\$8,858	\$0	\$4,343,226	0.20%	\$22,268,226	0.04%
8	Forrest, Edwin Elementary School	Mulhern Electric Company, Inc.	Electrical Contract - Major Renovation	The EC to provide a two post rail kit mounting bracket for MDF rack per RFI #200.	Design Omission (s)	The EC submitted and ordered the basis of design. However, the UPS came with a 4 post rail kit instead of a two-post kit as required.	\$298	\$298	\$0	\$4,343,226	0.01%	\$22,268,226	0.00%
9	Forrest, Edwin Elementary School	Mulhern Electric Company, Inc.	Electrical Contract - Major Renovation	The GC to provide the labor via a rigging company to set the switch gear components into the building using a Lull. The switch gear was removed from the storage container and lowered down into the bulkhead doors, and set on the housekeeping pads. Please also see the credit for the labor that was charged by the electrician to rig. This equipment had to be set now to complete the new service.	Unforeseen Conditions	This additional rigging was required due to the large excavation that exists due to issues with RFI#80. The bulk head doors sit in the area where the trench is open. The Lull was used to span the excavation and lower the equipment into the electrical room.	\$3,695	\$3,695	\$0	\$4,343,226	0.09%	\$22,268,226	0.02%
10	Forrest, Edwin Elementary School	Mulhern Electric Company, Inc.	Electrical Contract - Major Renovation	Provide labor, equipment, and materials necessary to update the fire alarm system, tele/data system, and electrical panel to reflect correct room numbers.	Unforeseen Conditions	Additional work was implemented to remediate an unforeseen condition. The construction drawings indicated the room numbers as they existed. However, the room numbers were changed during construction.	\$37,758	\$37,758	\$0	\$4,343,226	0.87%	\$22,268,226	0.17%
11	Forrest, Edwin Elementary School	Mulhern Electric Company, Inc.	Electrical Contract - Major Renovation	Provide the labor, material and equipment necessary to relocate several conduits, wiring, and devices for the existing fire alarm system.	Unforeseen Conditions	There were several conflicts with the ductwork and steel of the existing fire alarm system. Relocation of the existing fire alarm system was required to complete the work and to maintain a working fire alarm system.	\$6,595	\$6,595	\$0	\$11,590,000	0.06%	\$22,268,226	0.03%
53	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to install ceiling tile in kitchen corridor.	Unforeseen Conditions	The ceiling was added to provide a finished look in the corridor where pipes, ducts and conduits were exposed.	\$4,663	\$4,263	\$400	\$11,590,000	0.04%	\$22,268,226	0.02%
54	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide labor equipment and materials necessary to replace 4 new insulated glass units in new windows. One in the Gym, two in the 2nd floor corridor and one in classroom B-3.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The windows were broken by vandals on two different occasions during construction and required replacement.	\$2,310	\$2,310	\$0	\$11,590,000	0.02%	\$22,268,226	0.01%

55	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to install the ACT ceiling in the little school house on premium time.	Unforeseen Conditions	Work was delayed due to additional abatement scope, which was added to the little school house. Floor tile had to be abated along with mastic. Also, spackle was positive for ACM, which required abatement by demolishing drywall partitions. Walls had to be rebuilt, drywalled, spackled, taped and painted prior to new ceiling installation.	\$464	\$464	\$0	\$11,590,000	0.00%	\$22,268,226	0.00%
56	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide the labor and equipment to remove 304 existing auditorium seats from the auditorium and dispose of in dumpster. The seats were previously uninstalled per contract.	Unforeseen Conditions	The auditorium seats were already uninstalled and were staged in the auditorium for reinstallation per contract. The scope changed and now the seats are getting replaced with new. The existing to be reinstalled seats were disposed of by the GC.	\$6,126	\$6,126	\$0	\$11,590,000	0.05%	\$22,268,226	0.03%
57	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor and materials to provide the labor and material to replace three piece profile of wood baseboard in the music room, the main office, the principal's office, storage room 117A, and storage room 116.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The contract called for wood base replacement but it did not include these areas.	\$20,501	\$20,501	\$0	\$11,590,000	0.18%	\$22,268,226	0.09%
58	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC is to provide a credit for the water-repellant coating from the above-ground masonry for the entire project as per Field Bulletin #5.	Requested by School District	The designers removed this work from the scope per bulletin #5.	(\$47,981)	(\$47,981)	\$0	\$11,590,000	-0.41%	\$22,268,226	-0.22%
59	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide a credit for labor, material and equipment necessary to excavate building foundation for water proofing.	Unforeseen Conditions	The waterproofing work as designed was removed from the contract to provide a different means of waterproofing.	(\$6,297)	(\$6,297)	\$0	\$11,590,000	-0.05%	\$22,268,226	-0.03%
60	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide a credit for the labor and materials for the installation of two basketball backboards, hoops and nets that were removed from the scope of work per RFI #125.	Design Error (s)	There were conflicts with conduits, pipes and ductwork that wouldn't allow for the space to install. Please see the attached photos showing: 1. an example of the backboard, hoop and net, 2. Conflicts that kept the backboards from being installed.	(\$3,138)	(\$3,138)	\$0	\$11,590,000	-0.03%	\$22,268,226	-0.01%
61	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide labor, material and equipment necessary to sawcut and demolish a brick shaft.	Unforeseen Conditions	The brick shaft was existing and needed to be reduced in height due to a conflict with the steel dunnage.	\$847	\$847	\$0	\$11,590,000	0.01%	\$22,268,226	0.00%
62	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide the labor and equipment to demolish a metal stud and drywall partition to abate the ACM floor tile that was under it in the MDF room 213. The door and frame were salvaged and reinstalled under a separate COR.	Unforeseen Conditions	The contract called for the floor tile to be abated. However, the floor ran under a metal stud partition. In addition, the wall had to be removed in its entirety because the wall did not extend or connect to the ceiling. There was no way to support the wall while the lower portion was removed. It was decide to remove the wall, abate the remaining tile and install the new wall to the ceiling which will be under a separate COR.	\$1,363	\$1,363	\$0	\$11,590,000	0.01%	\$22,268,226	0.01%
63	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide the labor and materials to install an additional 7' x 8' counter roll up door in the kitchen and change the 26'- 1" x 8' roll up door from fire rated to non fire rated per RFI #108	Unforeseen Conditions	These changes were made to offset conflicts with ducts, beams and other building elements.	\$1,584	\$1,248	\$336	\$11,590,000	0.01%	\$22,268,226	0.01%

64	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to install basketball standards and rims.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. This work is being done during evening hours due to multiple delays and School District of Philadelphia classes close to starting for the new year.	\$4,091	\$4,091	\$0	\$11,590,000	0.04%	\$22,268,226	0.02%
65	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide labor, materials, and equipment necessary to build soffits for the corridor ceilings.	Design Omission (s)	The corridor ceilings were added to the contract. These ceilings needed soffits added in this change order.	\$4,734	\$4,734	\$0	\$11,590,000	0.04%	\$22,268,226	0.02%
66	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to notch ceiling tiles at wireless access points	Unforeseen Conditions	Additional work was implemented to remediate an unforeseen condition. Wireless access points were installed below ceiling tiles causing gaps.	\$5,253	\$5,183	\$70	\$11,590,000	0.04%	\$22,268,226	0.02%
67	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide the labor and materials to repair a hole in the VCT floor, ACT ceiling and provide a stud and drywall chase to enclose a newly relocated 4" cast iron vent pipe in room 206. The Smith Flooring Change Order Request also includes demolition of a section of gym floor that got damaged during a floor event which is not a part of this COR.	Unforeseen Conditions	After the reconstruction of the space the 4" cast iron vent was left in the middle of a walkway. The PC relocated the pipe and the GC provide the repairs and new chase.	\$5,732	\$5,732	\$0	\$11,590,000	0.05%	\$22,268,226	0.03%
68	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to install a FRP door at opening, in lieu of the specified wood door.	Design Omission (s)	The door opening is an exterior door opening and the specifications called for a wooden door at location. The door was changed to an FRP door.	\$6,543	\$6,268	\$275	\$11,590,000	0.05%	\$22,268,226	0.03%
69	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The GC to provide the labor, materials and equipment to build four additional concrete cheek wall piers. 2 at each stair set on Cottage Street per RFI #144.	Unforeseen Conditions	Once the granite treads were removed and the soil excavated, it was discovered that the cheek walls only supported the cheek wall caps and provided no support for the granite treads. The new cheek wall piers were added to support the ends of the granite treads at the cheek walls.	\$7,284	\$7,284	\$0	\$11,590,000	0.06%	\$22,268,226	0.03%
70	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide the labor, material and equipment necessary to install additional roof ladders, new door opening, frame, door, hardware and modifications to the existing fire tower grates.	Unforeseen Conditions	In the past, the building engineer accessed all roof areas from the double-hung windows. Now that the windows have been replaced with hopper type, the building engineer is unable to access any roof except the main roof. This work is required to provide access for roof maintenance.	\$28,395	\$28,395	\$0	\$11,590,000	0.24%	\$22,268,226	0.13%
71	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	The portable building. They reframed the partition walls, installed drywall, spackled and taped the walls. This is for the existing partition and does not include the new partition for the closet. This work was done as per RFI #170	Unforeseen Conditions	This work was required due to the extra abatement that was conducted in the little school house. The spackle on the existing partition walls was positive for asbestos and had to be abated. The only method to abate the spackle is to remove the whole partition assembly, which is what was done.	\$36,595	\$35,456	\$1,139	\$11,590,000	0.31%	\$22,268,226	0.16%
72	Forrest, Edwin Elementary School	Smith Construction, Inc.	General Contract - Major Renovation	Provide labor and materials to replace an additional 304 auditorium seats to match the newly installed seats in lieu of reinstalling 304 of the existing seats as stated in the specification. The labor is covered by the specs as the existing seats will not be reinstalled.	Requested by School District	SDR - Note: School District Requests. The School Principal requested that all of the existing seating be replaced due to their condition to avoid splinters, cuts, and damaged clothing.	\$108,284	\$104,151	\$4,133	\$11,590,000	0.90%	\$22,268,226	0.47%

19	Frank, Anne Elementary School	Edward J. Meloney, Inc.	Mechanical Contract - Addition and Major Renovations	Provide the labor, material and equipment necessary to supply and install air supply duct at the cafeteria of Building A as per Bulletin #6 revised drawings. See attached Bulletin #6.	Design Omission (s)	Ductwork for the Cafeteria in A Building was revised due to ceiling height and beams. The original design included in the contract would have lowered the ceiling height below acceptable height for the SDP. See attached Bulletin 6.	\$42,911	\$42,911	\$0	\$3,992,000	1.07%	\$19,182,005	0.22%
20	Frank, Anne Elementary School	Edward J. Meloney, Inc.	Mechanical Contract - Addition and Major Renovations	Provide the labor, material and equipment necessary to install duct supports on the roof using hammer drill and anchors.	Unforeseen Conditions	No hammer drilling on the roof could be done during school days and work needed to be completed prior to school opening. Therefore, work was completed over the weekend in order to achieve substantial completion.	\$4,355	\$4,355	\$0	\$3,992,000	0.11%	\$19,182,005	0.02%
7	High School for the Creative and Performing Arts (CAPA)	Edward J. Meloney, Inc.	Mechanical Contract - Automatic Temperature Control System Replacement	This work has been completed by SDP Facilities Services and no longer needs to be completed by EJ Meloney.	Unforeseen Conditions	Credit for the amount of - \$57,166 for the work described in Approved Change Orders CO-MC-2 (\$23, 529) and CO- MC-3 (\$33,637).	(\$57,166)	(\$57,166)	\$0	\$894,000	-6.39%	\$978,700	-5.84%
1	Key, Francis Scott Elementary School	Gem Mechanical Services, Inc.	Plumbing Contract - Restroom Renovations	Remove additional flooring and cut into underground sanitary piping to extend main and add additional drains. Per GC RFI #3.	Unforeseen Conditions	Relocation of the existing and new floor drain location was needed to accommodate the floor slope in relation to the specified new partition walls. The additional floor drains in the pipe chases are needed to handle water infiltration through the exterior foundation walls, which was observed after demolition of the existing pipe chase walls.	\$4,538	\$3,693	\$845	\$340,000	1.09%	\$1,424,470	0.26%
6	Logan, James Elementary School	Smith Construction, Inc.	General Contract - Toilet Room Modification	Provide labor and materials and equipment necessary to demolish an additional 2" to 611 of concrete in a 400sf area. Upon completion of demolition, floor leveling would also be required to provide a leveled and finished surface.	Unforeseen Conditions	Unforeseen Condition. Construction Plan demolition notes for room 119 described removal of 7-7.5 of cinder concrete fill slab. Field conditions revealed concrete thicknesses varied from 9" to 13". Request for Information (RFI- 22) was submitted on 7 /14/22, noting the discrepancy, and direction given to over-excavate. Time and Material were tracked for the material.	\$14,948	\$14,948	\$0	\$1,698,000	0.88%	\$2,731,440	0.55%
3	Mayfair Elementary School	Dolan Mechanical, Inc.	Plumbing Contract - Classroom Addition	Provide the labor, material and equipment necessary to: Provide an 8" downspout nozzle.	Design Omission (s)	No model number is listed in the specifications at bid time and no downspout is shown on the drawings. Without the information we were unable to provided a price at time of bid.	\$1,809	\$735	\$1,074	\$464,000	0.16%	\$5,793,135	0.01%
4	Nebinger, George W. and Taggart, John H. Elementary Schools	Lex Electric Company, Inc.	Electrical Contract - Electrical Upgrades	Provide credit for downsizing of AC window units from 24,000 to 18,000 BTU.	Design Error (s)	4,000 BTU Units were too wide and did not fit existing window frames.	(\$3,080)	(\$3,080)	\$0	\$3,784,000	-0.08%	\$3,784,000	-0.08%
2	Northeast High School	Mulhern Electric Company, Inc.	Electrical Contract -Fire Alarm System Replacement	Three sets of 4-600MCM cables entering the bottom of the existing transfer switch box to 3 sets of 4-600 MCM cables at the top of the existing transfer switch box with 6 -4 terminal insulated mechanical lugs and jumper cables as per Request for Information #7.	Unforeseen Conditions	Additional work implemented to remediate an unforeseen condition. The existing transfer switch powered a second panel in the crawlspace that was not shown on the plans. The box has to remain and the circuits need to stay active to power the panel.	\$3,016	\$2,985	\$31	\$1,360,100	0.22%	\$1,360,100	0.22%
3	Parkway Northwest High School	Dolan Mechanical, Inc.	Plumbing Contract - Plumbing	Dolan Mechanical to supply GPR scanning of the ceiling on the second floor to check for structural tendons ahead of coring work for duct penetrations.	Design Omission (s)	Scanning of concrete planks prior to coring was not in the contract documents. It became apparent that we would run the risk of hitting structural tendons and possibly electrical wiring for the several penetrations that need to stub out.	\$2,358	\$1,828	\$530	\$360,000	0.51%	\$1,632,000	0.11%

2	Parkway Northwest High School	Paramount Electrical Service, LLC	Electrical Contract - Science Lab Renovations	Provide the labor, material and equipment necessary to remove existing panelboard and the back box, enlarge the opening and, install standard panelboard with all the options indicated in the design documents.	Design Error (s)	Existing back box is too small to put back into it for retrofit, therefore modification is required for the new panel to fit in.	\$4,890	\$4,315	\$575	\$280,000	1.54%	\$1,632,000	0.26%
10	Pennell, Joseph Elementary School	Gem Mechanical Services, Inc.	Mechanical Contract - Mechanical Plant Replacement	Provide labor, material and equipment necessary to demolish existing and install new steam mains, branch feeds, and coil piping in fan room.	Design Omission (s)	Additional work implemented to rectify design error(s). This COR will be further reviewed for possible rec of costs through the prof liab ins policy. Please refer to RFI 11 response and detailed sketch SK-101 by GF outlining extent of new ppg. The plans on sheet M- 502 detail H. But this detail is not ref on the plans to be used on sheet M-101 which is the plan view of the mech room.	\$99,428	\$99,428	\$0	\$1,899,000	5.24%	\$2,748,750	3.62%
3	Potter- Thomas Elementary School	Allstates Mechanical, Ltd.	Mechanical Contract - Major HVAC Renovation	Provide the labor, material, and equipment necessary to supply and install 39 sheets of perforated steel, welded to the interior fence posts and together on the fencing around the exterior chiller.	Unforeseen Conditions	Necessary due to continuing cable thefts and vandalism. To date 4 cable thefts have occurred and Chiller 1 has been damaged .	\$33,204	\$32,048	\$1,156	\$5,041,000	0.64%	\$7,630,570	0.42%
3	Potter- Thomas Elementary School	Palman Electric, Inc.	Electrical Contract - Major HVAC Renovation	EC is to provide the following. a) Provide exterior pads only for the generator (13' x 5' x 8" depth) and switchgear (23' x 7' x 8" depth). b) Pad will be sawcut, excavated, haunch style with 3' depth on each elongated side. Rebar build. c) Strip forms and clean up site.	Design Error (s)	Due to post redesign change by EOR RFI-1 new exterior pads are required.	\$41,642	\$40,470	\$1,172	\$1,897,000	2.13%	\$7,630,570	0.53%
58	Richmond Elementary School	Ernest Bock & Sons, Inc.	General Contract - Major Renovation and Addition	Provide the labor, materials, and equipment necessary to prep and install Viny Composition Tile(VCT) in the fire tower connection points between the new addition and the existing building.	Design Omission (s)	Design Omission- Design Omission- Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the design firm's professional liability insurance. Prep and install VCT in the fire tower connection points between the new addition and the exist building was necessary because the fire tower connection points to the new addition were in disrepair. This was overlooked in the contract plans.	\$2,538	\$2,538	\$0	\$9,885,000	0.03%	\$15,245,000	0.02%
35	Richmond Elementary School	Lex Electric Company, Inc.	Electrical Contract - Major Renovation and Addition	Provide the labor, material, and equipment necessary to provide Ground Penetrating Radar scanning at both second floor slab and the roof slab, in all areas with penetrations.	Unforeseen Conditions	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. Floor is hollow core with high tenton rods. Contractor has been requested to perform scanning.	\$10,505	\$8,643	\$1,862	\$2,558,000	0.34%	\$15,245,000	0.06%
17	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	General Contract - New Construction	Provide the labor, material and equipment necessary to adjust the new wood entry doors installed into the specified frames in January 2921. These doors are not hanging or closing properly due to excessive humidity in the building.	Unforeseen Conditions	Additional work implemented to remediate an existing unforeseen condition. Unexplained, excessive humidity is affecting the performance of the wood doors.	\$5,630	\$5,494	\$136	\$37,385,000	0.01%	\$52,438,193	0.01%
18	Solis-Cohen, Solomon Elementary School	Ernest Bock & Sons, Inc.	General Contract - New Construction	Additional costs to store bleachers due to project delays.	Unforeseen Conditions	The contractor/supplier could not deliver materials on time due to no access to site.	\$7,513	\$7,413	\$100	\$37,385,000	0.02%	\$52,438,193	0.01%
2	Spring Garden Elementary School	Robert Michaels and Associates, Inc.	General Contract - Envelope Repairs	Provide all Labor, Materials and Equipment needed to: Remove approx. 3000 sq.ft. of existing roofing materials and install new 2-ply roofing system at entire Roof Area 10 (Gymnasium Roof) as described in the Contractor's Proposal (attached).	Unforeseen Conditions	The specified Thermal Roof Scan has shown that the existing Roof System has failed. The roof deck, insulation and all substrate materials are water-logged and not acceptable for the installation of the specified roof coating system. The approved manufacturer (TREMCO) can not provide the specified 25-year warranty if installed over the existing conditions.	\$199,905	\$197,673	\$2,232	\$2,997,770	6.59%	\$2,997,770	6.59%

4	Sullivan, James J. Elementary School	TE Construction Services, LLC	General Contract - Building Envelope Renovation	Provide the labor, material and equipment necessary to replace damaged components in the fire alarm panel and provide programming of the new equipment that was damaged by water leaking from a roof drain.	Unforeseen Conditions	Additional work was implemented to remediate an unforeseen condition. While performing other contract work it was discovered that the roof drain piping was pitted and leaking at a joint between the galvanized riser and the copper piping and was causing damage to the fire alarm electric panel.	\$13,123	\$10,974	\$2,149	\$2,989,000	0.37%	\$2,989,000	0.37%
8	Vare - Washington Elementary School	GEM Mechanical Services, Inc	Plumbing Contract - Major HVAC Renovation	Provide all labor, materials and equipment needed to : Install approx. 65 l.f. of steel plates across the open underground DWV piping trench to allow the Boilers and other mechanical equipment to be delivered to the Boiler/Mech./Electrical rooms.	Unforeseen Conditions	Due to delays in the procurement of the Building Permit and responses to RFIs, the Plumbing Inspection can not be completed. This has caused the trench to be left open for an extended period, impacting the delivery schedule of the Boilers and Mechanical Equipment. All of the equipment must pass over the trenches to be set into position. The heavy steel plates are needed to support the weight of the equipment.	\$10,376	\$8,609	\$1,767	\$490,000	1.76%	\$4,772,053	0.18%
9	Wright, Richard R. Elementary School	Paramount Electrical Service, LLC	Electrical Contract - Mechanical Plant Replacement	Provide the labor, material and equipment necessary to: provide additional circuit for Exhaust Fan 16 as per RFI 12. Add (1) additional circuit LH2A-4. Provide 2#12 + 1#12 GND-3/4" and (1) 15/1 circuit breaker.	Design Omission (s)	Power circuit for fan was not identified on the plans. To correct Design Omission, EC is to install the missing power circuit for fan. EF- 16 doesn't appear on the electrical drawings, neither does the breaker and wiring. Add (1) additional circuit LH2A-4. Provide 2#12 + 1#12 GND-3/4" and (1) 15/1 circuit breaker.	\$6,794	\$6,644	\$150	\$1,350,000	0.49%	\$6,449,400	0.10%
Change Order Grand Totals = (57 Change Orders) As of 4-18-24							\$777,491	\$756,673	\$20,818	113,653,096	0.67%	\$178,754,589	0.42%

Action Item - 25.

Title: Lease Agreements with Various Lessors for Additional Space (\$485,649.71)

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia as Lessee, through the Superintendent or his designee, to execute and perform a lease agreement, subject to funding, as follows:

With:

St. John Cantius Parish
St. Paul's Baptist Church
Building BOK, L.P.

Purpose:

Classroom and ancillary space for three District schools

Start Date: 7/1/2024

End Date: 6/30/2025

Lease Amount not to exceed: \$485,649.71

Location:

Bridesburg School; Franklin Learning Center (FLC); Southwark School

Renewal Options: No

Description:

The District's Office of Real Property Management has identified a need to lease space for the named schools. Renewal of these leases ensures the District is able to support the various academic and recreational needs of at least 900 children attending these schools. These leases support the Division of Operations' goal of promoting a safe and healthy environment for all students. St. John Cantius, and St. Paul's lease reflects an increase which is comparable to the escalated market rate. There is no increase associated to BOK. The payment breakdown is:

St. John Cantius Parish – rent - \$394,932.68
St. John Cantius Parish – utilities - \$60,500.00
St. Paul's Baptist Church – rent - \$30,216.03
Building BOK, L.P. – rent - \$1.

Goals and Guardrails:

Welcoming and Supportive Schools-Guardrail1: 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 ability to provide a safe and clean environment for in person learning.

Related resolution(s)/approval(s):

April 30, 2020; No.31

June 24, 2021; No. 35

June 23, 2022; No.34

May 25, 2023; No. 39

Funding Source(s):

FY24-25 Operating

Office Originating Request: Operations - Facilities

Action Item - 26.

Title: License Agreement with ESS Northeast, LLC – Substitute Staffing Services (\$27,549.95)

Board of Education Meeting Date: 5/30/2024

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 license agreement, subject to funding, as follows:

With:

ESS Northeast, LLC

Purpose:

To provide office space for ESS Northeast, LLC to provide substitute staffing services to District

Start Date: 7/1/2024

End Date: 6/30/2025

License Fee not to exceed: \$13,439

Location:

Administrative Office(s); 440 N. Broad Street
Room 1173

Renewal Options: Yes

Number of Options: 1

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

Maximum license fee authorized per option period: \$14,110.95 (reflects 5% increase)

Description:

The Services Contract with ESS Northeast, LLC, eliminates the daily administrative tasks of hiring, credentialing, training management, evaluating and retaining skilled substitute teachers. Providing space in the Administrative Building for ESS Northeast, LLC, to perform their contractual obligation will provide a more efficient delivery of their services to

District schools, improve communications, accessibility, and accountability and utilize vacant space in the delivery of needed services to the School District for a term of two (2) years (coterminous with the Services Contract).

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

Welcoming and Supportive Schools-Guardrail1; 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?

Their success is evaluated by the number of substitute teachers who fill the open teaching slots ensuring the schools are adequately staffed, while providing teaching services to students. Their credentials, training, are evaluated.

Related resolution(s)/approval(s):

May 27, 2021: No. 44

June 23, 2022: No. 10

Office Originating Request: Operations - Facilities

Action Item - 27.

Title: Amendment of Contract with ODP Business Solutions, LLC & Supra Office Solutions, INC.– Office Supplies (\$32,000,000)

Board of Education Meeting Date: 5/30/2024

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:

ODP Business Solutions, LLC
Supra Office Solutions, Inc.

Purpose:

To add Supra as the third-party contractor through the existing ODP contract for the purchase of office supplies for schools and administrative buildings.

Original Start Date: 7/1/2023

Current End Date: 8/12/2027

Currently Authorized Compensation: \$32,000,000

Additional Compensation:

All entities will be paid out of the aggregate amount of the original compensation not to exceed \$32,000,000.

Total New Compensation: \$32,000,000

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 of \$8,000,000 during each option period

Description:

Why is this contract needed?

Schools and central office administration within the District require dedicated sources for office supplies to support daily routine operations within the school and office environments. This contract covers essential classroom and office items such as paper, ink & toner, IT Peripherals, promotional materials, office furniture, cleaning and breakroom items, and technology. These items will be procured through the use of a cooperative agreement under the Omina Partners, Florida State University contract which includes Supra Office Solutions as an approved Tier 1 MWBE subcontractor of ODP. This action item will authorize the District to directly partner with Supra as the Tier 1 contractor to support the inclusion of local MWBE owned businesses. The Omina Partners contract covers over 360 core high-use items throughout the district. The rates in this cooperative agreement will result in approximately \$400,000 in annualized savings, based on average usage in previous school years.

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

This contract supports Board Guardrail 1: Welcoming and Supportive Schools, and Board Guardrail 2: Enriching and Wellrounded School Experiences, by enabling schools and central offices to have continuous access to items that support the learning environment and assist school based staff with their daily work functions. Additionally, this contract offers programs such as: Support for Community and Teachers (3k Backpacks with a notebook and pen) School Supply Grant Incentive \$150,000 Student of the Month Program \$8,000 check every August (Oct-May) Teacher of the Month Program \$500 (Oct-May) 5.5% Annual Spend Volume Rebate 2% Workspace Facilities Annual Volume Rebate

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

Related resolution(s)/approval(s):

April 20, 2023 No. 17

Funding Source(s):

All Schools; Administrative Office(s)

Office Originating Request: Operations - Procurement

Action Item - 28.

Title: Contract with Seashore Fruit and Produce Company for Fresh Fruit and Vegetable Sample Program (\$3,000,000)

Board of Education Meeting Date: 5/30/2024

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:

Seashore Fruit and Produce Company

Purpose:

To provide fresh fruit and vegetable samples to awarded K-6 schools through the District's participation in the U.S. Department of Education (USDA) Fresh Fruit and Vegetable Program.

Start date: 7/1/2024

End date: 6/30/2026

Compensation not to exceed: \$3,000,000

Location:

All Awarded Schools

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: SY27-\$1,500,000 SY28-\$1,500,000
SY29-\$1,500,000

Description:

Why is this contract needed?

The USDA awarded funds to the School District of Philadelphia to offer samplings of fresh fruit and vegetables between meals during the school day at least three days per week in the selected, awarded schools. This contract enables the District to remain compliant with the program guidelines and offer our students the widest

variety of fresh local and regional produce. The vendor will also provide robust and engaging educational materials distributed to the students and staff as the competitive award requires.

How is this work connected to the District's plan to achieve Goals & Guardrails?
This work aligns with Guardrail 1, Welcoming and Supportive Schools – offering our students the opportunity to taste and learn about a wide variety of fresh fruits and vegetables aims to create a healthier school environment.

How will the success of this contract be measured?

The success of this contract will be measured based on the successful delivery of fresh produce purchased to all awarded schools. To monitor the schools' receiving of on-time, accurate, and fresh deliveries, the vendor will supply daily delivery reporting, and school-based staff will sign receiving tickets to confirm receipt of high-quality items.

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 Division has been awarded and administered the USDA's Fresh Fruit and Vegetable Program Grant for over fifteen years. Successful management of the program is supported by our ongoing receipt of favorable audit results from various government entities, including the Office of the City Controller of the City of Philadelphia, the PA Department of Education, Division of Food and Nutrition and the U.S. Department of Agriculture.

Related resolution(s)/approval(s):

May 26, 2022; #52, March 28, 2019; # 31

Funding Source(s):

FY25- Cafeteria Fund

FY26- Cafeteria Fund

FY27- Cafeteria Fund

FY28- Cafeteria Fund

FY29- Cafeteria Fund

Office Originating Request: Operations - Food Services

ATTACHMENTS:

Description

Type

Action Item - 29.

Title: Contract with Seashore Fruit and Produce Company for Fresh Produce Distribution (\$5,200,000)

Board of Education Meeting Date: 5/30/2024

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:

Seashore Fruit & Produce Company

Purpose:

Provide fresh produce for full-service kitchens

Start date: 7/1/2024

End date: 6/30/2026

Compensation not to exceed: \$5,200,000

Location:

Full Service Locations

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: SY27-\$2,900,000;SY28-\$3,100,000;SY29-\$3,250,000

Description:

Why is this contract needed? This contract is necessary for the School District to provide fresh, high-quality produce with breakfast, lunch, and after-school meals at all full-service schools. School kitchens must be able to procure and offer a variety of seasonal fruits and vegetables with all meals to meet the meal pattern for meal reimbursement by the USDA. How is this work connected to the Districts plan to achieve Goals & Guardrails? This work aligns with Guardrail 1, Welcoming and Supportive Schools- ensuring our students receive

nutritious and healthy breakfast, lunch, and after-school meals each school day. How will the success of this contract be measured? The success of this contract will be measured based on the successful weekly delivery of fresh produce purchased to all full-service schools. To monitor the schools' receiving of on-time, accurate, and fresh deliveries, the vendor will supply daily delivery reporting, and school-based staff will complete receiving tickets to confirm receipt of high-quality items.

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? Seashore Fruit and Produce Company is the incumbent vendor and has consistently met all contractual standards, which has supported our ongoing receipt of favorable program audit results from various government entities, including the Office of the City Controller of the City of Philadelphia, the PA Department of Education, Division of Food and Nutrition and the U.S. Department of Agriculture.

Related resolution(s)/approval(s):

January 30,2020;#44, April 26,2018; A-52

Funding Source(s):

FY25-Cafeteria Fund
FY26-Cafeteria Fund
FY27-Cafeteria Fund
FY28-Cafeteria Fund
FY29-Cafeteria Fund

Office Originating Request: Operations - Food Services

ATTACHMENTS:

Description

Type

Action Item - 30.

Title: Agreement for Service with Sproutly, LLC – Social -Emotional Lesson Planning Tool (\$125,000)

Board of Education Meeting Date: 5/30/2024

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:

Sproutly, LLC

Purpose:

To provide teachers with a tool to develop social and emotional community-building meetings that are 1) responsive to school-, grade- and class-wide needs and 2) quick and easy to develop

Start date: 6/17/2024

End date: 6/30/2025

Compensation not to exceed: \$125,000

Location:

Office of School Climate & Culture

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: \$15,000

Description:

Description:

The School District vetted vendors that have the ability to build and maintain a web-based application where teachers can develop Community Meeting content, making the delivery of these materials quick and easy for fidelity and acceptability. This vendor was identified via an RFP process based on the capacity to build and maintain this web-based application and

house critical data points needed to progress monitor successful community-building meeting implementation.

Why is this contract needed?

The School District requests all schools allocate at least 90-minutes for community-building meeting time per week for all students in K-12. Updating this tool will allow for all School District staff to have access to an efficient, user-friendly, and SEL-aligned tool that they can use to plan and deliver Community Meetings across school contexts (with students, district staff and families). The goals of this contract is to improve the current functionality of the application and to add the ability to integrate, collect and analyze important data metrics to help understand implementation and Community Meeting content needs.

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

Schools engaging in social and emotional learning and focus on explicit skill development helps to work towards Guardrails 1 and 4. When students enjoy their experiences at school, engage in practices that promote belonging and relationship-building, and are not limited by practices that perpetuate systemic racism and hinder student achievement, students attend school at higher rates and have increased academic outcomes. The ability for staff to curate Community Meeting lessons creates opportunity for authentic community-building that is responsive to school, grade or class-wide needs.

How will the success of this contract be measured?

Anticipated outcomes include improvements in the areas of overall well-being and belonging, prosocial behavior, attendance, academic achievement, conduct, high-school graduation, and avoidance of high-risk behaviors.

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

There are decades of research on social and emotional programming, including recent meta-analyses summarizing multiple causal studies (Durlak et al., 2022). Research finds that these impacts are consistent across socio-economic differences. Furthermore, studies of school-based SEL interventions suggest that investments in school-based SEL programs are worthwhile in terms of long-term benefits, with returns to investments in these programs as large as 11:1 (Belfied et al., 2015; Klapp et al., 2017).

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

Feedback has been collected from users over the past 3 years of the current app's usage via surveys and focus groups. All application upgrades are based directly on what features and functionality users have indicated as being a priority. SDP staff from multiple offices (OSCC, IT, OGC) and school-based individuals (counselors and teachers) were invited to be part of the scoring and selection committee.

Related resolution(s)/approval(s):

N/A

Funding Source(s):

Building of the application: FY23-24 ARPA ESSER III

On-going maintenance of the application: Anticipate funding via the BSCA Grant and/or School Safety grant for FY24-25 thru FY27-28

Office Originating Request: Student Support Services

ATTACHMENTS:

Description

Type

Action Item - 31.

Title: Amendment of Contract with Educational Development Software, LLC- HIBster and Harassment Database (\$90,000)

Board of Education Meeting Date: 5/30/2024

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:

Educational Development Software, LLC

Purpose:

To extend and add additional funds to the contract for the bullying and harassment reporting and data management systems

Original Start Date: 1/1/2019

Current End Date: 6/30/2024

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$212,500

Additional Compensation:

\$90,000

Total New Compensation: \$302,500

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: \$90,000

Description:

Why is this contract needed?

HIBster is an anti-bullying web-based software package from Educational Development Software, LLC. The additional funding allows modifications to be made to the software based on feedback from school-based staff that use the system.

The District takes allegations of bullying and harassment very seriously, and strives to protect children from becoming victims or perpetrators of bullying and harassment, as part of the effort to improve school climate and safety and improve students' educational outcomes.

Used in conjunction with the District's continuing efforts and strategies to combat bullying and harassment incidents in schools, and consistent with relevant policies and procedures relating to bullying and harassment, HIBster enhances the District's ability to collect, organize, evaluate and generate reports for bullying and harassment incidents. The program further helps the District comply with policies and procedures relating to bullying and harassment and, in turn, improve strategies and practices to address and combat, with the goal of reducing such instances.

We are seeking additional funding because the previous cost was on a 5-year introductory rate (this year being the last year). There is no option to extend at the current rate.

A more formal RFP is planned to be released before entering into a new contract past the requested authorization in this action item.

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

The Educational Development Software, LLC, (HIBster) is connected to the Board of Education's Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. By capturing all bullying and harassment data, the District analyzes trends and offers support in addressing and combating bullying and harassment claims that, in turn, leads to a safer environment for all students and families and staff.

How will the success of this contract be measured?

The success of the contract will be measured by the District's continued ability to collect, organize and evaluate data from individual schools, Learning Networks and across the District. Data collected from HIBster will allow the District to improve strategies and practices related to reducing instances of bullying and harassment District-wide. Success will also be measured by the District's ability to monitor compliance with Board policies and procedures related to bullying and harassment as well as compliance with annual state reporting requirements.

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?

HIBster is a software program used to track complaints of bullying and harassment from receipt of the complaint through to the completion of the investigation. We have successfully utilized the software to track complaints and generate the required Civil Rights Data Collection reports, annually. Success is measured by the fact that others are selecting and using the system and by the satisfaction of our district stakeholders who use the system.

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

The Pennsylvania Department of Education Office of Safe Schools uses HIBster for its bullying reporting. HIBster is also widely used across the Commonwealth of Pennsylvania as well as in New Jersey and many other school districts. By using HIBster, the District is now able to compile, analyze, and report bullying/harassment data and increase the accountability of investigations and support for students.

Related resolution(s)/approval(s):

Related resolution(s)/approval(s):

December 13, 2018; No. 33

April 30, 2020; No. 44

January 28, 2021; No. 18

April 20,2023; No. 45

Funding Source(s):

FY24-25 Operating

Office Originating Request: Student Support Services

Action Item - 32.

Title: Amendment of Contract with LanguageLine Solutions - Telephonic Interpretation Services (\$50,000)

Board of Education Meeting Date: 5/30/2024

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:

LanguageLine Solutions

Purpose:

Telephonic interpretation services

Original Start Date: 7/1/2019

Current End Date: 6/30/2024

Currently Authorized Compensation: \$745,000

Additional Compensation:

\$50,000

Total New Compensation: \$795,000

Location:

All Schools and Offices

Description:

Why is this contract needed?

The District seeks authorization to increase contractor compensation in the amount of \$50,000, above the current authorization, for a new annual budget of \$250,000 for the 2023-2024 school year to sustain district-wide telephonic interpretation services. Due to the recent adoption of Board Policy 139, which emphasizes the coordination of language access efforts within the District to effectively communicate with students and families with limited English proficiency, we have observed a rise in the use of over-the-phone interpretations. Monthly invoices for district-wide telephonic interpretation services have shown a notable increase. Our current purchase order is almost depleted. It's crucial that we have funding to cover current bills and secure adequate funds for future expenses for the remainder of the

year. The District has demonstrated a commitment to provide language access services to families in their primary or chosen language when it is not English. LanguageLine Solutions will continue to provide telephonic interpretations services on an “as-needed-basis” 365-days a year/7-days a week/24-hours a day in more than 200 languages, with emphasis on, but not limited to the nine (9) languages commonly spoken in the District, which include Albanian, Arabic, Cambodian (Khmer), Chinese, French, Portuguese, Russian, Spanish, and Vietnamese.

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

This work is directly connected to the District’s strategic plan to achieve Goals & Guardrails through Guardrail 1: Welcoming and Supportive Schools and Guardrail 3: Partnering with Parents & Family Members by providing language accessibility services for parents and guardians whose primary language is not English. District parents and guardians speak a variety of languages. These services are needed to overcome communication barriers between the District and Limited English Proficient (LEP) parents/guardians to assist with any communication related to the education of their children.

How will the success of this contract be measured?

The success of this contract has been measured by tracking key performance indicators such as: wait time (connection to an interpreter), language availability, and quality standards, in addition to conducting quality assurance checks. The contract will continue to be measured by these outcomes and scope of service defined expectations.

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

Over the past several years, LanguageLine Solutions has proven to be a dependable and reliable service provider. The District has monitored telephonic services by tracking call volume, languages served, and the offices and/or schools making requests. LanguageLine Solutions will be evaluated on the following outcomes:

- Providing telephonic interpretation 24 hours per day, 7 days per week in 200 languages;
- Providing tools to identify speaker's target language (i.e. language ID cards and desktop posters and displays);
- Providing language interpretation services that are technically correct and culturally proper; and
- Providing accessibility to call data, usage statistics, and time-of-day language distribution;

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

N/A. The contractor was chosen through the piggyback contracting method, utilizing the City of Philadelphia's RFP process contract terms and conditions.

Related resolution(s)/approval(s):

May 26, 2022; No. 39

May 27, 2021; No. 56

June 28, 2019; No. 64

Funding Source(s):

FY 24: Title I

Office Originating Request: Student Support Services

Action Item - 33.

Title: Memorandum of Understanding with Colleges, Universities and Qualified Accredited Institutions for Student Health Related Practicums and Internships

Board of Education Meeting Date: 5/30/2024

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:

Adelphi University
Aria Health Frankford School of Nursing
Barton College
Bloomsburg University of Pennsylvania
Boston University
Buffalo State College
California University of Pennsylvania
Canisius College
Clarion University of Pennsylvania
College of Saint Rose
Community College of Philadelphia
CUNY, Brooklyn College
CUNY, Lehman College
CUNY, Queens College
Dominican College
Drexel University
Duquesne University
East Stroudsburg University
Eastern University
Edinboro University of Pennsylvania
Emerson College
Gallaudet University
George Washington University
Gwynedd-Mercy College
Harcum College
Hofstra University
Ithaca College
Howard University
Hunter College of the City College of NY
Hunter College, CUNY
Indiana University of Pennsylvania
Kean University of New Jersey
Kent State University
Kutztown University
LaSalle University
Lenoir-Rhyne University

LIU-Brooklyn
LIU-C.W. Post
Loyola University Maryland
Mailman School of Public Health, Columbia University
Marywood University
McDaniel College
Mercy College
MGH Institute of Health Professions
Misericordia University
Molloy College
Montclair State University
Moravian University
National Technical Institute for the Deaf (NTID)
Nazareth College of Rochester
New York Medical College
New York University
New York University, Steinhardt School of Culture, Education and Human
Development
Northeastern University
Ohio State University
PA College of Optometry
Pennsylvania State University
Philadelphia University
Purdue University
Radford University
Richard Stockton College of New Jersey
Saint Joseph's University
Salus University
Seton Hall University
Slippery Rock University
St. Christopher's Hospital for Children
St. John's University
SUNY at Buffalo
SUNY at Cortland
SUNY at Fredonia
SUNY at New Paltz
SUNY at Plattsburgh
Syracuse University
Teachers College, Columbia University
Temple University
Tenet Healthsystem
The Children's Hospital of Philadelphia
The College of New Jersey
Thomas Jefferson University
Touro College
Towson University
University of Maryland (College Park)
University of Massachusetts, Boston
University of Massachusetts, Amherst
University of North Carolina at Greensboro
University of Pennsylvania
University of Pittsburgh

University of the District of Columbia
Villanova University
West Chester University
Widener University
William Paterson University of New Jersey
Worcester State University
Other qualifying colleges, universities, medical schools, nursing schools,
educational institutions, and hospitals approved by the Office of Student Support
Services or the Office of Special Education and Diverse Learners

Purpose:

To provide opportunities for internships and practicums to students earning degrees and certifications from colleges, universities and other accredited institutions in nursing, student health, allied health, behavioral health, school psychology, therapeutic related services, and social work

Start date: 5/31/2024

End date: 6/1/2030

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

Location:

All Schools; Administrative Office(s);

Renewal Options: Yes

Number of Options: 3

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

Description:

Why is this contract needed?

The District is offering students earning degrees and certifications in nursing, school psychology, therapeutic related services, allied health services, behavioral health, and social work from accredited colleges, universities, hospitals, and other qualified institutions the opportunities for internships and practicums in District schools and administrative offices. Internships and practicums are often a certification requirement for health professionals. This program gives college students opportunities to complete certification requirements, while assisting District nurses and related services staff to provide critical services to students at schools.

The Office of Student Support Services and the Office of Special Education and Diverse Learners shall collaborate with colleges, universities and accredited institutions which offer educational and certification programs in nursing, school psychology, social work, allied

health, clinical health, public health, behavioral health, ABA support, and therapeutic related services including speech, hearing, vision, mobility, occupational, and physical therapy, to provide school based internship and practicum programs.

Internships last the length of the college/university practicum programs (e.g., semester or 3-6 months). Most of these education partners have current or previous relationships with the District. The students, who are supervised by District employees corresponding to the students' fields of study, will receive background clearances and be instructed on confidentiality standards applicable to District employees. University health and allied health students placed in District schools will learn the roles and responsibilities of school nurses, related services therapists, health educators, social workers, school psychologists, and school administrators and about how instructional and non-instructional services support teaching and learning to result in improved student health and academic achievement. Practicum and internship programs provide District staff with crucial assistance and support and have often been proven to be an effective method to recruit highly qualified health professional graduates.

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

Providing students with essential nursing, therapeutic related services, and other health services shall ensure that students have the resources and supports needed to perform at or above grade levels in reading and math, and graduate ready for college and career.

How will the success of this contract be measured?

Each intern shall be assigned to and supervised by a District nurse, related services therapist or social worker in the same field of study. In addition, a designated administrator from the sending college or university shall supervise and monitor the student. The District and University supervisors shall support the student intern to help ensure practicum requirements are fulfilled and that the student receives a rigorous, high-quality and rewarding field experience. Data will be collected on enrollment and completion rates of student practicums. Interns shall be surveyed to determine satisfaction with internship programs. The numbers of students successfully completing internship programs and the recruitment by the District of highly qualified and capable interns who completed certification shall be monitored.

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 long-standing District program in which many students especially from area colleges and universities have participated. This program has also been a reliable source of District recruitment for school nurses and other related services personnel.

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

One Hundred colleges, universities and hospitals have been invited, or have approached the District, to have their students participate in internship and practicum programs. A close collaboration and partnership has developed between District administrative staff and the educators and administrators from participating colleges and universities.

Related resolution(s)/approval(s):

Office Originating Request: Academic Support

Action Item - 34.

Title: Contract with Center for Black Educator Development for Freedom Schools Literacy Academy (\$369,000) - Updated 5.17.2024

Board of Education Meeting Date: 5/30/2024

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 Center For Black Educator Development

Purpose:

Freedom Schools Literacy Academy

Start date: 6/1/2024

End date: 6/30/2025

Compensation not to exceed: \$369,000

Location:

Various Schools

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Each one-year option at a fixed amount of \$492,000

Description:

Why is this contract needed?

Each year, the School District and its partner organizations offer a variety of summer programs to provide students, especially those most vulnerable to experiencing summer learning loss, with opportunities to continue learning during the summer months. The Center for Black Educator Development will provide the Freedom Schools Literacy Academy (FSLA), a five-week in-person summer program that is based around developing a context of understanding culture. During the summer of 2024, up to 180 rising 1st through 3rd-grade students and up to 18 high school students will participate as scholars and apprentices. The program will take place at Bethune, WD Kelley, and Duckrey Elementary Schools and participation will be open to all District students. The success of this summer's literacy academy will impact future programming decisions.

The CBED Teacher Academy is a 4 year school model that will prepare students in grades 9-12 with the basic skills, knowledge, credentials, and experience needed to transition into an aligned education major to become a teacher. Included in the Teacher Academy, the Freedom Schools Academy takes place in the Summer where students will be able to participate in an internship experience. Both the Teacher Academy and Freedom Schools Academy align with Act 158 requirements as outlined below:

- 9th & 10th Grade Cohorts participate in Career Awareness (Externship) Activities (Pathway 5)
- 11th & 12th Grade Cohorts participate in Career Preparation activities that include:
 - Internship (Pathway 5)
 - Attainment of Industry-based Credentials (Pathway 5)
 - CTE programming, if applicable (Pathway 3)
 - Dual Enrollment courses, if applicable (Pathway 4 or 5)
- During the summer, students who participate in the Freedom Schools Academy will earn the following:
 - Internship (Pathway 5)

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

The Freedom Schools Literacy Academy was designed to address educational inequalities and our nation’s racist history that have created unconscionable achievement gaps. The FSLA model supports the District’s goal that every student reads on or above grade level and every student graduates ready to succeed in college, work, and life. Additionally, the District is taking critical steps toward addressing racist practices so that students’ potential will not be limited by practices that perpetuate systemic racism and hinder student achievement. The Freedom Schools Literacy Academy lifts this work by meeting the unique needs of children from disenfranchised communities while at the same time strengthening the school-to-activism pipeline for the next generation of exceptional educators. Participating high school students will earn evidence toward Act 158 graduation requirements which supports the District’s college and career readiness goal.

How will the success of this contract be measured?

Consistent with past practice, the Office of Research and Evaluation will conduct a program evaluation of the summer programs organized by the District. The final report will provide a summary of the summer programs, including information about enrollment, attendance, and findings from surveys and observations. The successes and challenges of program implementation will provide insights and guide implementation for summer 2025.

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?

While the District is still in the beginning years of contracting with the Center for Black Educator Development to implement the Freedom Schools Literacy Academy, data is available that supports a strong track record of success in urban settings. In the summer of 2021, FSLA programming was offered to 288 elementary students and 78 high school students, and 54 college students. The following are highlights from the 2021 results.

High School Students: 1) Increase in Positive Racial Identity. High school students reported statistically significant increases in positive racial identity, and specifically in learning about history, traditions, and customs, thinking about how their life will be affected by their ethnic group membership, and having a strong sense of belonging.

2) Increase in Academic Self-Efficacy. High school apprentices showed statistically significant growth in areas of academic self-efficacy, mindset, habits of mind, and strategies for academic and personal success. 90% agreed that participating in the program will help them focus more on their education. 92% agreed they know they can complete difficult tasks. 93% agreed that even when things are tough, they can perform quite well. 95% agreed they know what to do when they come across difficult reading content. 89% agreed that they acquired the academic skills to do whatever they decide to do. 86% agreed they have strategies for handling academically challenging tasks. 88% agreed that when they need help they know how to ask for it. 84% agreed that they believe they are developing strategies that will help them overcome challenges.

Scholars:

1) Gains in Early Literacy Skills. Students in grades 1-3 increased their reading ability by an average of 2.29 levels in the Friends on the Block Literacy Curriculum, an early literacy intervention (a 33% increase from level 6.96 to 9.25 in five weeks). This increase was statistically significant for students across virtual and in person programming and students with higher or lower pretest scores. Students with higher pretest scores increased an average of 1.7 levels, and students with lower pretest scores increased an average of 2.6 levels.

2) Increase in Positive Racial Identity. Elementary students were given a pictorial self-report scale of ten items in which they could comment on their attitudes on racial identity, reading, schoolwork, effort, adults, and knowledge of

which they could comment on their attitudes on racial identity, reading, schoolwork, effort, adults, and knowledge of Black books and history. They reported increases in all ten items from before to after FSLA. There were statistically significant increases in the total score on knowing books about Black people, learning about the successes of Black people, and doing the best work they can at school. Correlations among these attitudes were calculated before and after FSLA. Before FSLA, high ratings on the item, "I am Happy I am Black/Brown" were significantly correlated with high ratings on "Adults Care about Me." After FSLA, high ratings on "I am Happy I am Black/Brown" were significantly correlated with high ratings on "I do the Best Work That I Can at School," "I am Special," and "I Know Some Books Written about Black People." This pattern suggests that after FSLA, Black early elementary students associate being Black/Brown with hard work, being special, and knowledge of their racial heritage.

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

The Freedom Schools Literacy Academy integrates proven best practices with a culturally responsive, affirming, and sustaining early-literacy curriculum that is aligned with the District's Academic Framework. During the program, expert educators will coach aspiring college student-teachers and work with high school apprentices interested in exploring careers in education to provide up to sixty participating rising 1st through third-grade students the personalized literacy boost they each need.

Reading is a bedrock skill for success in school, college, the workplace, and life. Studies show students' higher racial-ethnic pride correlates with higher achievement as measured by grades and standardized test scores. They also show that when Black students have Black teachers, they do better in school. When they have one Black teacher by 3rd grade, they're 13% more likely to enroll in college. With two Black teachers in the mix early on, that stat jumps to 32%.

Related resolution(s)/approval(s):

May 25, 2023; 56

May 26, 2022; 49

Funding Source(s):

FY 23-24 Operating

FY 24-25 Operating

Office Originating Request: Academic Support

Action Item - 35.

Title: Contract with JEVS Human Services – Services and Supports for Student Internships and Stipends (\$350,000)

Board of Education Meeting Date: 5/30/2024

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:

JEVS Human Services (JEVS)

Purpose:

To provide supports for student internships and intermediary services for Summer Internship and Work-based Learning Programs

Start date: 7/1/2024

End date: 6/30/2025

Compensation not to exceed: \$350,000

Location:

All High Schools;

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: Each option at fixed amount 110% of prior year amount

Description:

JEVS Human Services (JEVS) will support the District's summer programming for high school students by coordinating internships for up to 200 CTE students. Work experiences are a critical first introduction to the world of work. The District, through the District's Internship Program, endeavors to provide students with meaningful work-based learning and academic enrichment experiences that promote self-efficacy, connect youth to caring adults,

and offer the opportunity to build transferable skills required to secure and sustain employment. The Internship Program is an extension of the CTE curriculum that students learn throughout the school year. This opportunity allows students to receive real-life hands-on experiences that cannot be learned in the classroom. The experience will permit students to utilize the content of their classroom curriculum in a practical setting. These opportunities include positions in District buildings with District personnel, local businesses, and academic enrichment/industry certification programs.

C2L-PHL or Career Connected Learning PHL is the new initiative for work-based learning and career exploration for Philadelphia residents ages 12-24. This collaboration between the City of Philadelphia's Office of Children and Families ("City", Philadelphia Works ("PhilaWorks")), and the District provides paid summer and school-year work-based learning experiences. Career connected learning is an evidence-based strategy that is rooted in the idea that the best way for youth to build the skills essential for a successful career is through direct, hands-on experience connected to rigorous classroom learning and reflection. C2L-PHL activities are offered along a continuum: Awareness, Preparation, and Launch. Philadelphia's C2L-PHL programs are designed to provide comprehensive support along three interrelated objectives:

1. Youth are given access and experiences to explore different career paths and fields.
2. Youth are equipped with the tools and skills they need to explore, set, and achieve career goals.
3. Youth know how to identify and utilize their strengths and passions to inform career decisions.

Programming is designed to meet Act 158 graduation requirements, especially for students graduating through Pathway 5. JEVS will work with the District to measure and report activities timely so students get credit toward graduation requirements as needed.

JEVS Human Services has been identified as the fiscal and contracting Intermediary through a competitive and shared procurement process by the City and PhilaWorks. As the procured Intermediary for C2L-PHL, JEVS is charged to operationalize C2L-PHL.

Career & Technical Education (CTE)

The District's 2024 Summer Internship Program endeavors to provide students with meaningful work-based learning and academic enrichment experiences that promote self-efficacy, connects youth to caring adults and offers the opportunity to build the transferable skills required to secure and sustain employment. JEVS Human Services will support the successful implementation and execution of the payment of all additional student wages, payroll management, and support for the program. JEVS, as a wage intermediary organization for the District, will utilize the vast majority of the funds in this contract to directly pay student wages and stipends. JEVS will charge only a small percentage (not to exceed 12% of the total contract amount) for intermediary services & costs, such as payroll management, program monitoring, outreach and recruitment, training and technical assistance and data collection. The remaining funds of the total contract amount will pass through JEVS and go directly to the students in the form of wages or stipends for participating in internships or academic enrichment programs.

JEVS, as an intermediary organization for the District, will utilize the majority of the funds in

this contract to directly pay student stipends. This work is connected to the District's plan to achieve Guardrail 2 - Enriching and well-rounded School Experiences. Along with the College & Career Goal: Every student graduates ready for college and careers and Goal 5: The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026. The success of this contract will be measured by the percentage of eligible students who take and pass the NOCTI exam, the number of certifications received, along with the percentage of CTE students who have a documented job placement and/or post-secondary opportunity.

Funding Source(s):

FY2024-25 Operating

Office Originating Request: Academic Support

Action Item - 36.

Title: Amendment of Contract with Discovery Education and Explore Learning

Board of Education Meeting Date: 5/30/2024

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:

Discovery Education Inc.
ExploreLearning, LLC.

Purpose:

Online Science supplemental resources for K-5 Students

Original Start Date: 8/20/2021

Current End Date: 6/30/2024

Amended End Date: 6/30/2025

Currently Authorized Compensation: \$3,000,000

Additional Compensation:

\$0

Total New Compensation: \$3,000,000

Location:

All Schools;

Renewal Options: No

Description:

Why is this contract needed?

Schools are currently supplementing their science instruction through District contracts with

Discovery Education Inc and Explore Learning. These contracts were the result of a District Request for Proposals in 2021 for SUPPLEMENTAL science instructional materials and authorized by the Board in 2021.

The District has already paid for licenses which will be active through June 2025 but the existing Board authorization only goes until June 2024. This is a purchase that has been made previously; and there is no additional money being spent. However, Board approval is required to extend the terms of the Agreement for Services to cover the duration of the existing licenses.

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

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

- Goal 4: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.

Mystery Science provides teachers with standards-aligned lessons for teachers in grades K-5. State Science standards, PA STEELS, require that students begin learning science in kindergarten and continue through high school. The standards are designed as progressions, so in order for students to be prepared for more rigorous standards in middle and high school, it is required that students have access to grade-level, standards-aligned science throughout their K-5 years.

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

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

Reading and mathematics practices are embedded in the science standards. Mystery Science lessons include opportunities for applying reading and math through engaging, standards-aligned science lessons. Gizmos from Explore Learning provides teachers with standards-aligned lesson resources for teachers in grades 6-12, helping to prepare students for the Biology Keystone exam.

How will the success of this contract be measured?

The OCI science team regularly coordinates with Discovery Education's Partner Success Manager to monitor and improve usage of Mystery Science. The OCI science team responds to every request for support from administrators and teachers. The Science team offers professional Development for teachers in the form of intellectual preparation sessions and introductory sessions for new teachers. The OCI science team regularly coordinates with Explore Learning's Implementation Coordinator to monitor and improve usage of Gizmos. The OCI science team responds to every request for support from administrators and teachers. Professional

Development around the use of Gizmos has been provided for teachers. In addition, the science team provides alignment of specific Gizmos to units of study throughout the year.

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

Since the start of the contract, there have been regular bi-monthly meetings between district OCI Science team and the vendors to review and improve usage, plan professional development for teachers and provide feedback for responding to the needs of teachers and schools.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach? What does the research say? Name sources if possible.

Mystery Science is a library of virtual, interactive STEM simulations all aligned with Pennsylvania's Integrated Standards for Science, Technology & Engineering, and Environmental Literacy & Sustainability(STEELS). Mystery Science incorporates inclusivity principles to ensure access for all learners by making diversity visible through representation, making all students feel welcome and included through conceptual and linguistic accessibility, and offering pedagogical support for a range of learning styles & abilities.

ExploreLearning's Gizmos provides lesson resources that align with and support Pennsylvania's Integrated Standards for Science, Technology & Engineering, and Environmental Literacy & Sustainability(STEELS). Gizmos simulations and resources support knowledge gains and application of knowledge to new problems. Smetana & Bell (2014) explored the learning outcomes from the use of three different science Gizmos within a high school chemistry unit. Two classes were randomly assigned to use the Gizmos within either a whole-class or a small group instructional setting. Using pre- and post- assessments of conceptual understanding, the study found significant gains in knowledge for both instructional settings, supporting the efficacy of Gizmos in a variety of implementations. Highly collaborative talk was also observed in the whole class setting.

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): _____

RFQ-NG10039

Funding Source(s):

None

Office Originating Request: Academic Support

Action Item - 37.

Title: Memorandum of Understanding (MOU) with Albert Einstein Medical Center - Pre-K Nutrition Education Program

Board of Education Meeting Date: 5/30/2024

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:

Albert Einstein Medical Center

Purpose:

Delivery of nutrition education services to District preK students and families

Start date: 10/1/2024

End date: 9/30/2026

Value of Services not to exceed:\$1,750,000

Location:

Citywide deployment

Renewal Options: No

Description:

Need for Contract

While obesity rates for children ages 2-5 have been falling incrementally on a national level, Pennsylvania is one of just a few states not sharing in these recent nominal improvements. Through fun and educational nutrition activities performed by Einstein in District pre-k classrooms across the city per the proposed MOU, children and their families will have greater awareness of the benefits of healthy eating habits, which will increase the likelihood that these habits are adopted within their daily routine. Learning to enjoy the consumption of fruits and vegetables at a young age is critical for proper physical and cognitive development, and for the maintenance of good overall health and academic performance during adolescence and into early adulthood. These services would be provided by Einstein at no cost to the District, supported by a direct federal grant to their organization.

Goals & Guardrails

The Families Understanding Nutrition (FUN) program is called FUN because one of the key components of resiliency as well as addressing issues of trauma are learning how to have fun and feel safe. It creates an environment that fosters curiosity, creativity, interactive play, provides opportunities to explore their environment using their senses, mastering skills, and trying new things such as tasting food without a fear of being treated with disdain if they dislike the tasted food. The curriculum incorporates literacy and math activities and combine literacy and math in the lessons. Through these lessons, students learn about new foods and use their five senses to describe the foods, and a book is read that complements the lesson. The books not only integrate nutrition and physical activity messages, but the books are multicultural and respect and celebrate differences and well as integrating positive psycho-social skills into the children's behavior and the overall environment of each classroom. These activities help students build the vocabulary they will need to reach their grade-level goals in future years. By focusing on safe and healthy learning environments and family engagement, the proposed work contributes to Guardrails 1 and 3.

Measuring Success

Early Childhood education staff will monitor progress and measure success of the Einstein's FUN programming as follows:

- The program will compile a quarterly calendar for nutrition education lessons in the classroom to ensure all sites receive all lessons scheduled during the quarter and schedules are rearranged to make sure this happens;
- All data from each lesson taught will be entered into a database monthly, which includes the food taught, that the food tasting was given out, any handouts distributed, the curriculum used, and the length of the nutrition lesson.
- Lessons, activities, and observations will include numerous opportunities to assess the following:
 - Ability of participating children to identify the foods we taste as we progress through the year;
 - Increase in language used to describe the food;
 - Increase in the numbers of students who are willing to taste new foods;
 - Demonstrated knowledge of basic food safety (washing fruits and vegetables before eating, washing hands before eating, etc.);
 - Degree of integration of food activities in creative play; and
 - Ability of participants to identify ways of becoming and staying healthy.

Evidence-Based Strategy

The District has collaborated with Einstein on this project, at no cost to the District, for approximately 15 years. With support from the research department of the USDA-funded SNAP-Ed program at Penn State, an evaluation of the FUN program was undertaken using activities within both District and community-based pre-k classrooms. Employing both an implementation and control group, reviewers found that the FUN curriculum exposed children to unfamiliar fruits and vegetables and other healthy foods, and increased their vocabulary for describing foods; through work with parents, it provided families with the opportunity to increase healthy food choices for their children. Through the process of exposing preschool children to healthy, local, seasonal foods via in-class activities and family workshops, the

FUN program has increased the familiarity of participating students with these products, particularly fruits and vegetables, and has increased awareness among their parents/caregivers regarding the benefits of offering and consuming these foods at home on a regular basis. These efforts are considered to be a key, underlying element of the District's comprehensive pre-k program, as research has consistently shown that the establishment of responsible/informed eating habits at an early age is closely tied to long-term academic success and numerous other positive health/life outcomes.

Involvement of community members and/or stakeholders

Over 15 years ago, the Office of Early Childhood approached Einstein to provide a nutrition program at their Head Start sites. At that time, Einstein was the only SNAP-Ed partner that was willing to provide programming to Head Start sites. Due to a commitment to young children and their families and finding creative ways to find non-federal sources for reimbursement, Einstein provided this free program to the District's pre-k program which is almost 40% of Jefferson-Einstein's SNAP-Ed budget. Jefferson-Einstein FUN spends up to \$1,750,000 for implementation of FUN and all its components at District sites, as well as support for some of the District community partner pre-k sites. The Head Start Policy Council regularly reviews reports about the project and makes a recommendation to staff about annual continuation of the program.

Related resolution(s)/approval(s):

April 21, 2022; No. 22

Office Originating Request: Academic Support

Action Item - 38.

Title: Contract with Community College of Philadelphia- High School of the Future (\$381,664)

Board of Education Meeting Date: 5/30/2024

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:

Community College of Philadelphia

Purpose:

To provide dual enrollment opportunities for high school students to obtain college credits

Start date: 7/1/2024

End date: 6/30/2028

Compensation not to exceed: \$381,664

Separate Compensation by Vendor:

Location:

High School of The Future

Renewal Options: No

Description:

High School of the Future, in collaboration with the community and families, strives to ignite in students a passion for learning that inspires a commitment to active citizenship by using technological innovation and engaging pedagogy, including dual enrollment options. High School of the Future utilizes a project-based, learner-driven instructional approach, which prepares students to demonstrate mastery of 21st-century competencies and equips them for continuous success to positively impact their immediate and global community.

Dual enrollment is an evidence-based practice that can play an influential role in improving student outcomes. Dual enrollment programs allow high school students enrolled in District schools to take college courses and earn college credits while still in high school. Students

benefit from rigorous coursework that prepares them for postsecondary educational pursuits.

The contract between Community College of Philadelphia and the School District allows for the implementation of a Cybersecurity Proficiency Certificate I dual enrollment program. This dual enrollment program will teach students how to develop the technical, analytical and problem-solving skills needed to protect both government and organizations' information technology assets. The coursework for the Cybersecurity Proficiency Certificate I program will also prepare students for specific industry certification exams, including CompTIA Security+, GIAC Security Essentials (GSEC), Certified Information Privacy Professional (CIPP), Systems Security Certified Practitioner (SSCP), Certified Ethical Hacker (CEH), Security Certified Network Professional (SCNP), and Global Information Assurance Certification (GIAC).

The District's goal is to increase equitable access to dual enrollment by removing barriers such as tuition and fees and easing the transition from high school to college. Increasing student access will enhance opportunities for credit attainment and academic rigor in preparation for college courses and provide more students with intensive practice in developing college strategies. An emerging body of research and practice suggests that providing college-level coursework in high school can better prepare a wide range of students for college success, thus supporting the College & Career Goal: Every student graduates ready for college and careers.

The School District's Office of New School Models/Innovation Network (Innovation Network) has primary responsibility for the evaluation of this contract with the ongoing support from the District Performance Office. To determine the success of the Cybersecurity Proficiency Certificate I dual enrollment program, the Innovation Network will work collaboratively with the Pathways to Graduation Office to monitor a number of indicators, including course completion, college acceptance, college matriculation rates, and the number of industry certifications to measure quantitative data and conduct Instructional Walkthroughs and Operational Walkthroughs to measure qualitative data.

Dual enrollment is an evidence-based practice that allows students to earn college credits while enrolled in high school. These opportunities have become an effective and viable method for students to complete high school and enter college. Research indicates that students participating in dual enrollment had higher high school graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits 1 and 2 years post high school graduation (Rodríguez, Hughes, & Belfield, 2012).

Related resolution(s)/approval(s):

June 23, 2023; No. 90

Funding Source(s):

FY 25: Operating

FY 26: Operating

FY 27: Operating

FY 28: Operating

Office Originating Request: Schools

Action Item - 39.

Title: Ratification of Contract with Univision (\$50,000) - Added 5.9.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

Action Under Consideration:

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

With:

Univision Interactive Media

Purpose:

To expand the reach of the School District of Philadelphia's annual marketing efforts to the Hispanic community.

Start Date: July 1, 2023

End Date: June 30, 2024

Compensation not to exceed: \$50,000

Location(s): All school communities in Philadelphia

Renewal Options: Yes

Number of Options: 3

Duration of each option to extend: Years: 1

Maximum compensation authorized per option period: \$50,000

Description:

Univision Communications Inc. is the leading multimedia company serving Hispanic America, commanding 60% share of the Spanish-language primetime Adult 18-49 audience and reaching an estimated 106 million average monthly unduplicated media consumers via its portfolio of assets. For SY2023-2024, the Communications Department moved forward with media buys with Univision to support its Back to School, School Selection, PreK & K Registration and Graduation marketing campaigns. At the time that the District engaged Univision, it was believed that the District had an existing contract with Univision. However, the prior relationship had been through individual purchase orders only while this year and going forward a contract is now required.

Goal(s) & Guardrail(s) Supported:

Guardrail 3: Partnering with Parents/Family Members

Funding Source(s): Office of Communications and External Relations Operating and Grants Budgets

Additional Information:

The Procurement Office has signed off on Univision as a sole source provider given their leadership in reaching the Hispanic market.

Charge Account:

Fund	Source	Budget Year	Dept	Functions	Campaigns (NTE = not to exceed amount)
110	1100	2024	9140	2823251	BTS and Graduation (NTE \$15K)
150	2001	2024	9140	1101251	School Selection (NTE \$15K)
150	2004	2024	9140	2823251	PreK Registration (NTE \$10K)

150	2001	2024	9140	2823251	Kindergarten Registration (NTE \$10K)
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Office Originating Request: External Relations

ATTACHMENTS:

Description

Type

Action Item - 40.

Title: Renewal Lease with Sayre Health Center, Inc. at William Sayre High School - Added 5.9.2024

Board of Education Meeting Date: 5/30/2024

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 license agreement, subject to funding, as follows:

With:

Sayre Health Center, Inc.

Purpose:

To provide office space for Sayre Health Center to provide the community with health services to the students attending William Sayre School, family members and the neighboring community.

Start Date: 7/1/2024

End Date: 6/30/2025

License Fee not to exceed: \$47,205.76

Location:

Sayre, William L. High School;

Renewal Options: Yes

Number of Options: 2

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

Maximum license fee authorized per option period: Option 1 \$49,564.00 (reflects 5% increase) Option 2 \$52,043.23 (reflects 5% increase)

Description:

Why is this contract needed?

This contract is needed to continue to provide health services to students, their families, and the community. Currently the health center provides general medical care. Sayre Health Center plans to expand their services by providing dental services at Sayre Health Center.

Sayre Health Center has proven to be a staple in the community by providing good medical care to their patients. Due to such success, Sayre Health Center will provide additional services such as a dental clinic and they have requested to extend their hours to provide additional service. This benefit is due to students, families and community members requesting such services by the Sayre Health Center to meet an even larger population of the community.

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

Guardrail 3: Welcoming & Supportive Schools - Every parent and guardian will be welcomed and encouraged to be a partner in their child's school community

Guardrail 1: Welcoming and Supportive Schools - Guardrail1; 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 degree of student's decrease in absenteeism. Having access to a health center that provides services which meet the total needs of students, and their family members can be a factor to encourage better health which increases student attendance. Continuing to provide accessible health care services will increase student attendance.

Related resolution(s)/approval(s):

May 17, 2018; B-4

June 21, 2018; A-25, A-26, A-27

May 30, 2019; No. 34

May 28, 2020; No. 123

May 27, 2021; No. 44

Office Originating Request: Operations - Facilities

Action Item - 41.

Title: Contract with Concentric Educational Solutions, Inc. (\$200,000) - Added 5.9.2024

Board of Education Meeting Date: 5/30/2024

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:

Concentric Educational Solutions, Inc.

Purpose:

To improve student attendance and address the needs and barriers identified among our chronically absent students

Start date: 7/1/2024

End date: 6/30/2025

Compensation not to exceed: \$200,000

Location:

Schools as identified by the Office of Student Support Services

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: \$200,000

Description:

Why is this contract needed?

The District has identified student attendance as a priority area of focus. With increasing rates of chronic absenteeism, the District is invested in implementing targeted interventions to improve student attendance and reduce chronic absenteeism while also increasing parent engagement.

The Office of Attendance and Truancy serves to offer training and supportive services to all

members of the school community, to help improve student attendance, to account for all District students, and to comply with the compulsory school attendance laws.

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

The work is connected to the Board of Education's guardrail 2: enriching and well-rounded school experiences. Research has demonstrated that targeted outreach to families that focuses on increasing parent engagement to support their child's educational achievement results in improved student attendance.

How will the success of this contract be measured?

The success of the contract will be measured by improving student attendance through targeted home visits in response to student absenteeism.

Funding Source(s):

FY 24-25 Operating

Office Originating Request: Student Support Services

Action Item - 42.

Title: Capital Award for Stormwater Management Improvement at Grover Washington School (\$2,062,000) Added 5.13.2024

Board of Education Meeting Date: 5/30/2024

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:

Seravalli, Inc.

Purpose:

To construct stormwater management and greening throughout the Middle School campus

Start date: 5/31/2024

End date: 6/30/2027

Compensation not to exceed: \$2,062,000

Location:

Washington, Grover Jr. Middle School;

Renewal Options: No

Description:

The Fund for The School District of Philadelphia received a grant award from the William Penn Foundation (WPF) Watershed program with the goal of developing, designing, and constructing two large scale voluntary stormwater management projects to help provide the multifaceted benefits of Green Stormwater Infrastructure to the school campus and the community. The acceptance of the grant in the amount up to \$1,000,000 was approved by the Board on March 28, 2019. The Office of Capital Programs has worked to develop design and construction documents two schoolyards identified by the grant, Thomas Alva Edison High School and Grover Washington Middle School. The Grover Washington Middle School is the second of the two schools to reach design completion. Funds from the WPF grant have been used to pay for the design of the Grover Washington project. The contract authorized by this action item for construction of the stormwater improvements and greening at Grover Washington will be paid for using \$1,762,000 from the Philadelphia Water Department Stormwater Management Improvement Project grant, and \$300,000 from

Office of Capital Programs funds.

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 successful completion of the construction of the 4 Green Stormwater Infrastructure systems, the conversion of pavement to new lawn space, and the planting of landscape trees on the campus.

The Office of Minority and Small Business (OMSBD) will review and verify MWBE compliance in this contract by verifying monthly or quarterly spending 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.

Related resolution(s)/approval(s):

February 24, 2022; No. 23

Funding Source(s):

Capital Budget FY 23-24

Capital Budget FY 24-25

Capital Budget FY 25-26

Capital Budget FY 26-27

William Penn Foundation Watershed grant

Philadelphia Water Department(PWD) Stormwater Management Improvement Project(SMIP)

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description

Type

Action Item - 43.

Title: Contract with Ricoh USA, INC. - Mailing Equipment Lease (\$1,067,000) - Added 5.17.2024

Board of Education Meeting Date: 5/30/2024

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:

Ricoh, USA, INC.

Purpose:

To Implement an end-to-end automated streamlined mail communication solution

Start date: 6/1/2024

End date: 6/30/2029

Compensation not to exceed: \$1,067,000

Location:

Administrative Office(s);

Renewal Options: Yes

Number of Options: 3

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

Description:

Why is this contract needed?

Implementation of an Output Management Solution capable of providing verification for all documents and simplifying the process of preparing jobs for folding, Inserting, and mailing for the Printing & Mailing Services staff which will result in the following:

- Enhancement of the document workflow will reduce manual processing time and process steps,
- Add an Automated Insertion Management Solution (AIMS) to Incorporate a quick and efficient reprint process with audit trail reducing the number of touches by 50%.

- Output Management combined with AIMS will reduce the risk of student personal information breaches that could impact the School District.
- Introduce all new Ricoh and Quadient technology (Print I Mall / Fold & Insertion) with increased capacity designed to handle SDP current and projected growth in mailing needs.

Utilization of an Output Management Solution creates efficiency and scalability by automating workflows to allow for growth with your current in-house labor. Recent staff retirements have impacted the Print & Mail Center's capabilities in monitoring outdated equipment. New operators do not have the same experience and knowledge level which has a need for increased automation and less reliance on physical labor. Leveraging a combination of automation and new device technology will reduce the impact on labor and related costs. Additionally, USPS postal regulations require current postage technology to be upgraded to new IMI Indicia standards.

How will the success of this contract be measured?

As SDP volume increases, the new automated equipment will absorb current labor costs by eliminating the need for dedicating staff resources to complete the required workload for mailing needs and prioritize printing projects that require manual oversight. (based on time saved through automation).

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

This contract supports Board Guardrail 1: Welcoming and Supportive Schools, and Board Guardrail 2: Enriching and well rounded School Experiences

Funding Source(s):

FY 24-29 Operating

Office Originating Request: Operations - Procurement

Action Item - 44.

Title: Contract with Conner Strong & Buckelew Companies Inc. - Casualty and Property Insurance (\$6,687,840) - Added 5.17.2024

Board of Education Meeting Date: 5/30/2024

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:

Conner, Strong & Buckelew

Purpose:

To reimburse the District's insurance broker of record for the purchase of various casualty and bond premiums

Start date: 7/1/2024

End date: 6/30/2025

Compensation not to exceed: \$6,687,840

Location:

Administrative offices

Renewal Options: No

Description:

Although the School District of Philadelphia (District) has certain protections under the Commonwealth's governmental immunity laws, it still requires a suite of casualty and property insurance products to address many of the exposures presented by its activities. Pursuant to their brokerage/consulting agreement, Conner Strong pays for the various insurance coverages on behalf of the District and the District reimburses the expenses. The various

coverages include: Property (including equipment breakdown); Excess Property, Excess Workers Compensation and Employers Liability; Crime; Sports Accident; Student Participant; Voluntary Student Accident; Foreign Package; Student Professional Liability; and Public Official Bonds. They may place additional supplemental coverage as needed during the school year.

Funding Source(s):

FY24-25 Operating

Office Originating Request: Finance

Action Item - 45.

Title: Belmont Charter School - Request for Location Change Amendment - Added 5.24.2024/ Updated 6.12.2024

Board of Education Meeting Date: 5/30/2024

Description: Belmont Charter School has submitted a request to the Board of Education to change the location of the Charter School for students in Grade 9 to Grade 12 from one of the Charter School's current buildings located at 1301 Belmont Avenue to a building located at 313 N. 19th Street. The current term of the Charter School's Charter is July 1, 2022 through June 30, 2027. The Charter School is authorized to serve 780 students in Kindergarten to Grade 8 and 500 students in Grade 9 to Grade 12. An evaluation of this amendment request has been completed by the Charter Schools Office and may be accessed [here](#). The Charter Schools Office has recommended that the Board of Education approve the amendment to change the Charter School's location for Grade 9 to Grade 12. The Board of Education will consider this location change amendment request.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 45 - Final Action Item

Type

Supporting Document

Re: Application for Charter Amendment: Belmont Charter School

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of BELMONT CHARTER SCHOOL, formerly known as Belmont Elementary Charter School (“Charter School”) to operate a charter school for a five-year term commencing in 2002; and

WHEREAS, the SRC renewed the Charter for five-year terms in 2007, and in 2014 for a term commencing July 1, 2012; and

WHEREAS, the Board of Education renewed the Charter for a five-year terms in 2019, for a term commencing July 1, 2017, and in 2022; and

WHEREAS, the Charter School currently is located at 907 North 41st Street, Philadelphia, PA 19104; 4030 Brown Street, Philadelphia, PA 19104; and 1301 Belmont Avenue, Philadelphia, PA 19104; and

WHEREAS, the Charter School submitted a written request to the Charter Schools Office of the School District requesting approval for the Charter School to change the location for students in Grade 9 to Grade 12 from one of the Charter School’s current buildings located at 1301 Belmont Avenue, Philadelphia, PA 19104 to a building located at 313 N. 19th Street, Philadelphia, PA 19103, commencing in the 2024-2025 school year (“Amendment Request”); and

WHEREAS, the Charter Schools Office has reviewed and evaluated the representations, statements and materials contained in the Amendment Request, additional documents submitted by the Charter School to the Charter Schools Office, and other documents in the record; and

WHEREAS, the Charter Schools Office has conducted a full evaluation of the Amendment Request and has prepared an evaluation report and made a recommendation to the Board of Education; now be it

RESOLVED, that the Board of Education hereby grants an Amendment to the Charter of Belmont Charter School based on the representations, statements and materials contained in the Amendment Request and the evaluation report prepared by the Charter Schools Office to change the Charter School’s authorized facility/location for students in Grade 9 to Grade 12 from one of the Charter School’s current buildings located at 1301 Belmont Avenue, Philadelphia, PA 19104 to a building located at 313 N. 19th Street, Philadelphia, PA 19103, commencing in the 2024-2025 school year, effective upon the full execution of an Amendment to Charter by the School District and by the Chair of the

Board of Trustees of the Charter School or another member of the Board of Trustees duly designated by the Board of Trustees.

Action Item - 46.

**Title: Young Scholars Charter School - Request for Change to Grade Levels Served
Amendment - Added 5.24.2024/ Updated 6.12.2024**

Board of Education Meeting Date: 5/30/2024

Description: Young Scholars Charter School has submitted a request to the Board of Education to change the grade levels served by the Charter School from the current grade configuration of Grade 6 to Grade 8, to a new grade configuration of Grade 5 to Grade 8. The current term of the Charter School’s Charter is July 1, 2023 through June 30, 2028. The Charter School is authorized to serve 300 students. An evaluation of this amendment request has been completed by the Charter Schools Office and may be accessed [here](#). The Charter Schools Office has recommended that the Board of Education approve the amendment to change the grade levels served from the current grade configuration of Grade 6 to Grade 8, to a new grade configuration of Grade 5 to Grade 8. The Board of Education will consider this grade levels served amendment request.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 46 - Final

Type

Supporting Document

Re: Application for Charter Amendment: Young Scholars Charter School

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

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

WHEREAS, the Board of Education renewed the Charter for a five-year term in 2023; and

WHEREAS, the Charter School submitted a written request to the Charter Schools Office of the School District requesting approval for the Charter School to change the grade levels served by the Charter School from the current grade configuration of Grade 6 to Grade 8, to a new grade configuration of Grade 5 to Grade 8, commencing in the 2025-2026 school year (“Amendment Request”); and

WHEREAS, the Charter Schools Office has reviewed and evaluated the representations, statements and materials contained in the Amendment Request, additional documents submitted by the Charter School to the Charter Schools Office, and other documents in the record; and

WHEREAS, the Charter Schools Office has conducted a full evaluation of the Amendment Request and has prepared an evaluation report and made a recommendation to the Board of Education; now be it

RESOLVED, that the Board of Education hereby grants an Amendment to the Charter of of Young Scholars Charter School based on the representations, statements and materials contained in the Amendment Request and the evaluation report prepared by the Charter Schools Office to change the grade levels served by the Charter School from the current grade configuration of Grade 6 to Grade 8, to a new grade configuration of Grade 5 to Grade 8, commencing in the 2025-2026 school year, effective upon the full execution of an Amendment to Charter by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board of Trustees duly designated by the Board of Trustees.

Action Item - 47.

**Title: YouthBuild Philadelphia Charter School – Request for Location Change
Amendment - Added 5.24.2024/Updated 6.12.2024**

Board of Education Meeting Date: 5/30/2024

Description: YouthBuild Philadelphia Charter School has submitted a request to the Board of Education to change the location of the Charter School from its current building located at 1231 N. Broad Street to a building located at 2309 N. Broad Street. The current term of the Charter School's Charter is July 1, 2021 through June 30, 2026. The Charter School is authorized to serve 400 students in Grade 12. An evaluation of this amendment request has been completed by the Charter Schools Office and may be accessed [here](#). The Charter Schools Office has recommended that the Board of Education approve the amendment to change the Charter School's location. The Board of Education will consider this location change amendment request.

Office Originating Request: Board of Education

ATTACHMENTS:

Description

Item No. 47 - Final

Type

Supporting Document

Re: Application for Charter Amendment: YouthBuild Philadelphia Charter School

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of YOUTHBUILD PHILADELPHIA CHARTER SCHOOL (“Charter School”) to operate a charter school for a 4-year term commencing in 1997; and

WHEREAS, the School Reform Commission renewed the Charter for five-year terms in 2001, 2006, 2011 and 2016; and

WHEREAS, the Board of Education renewed the Charter for a five-year term in 2021; and

WHEREAS, the Charter School submitted a written request to the Charter Schools Office of the School District requesting approval for the Charter School to change the location of the Charter School from its current building at 1231 N. Broad Street, Philadelphia, PA 19122 to a building located at 2309 N. Broad Street, Philadelphia, PA 19132, commencing in the 2024-2025 school year (“Amendment Request”); and

WHEREAS, the Charter Schools Office has reviewed and evaluated the representations, statements and materials contained in the Amendment Request, additional documents submitted by the Charter School to the Charter Schools Office, and other documents in the record; and

WHEREAS, the Charter Schools Office has conducted a full evaluation of the Amendment Request and has prepared an evaluation report and made a recommendation to the Board of Education; now be it

RESOLVED, that the Board of Education hereby grants an Amendment to the Charter of YouthBuild Philadelphia Charter School based on the representations, statements and materials contained in the Amendment Request and the evaluation report prepared by the Charter Schools Office to change the location of the Charter School from its current building at 1231 N. Broad Street, Philadelphia, PA 19122 to a building located at 2309 N. Broad Street, Philadelphia, PA 19132, commencing in the 2024-2025 school year, effective upon the full execution of an Amendment to Charter by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board of Trustees duly designated by the Board of Trustees.

Action Items - Intermediate Unit - 1.

Title: Adoption of Philadelphia Intermediate Unit No. 26 Operating Amended Budget for 2023-2024 and Philadelphia Intermediate Unit No. 26 Operating Budget for 2024-2025 - Update 5.28.2024

Board of Education Meeting Date: 5/30/2024

Action under consideration

WHEREAS, changes in revenues and obligations have occurred with regard to the Fiscal Year 2023-2024 budget for Philadelphia Intermediate Unit No. 26; and

WHEREAS, the Philadelphia Intermediate Unit No. 26 must adopt an Operating Budget for the fiscal year commencing July 1, 2024, in which proposed obligations shall not exceed the amount of revenues available; now be it

RESOLVED, that the Board of Directors of Philadelphia Intermediate Unit No. 26 hereby adopts an Amended Operating budget for Fiscal Year 2023-2024 and an Operating budget for Fiscal Year 2024-2025, as reflected in the receipts set forth in Exhibit B and the estimate of obligations by functional organization set forth in Exhibit C; and

RESOLVED, that upon the transfer of any function from one office, department or organizational unit, the Executive Director of the Intermediate Unit is authorized to transfer to the successor office, department or organizational unit those portions of the appropriations which appertain to the function transferred; the Executive Director of the Intermediate Unit is authorized to transfer funds from undistributed accounts to appropriate departments to implement decisions of the Executive Director and Offices of the Intermediate Unit Board of Directors; and be it

FURTHER RESOLVED, that the Board of Directors authorizes Philadelphia Intermediate Unit No. 26, through the Executive Director or his designee, to execute, deliver, and perform an agreement with The School District of Philadelphia, for the School District to provide all professional and non-professional personnel services, all materials, supplies, books and equipment necessary for a complete special education program and transportation for special education students. The programs provided in conjunction with this contract, herewithin the Action Items being considered and adopted simultaneously, are for the period commencing July 1, 2024 through June 30, 2025. All services provided by the School District will comply with applicable law and any decrees by a court of competent jurisdiction.

Office Originating Request: Finance

ATTACHMENTS:

Description

Final Action Item

Type

Supporting Document

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FOR FISCAL YEAR 2024-2025

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Intermediate Unit Budget Revenues	B
Intermediate Unit Budget Appropriations by Functional Organization	C

**SCHOOL DISTRICT OF PHILADELPHIA
COMPARATIVE STATEMENT OF REVENUES,
OBLIGATIONS AND CHANGES IN FUND BALANCE**

<u>Intermediate Unit</u>	<u>Amended 2023/2024</u>	<u>Adopted 2024/2025</u>
Revenues		
Local Non Tax	250,483	200,000
State	185,635,495	200,682,101
Total Revenues	<u>185,885,978</u>	<u>200,882,101</u>
Obligations	520,631,257	591,255,800
Excess/(Deficiency) of Revenues Over/(Under) Obligations	(334,745,279)	(390,373,699)
Other Financing Sources	355,351,382	410,979,802
Other Financing Uses	(20,606,103)	(20,606,103)
Excess/(Deficiency) of Revenues and Other Financing Sources Over/(Under) Obligations and Other Financing Uses	0	0

**INTERMEDIATE UNIT
REVENUES AND SOURCES**

	Amended 2023/2024	Adopted 2024/2025
LOCAL NON TAX REVENUE		
Special Education Tuition	50,483	0
Special Education Trans. Interest	200,000	200,000
TOTAL - LOCAL NON TAX REVENUE	<u>250,483</u>	<u>200,000</u>
STATE REVENUE		
Special Education Program	6,585,626	6,585,626
Special Education Transportation	117,494,061	122,477,394
Retirement	50,249,639	58,432,809
Social Security	11,306,169	13,186,272
TOTAL - STATE REVENUE	<u>185,635,495</u>	<u>200,682,101</u>
TOTAL REVENUE	185,885,978	200,882,101
OTHER FINANCING SOURCES	355,351,382	410,979,802
TOTAL REVENUE & OTHER FINANCING SOURCES	541,237,360	611,861,903

**INTERMEDIATE UNIT
BUDGET APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
Special Ed High Incidence			
510001	Personnel Services: Salaries	63,680,750	67,637,067
520001	Personnel Services: Employee Benefits	40,627,374	44,185,443
530001	Purchased Professional and Technical Services	6,078,210	0
560001/570001	General Materials, Supplies, Property, and Equipment	218,874	168,442
		110,605,208	111,990,952
Special Education Low Incidence			
510001	Personnel Services: Salaries	132,362,905	155,240,251
520001	Personnel Services: Employee Benefits	101,629,898	135,918,466
530001	Purchased Professional and Technical Services	13,959,237	8,486,000
540001/550001	Other Purchased Services	3,851	3,851
560001/570001	General Materials, Supplies, Property, and Equipment	780,035	839,738
580001/590001	Miscellaneous Costs and Other Financing Uses	11,114	11,114
		248,747,040	300,499,420
Special Education Gifted Education			
510001	Personnel Services: Salaries	102,859	236,764
520001	Personnel Services: Employee Benefits	60,076	122,730
530001	Purchased Professional and Technical Services	54,200	54,200
540001/550001	Other Purchased Services	0	20,000
560001/570001	General Materials, Supplies, Property, and Equipment	20,200	200,200
		237,335	633,894
Psychologists			
510001	Personnel Services: Salaries	7,100,742	13,468,715
520001	Personnel Services: Employee Benefits	4,027,512	8,175,900
530001	Purchased Professional and Technical Services	364,100	344,100
560001/570001	General Materials, Supplies, Property, and Equipment	33,600	38,000
		11,525,954	22,026,715
Extra Curricular Activities Clubs			
560001/570001	General Materials, Supplies, Property, and Equipment	5,000	5,000
		5,000	5,000
Transportation Regular and Special Education Services			
510001	Personnel Services: Salaries	11,351,427	12,355,920
520001	Personnel Services: Employee Benefits	9,672,385	10,139,467
540001/550001	Other Purchased Services	33,397,528	34,749,830
580001/590001	Miscellaneous Costs and Other Financing Uses	35,000,233	36,160,221
		89,421,573	93,405,438
Transportation Bus Attendants Special Ed			
510001	Personnel Services: Salaries	6,084,848	6,581,978
520001	Personnel Services: Employee Benefits	7,499,953	8,771,019
540001/550001	Other Purchased Services	20,398,754	20,362,005
560001/570001	General Materials, Supplies, Property, and Equipment	10,100	10,100
580001/590001	Miscellaneous Costs and Other Financing Uses	(25,110,813)	(25,398,402)
		8,882,842	10,326,700
Losses and Judgments			
580001/590001	Miscellaneous Costs and Other Financing Uses	21,300,000	21,000,000
		21,300,000	21,000,000
Charter Schools Transportation			
540001/550001	Other Purchased Services	(1,359,401)	(1,360,581)
		(1,359,401)	(1,360,581)

**INTERMEDIATE UNIT
BUDGET APPROPRIATIONS BY FUNCTIONAL ORGANIZATION**

		Amended 2023/2024	Adopted 2024/2025
		<hr/>	<hr/>
Services to Non Public Schools Transportation			
540001/550001	Other Purchased Services	29,631,889	30,632,537
		29,631,889	30,632,537
 Diverse Learners			
510001	Personnel Services: Salaries	923,841	1,235,485
520001	Personnel Services: Employee Benefits	564,992	715,256
530001	Purchased Professional and Technical Services	119,000	119,000
540001/550001	Other Purchased Services	7,100	7,100
560001/570001	General Materials, Supplies, Property, and Equipment	9,500	9,500
580001/590001	Miscellaneous Costs and Other Financing Uses	9,384	9,384
		1,633,817	2,095,725
 TOTAL EXPENDITURES		 520,631,257	 591,255,800
 Other Financing Uses Excluding Refunding			
580001/590001	Miscellaneous Costs and Other Financing Uses	20,606,103	20,606,103
		20,606,103	20,606,103
 TOTAL EXPENDITURES & OTHER FINANCING USES		 541,237,360	 611,861,903
		Amended 2023/2024	Adopted 2024/2025
Summary by Major Object		<hr/>	<hr/>
510001	Personnel Services: Salaries	221,607,372	256,756,180
520001	Personnel Services: Employee Benefits	164,082,190	208,028,281
530001	Purchased Professional and Technical Services	20,574,747	9,003,300
540001/550001	Other Purchased Services	82,079,721	84,414,742
560001/570001	General Materials, Supplies, Property, and Equipment	1,077,309	1,270,980
580001/590001	Miscellaneous Costs and Other Financing Uses	51,816,021	52,388,420
	Total:	541,237,360	611,861,903

Action Items - Intermediate Unit - 2.

Title: Authorization of IDEA, Part B Sub-award Agreements with Various Charter Schools – Special Education Services (\$27,000,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board of Directors of Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform sub-award agreements with eligible Philadelphia charter schools, subject to funding, as follows:

With: Ad Prima Charter School, Alliance for Progress Charter School, Antonia Pantoja Charter School, ASPIRA Bilingual Cyber Charter School, Belmont Charter School, Boys Latin of Philadelphia Charter School, Christopher Columbus Charter School, Community Academy of Philadelphia Charter School, Deep Roots Charter School, The Jacqueline Y. Kelley Discovery Charter School, Esperanza Academy Charter School, Esperanza Cyber Academy Charter School, Eugenio Maria de Hostos Charter School, First Philadelphia Preparatory Charter School, Folk Arts Cultural Treasures Charter School, Franklin Towne Charter Elementary School, Franklin Towne Charter High School, Frederick Douglass Mastery Charter School, Freire Charter School, Global Leadership Academy Charter School, Global Leadership Academy Charter School Southwest at Huey, Green Woods Charter School, Harambee Institute of Science and Technology Charter School, Imhotep Institute Charter High School, Independence Charter School, Independence Charter School West, Inquiry Charter School, Keystone Academy Charter School, KIPP DuBois Charter School, KIPP North Philadelphia Charter School, KIPP Philadelphia Charter School, KIPP West Philadelphia Charter School, Laboratory Charter School of Communication and Languages, Lindley Academy Charter School at Birney, Mariana Bracetti Academy Charter School, Maritime Academy Charter School, Mathematics Sciences and Technology Community Charter School, Mathematics Sciences and Technology Community Charter School II, MAST Community Charter School III, Mastery Charter High School, John Wister Mastery Charter School, Mastery Charter School – Cleveland Elementary, Mastery Charter School – Clymer Elementary, Mastery Charter School Pastorius - Richardson Elementary, Mastery Charter School Simon Gratz Campus, Hardy Williams Academy Charter School, Mastery Charter School Harrity Elementary, Mastery Charter School Mann Elementary, Mastery Charter School - Pickett Campus, Mastery Charter School - Shoemaker Campus, Mastery Charter School Smedley Elementary, Mastery Charter School - Thomas Campus, Mastery Prep Elementary Charter School, Mathematics, Civics and Sciences Charter School, Memphis Street Academy Charter School at J.P. Jones, Multicultural Academy Charter School, New Foundations Charter School, Northwood Academy Charter School, Pan American Academy Charter School, People for People Charter School, Philadelphia Academy Charter School, Philadelphia Electrical & Technology Charter High School, Philadelphia Hebrew Public Charter School, Philadelphia Montessori Charter School, Philadelphia Performing Arts Charter School: A String Theory Charter School, The Preparatory Charter School of Mathematics, Science, Technology and Careers, Richard Allen Preparatory Charter School, Russell Byers Charter School, Sankofa Freedom Academy Charter School, Southwest Leadership Academy Charter School, Tacony

Academy Charter School, TECH Freire Charter School, Philadelphia Charter School for Arts and Sciences at H. R. Edmunds, Universal Alcorn Charter School, Universal Audenried Promise Neighborhood Partnership Charter School, Universal Bluford Charter School, Universal Creighton Charter School, Universal Daroff Charter School, Universal Institute Charter School, Universal Vare Promise Neighborhood Partnership Charter School, West Oak Lane Charter School, West Philadelphia Achievement Charter Elementary School, Wissahickon Charter School, Young Scholars Charter School, YouthBuild Philadelphia Charter School, and other eligible Charter schools authorized, approved and licensed by The School District of Philadelphia Board of Education or the Board of Directors of the Philadelphia Intermediate Unit.

Purpose:

Distribution of IDEA Part B funds to Philadelphia charter schools to supplement the provision of special education and related services for students with disabilities attending those charter schools.

Start date: 7/1/2024

End date: 6/30/2025

Compensation not to exceed: \$27,000,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$27,000,000

Location:

Philadelphia charter schools approved by the Pennsylvania Department of Education (PDE) for IDEA Fund Allocation.

Description:

Why is the contract needed?

The Individuals with Disabilities Education Act (IDEA), Part B is a federal program which provides grant funds on a formula basis to states and Local Education Agencies (LEAs) to support the education of children with disabilities. The amount of IDEA, Part B funds that an LEA receives is calculated according to a rate based on the number of special education students the LEA reported as having compliant IEPs on December 1st of the previous year. After PDE approves and finalizes the IDEA Part B allocation amounts for each LEA, the funds are given to the 29 Pennsylvania Intermediate Units (IUs) for distribution to the LEAs located within their jurisdictions. Charter schools are considered LEAs, and IUs must distribute or "pass-through" these allocated Part B funds to all eligible charter schools that have students with disabilities located within their boundaries. This action item is to request authorization for IU 26 to pass through the PDE approved IDEA, Part B funds allocated to each eligible charter school within the IU 26 jurisdiction, and enter into sub-award agreements with these charter schools for the funds to be used to supplement the education of students with disabilities in compliance with IDEA.

How will the success of this contract be measured?

Individual charter school spending and use of state awarded IDEA funds is set forth in

individual charter school Agreements after reviewing and approving budgets and narratives submitted by charter schools regarding the allowable use of allocated IDEA-B funds.

Funding Source(s):

FY25 IDEA-B

Office Originating Request: Academic Support

Action Items - Intermediate Unit - 3.

Title: Contracts with The Camelot Schools of Pennsylvania, L.L.C. aka Specialized Education Services, Inc. and Community Council Education Services, Inc. for Alternative Special Education Settings (\$9,000,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board for Directors of Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform contracts, subject to funding, as follows:

With:

The Camelot Schools of Pennsylvania, L.L.C. aka Specialized Education Services, Inc.

Community Council Education Services, Inc.

Purpose:

To provide ASES (Alternative Special Education Setting) programs for District students with severe disabilities

Start date: 7/1/2024

End date: 6/30/2027

Compensation not to exceed: \$9,000,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$9,000,000

Location:

Camelot Therapeutic Day School, High Roads Germantown, 5612 Green St., Philadelphia, PA 19144; Community Council Learning Academy, 4223 North Front St., Philadelphia, PA 19124

Renewal options: 2

Duration of each option: 1 year

Maximum compensation authorized per option period:

Each option at a fixed amount of \$3,000,000 or 110% of preceding year amount

Description:

Why is this contract needed?

The School District of Philadelphia's (District) Office of Special Education and Diverse Learners (ODL) proposes to contract with Camelot Schools of Pennsylvania, L.L.C aka

Specialized Education Services Inc., and Community Council Education Services, Inc. for the provision of ASES programs for students with serious emotional disturbance and other complex disabilities, and whose IEP teams have determined require out of District placements. ASES programs are designed as an alternative for students whose IEP teams have determined that District schools do not have the appropriate level of services and supports to meet their instructional and behavioral needs.

Some students in the current ASES programs had been denied enrollment at or had been dismissed from Approved Private Schools (APS), private schools, and other out-of-District placements. However, most students are recommended for ASESs because of the excellent quality of educational and behavioral programming offered, and the unique opportunity these programs provide by allowing students to remain engaged with the Philadelphia community, participate in regular District school activities, and transition back to District schools as full-time students when ready. The purpose of the ASES programs is to provide students with the intense behavioral interventions and the academic supports they need in order to reach Individualized Education Program (IEP) goals, and transition back to regular District neighborhood schools and less restrictive environments. ASES programs provide far less restrictive educational environments than those offered at APSs and other private schools.

Each ASES program has a specific specialty and focus, and accepts students whose multiplicity of needs can be appropriately met by its program and staff. Camelot Schools of Pennsylvania, L.L.C. aka Specialized Education Services, Inc., has seats for up to 68 students in grades 6 through 12, and Community Council Education Services, Inc. has seats for up to 60 students in grades 1 through 12. ODL projects approximately 100-125 students will remain in and be placed in ASES programs in the 2024-2025 school year. The District developed ASES programs as a less restrictive alternative to APS and other private school placements. Unlike APS and private schools, the curriculum, materials and educational programs of ASES programs are designed by or approved by ODL. ASES educational programs are developed, administered and closely supervised by ODL, but fully implemented by the Contractors. The ASES programs are operated at sites in Philadelphia owned or leased by the Contractors and approved by the District. These factors enable student participation and engagement within their home community, and support the transitioning of students to regular District neighborhood schools and less restrictive environments when ready.

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

The ASES curriculum, environment and support structure is designed to enable students with severe disabilities to perform optimally on mandatory state assessments, reach and exceed IEP goals, and to perform at or above IEP grade levels in reading and math. Program objectives relating to transitioning students to their neighborhood schools when ready promotes LRE and the elimination of racist and discriminatory practices. In addition, the venue of ASES programs within Philadelphia, and the Contractors' mission to reach out to and engage with parents and guardians creates a welcoming school environment which encourages families to become active and fully involved partners in their student's education and school community.

How will the success of this contract be measured?

ODL designates special education case managers to oversee student placements and instruction at the ASES programs. The Contractors submit quarterly reports on the

educational progress and IEP outcomes of each student. Twice a year, at the beginning and at the end of the program the Contractors deliver formal presentations at the Education Center to District special education administrators, reporting on student academic and behavioral progress and outcomes.

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?

Students with severe disabilities including emotional disability and other complex needs, attending these two ASES programs have made robust academic and behavioral progress. In addition, to making significant progress in reaching IEP goals and objectives, students have shown real reductions in serious incidents that in the past resulted in suspensions, physical restraints and discipline. In general, most students attending these ASES programs have improved attendance. The programs also have high graduation rates.

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

Program outcomes are measured by progress made by students in reaching IEP goals and objectives, improved attendance and a reduction in serious incidents requiring discipline.

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 Contractors were selected through a rigorous RFQ process which included a committee of District staff with relevant special education, instructional, and programmatic knowledge and experience..

Funding Source(s):

FY25 - FY27 IDEA Grant

Office Originating Request: Academic Support

ATTACHMENTS:

Description

MWBE Community Council Health Systems

MWBE Camelot Schools of Pennsylvania

Grant Quotation Form for ASES Programs

Type

Supporting Document

Supporting Document

Supporting Document



THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Procurement Services Office of Minority and Small Business Development

Community Council Health Systems

4900 Wyalusing Avenue
Philadelphia, PA 19131

Re: Non-Profit Registration Confirmation

Dear CCLA,

The School District of Philadelphia, Office of Minority and Small Business Development (OMSBD), has reviewed your registration documentation for consideration as a Non-Profit Organization (NPO) that is managed and primarily controlled by Minorities and/or Women. Based on the documentation provided, the OMSBD has determined *Community Council Health Systems* meets that criteria; this internal certification can be used for School District of Philadelphia contracting opportunities.

Your organization will be listed in our database with a status of Minority/NPO. This internal certification is valid effective **10/30/2023** and has a term date of one year. Any renewals require a resubmission and re-evaluation of all applicable documentation. The Board of Directors, Voting Membership, and Key Staff must continue to control the NPO's daily and long-term operations.

As a M/NPO, the Office of Minority and Small Business Development has determined *Community Council Health Systems* will be provided the opportunity to bid as a M/WBE prime contractor and be considered for subcontracting opportunities where a range of participation of M/WBE firms are required.

This status is for the School District of Philadelphia use only. It is not an external certificate of M/WBE certification. It is not intended to imply that your organization is guaranteed any School District of Philadelphia contracting opportunities.

We wish you success in your business endeavors. Thank you for your interest in the School District of Philadelphia.

Sincerely,

Leya Egea-Hinton
Office of Procurement Services
Project Manager, Office of Minority and Small Business Development
440 N. Broad Street, Portal A, Suite 302
Philadelphia, PA 19130
legeahinton@philasd.org

APPENDIX E: Business Diversity in the Procurement of Materials and Contracted Services

The School District, under the governance of the Board, seeks to ensure equal opportunity in all contracts let by the School District. To meet this goal, the School District issues this RFQ under the Business Diversity in the Procurement of Materials and Contracted Services Policy adopted by the Board of Education on January 30, 2020 (the "Policy"). The Policy's fundamental requirements include the mandate that all contractors serving the School District provide a full and fair opportunity for the participation of Minority and Women-Owned firms ("MWBEs") in the performance of the Contract. The ranges of participation established by the School District represent meaningful and substantial participation for this work, based upon the availability of bona fide MWBE firms in the Philadelphia Metropolitan Statistical Area. The range of participation for this RFQ is:

MWBE Range: Best Efforts

The School District may amend or adjust this range of participation. The School District will announce any change at the Pre-Proposal Conference, if any, see Appendix B, to this RFQ, and will also post any change on the Procurement Services website.

The School District has contracted with the Office of Economic Opportunity ("OEO") of The City of Philadelphia to establish ranges of participation for RFQs and other procurements, which serve as a guide in determining each Proposer's responsibility and responsiveness. These ranges represent the percentage of MWBE participation that a contractor should attain in the available market, ready and able to provide the services required by the procurement, absent discrimination in the solicitation and selection of these businesses. These participation ranges serve as a material guide in determining Proposer responsiveness and responsibility. These ranges are based upon an analysis of factors such as the size and scope of the RFQ Work and the availability of certified MWBE's to perform various elements of the Work. The School District has attached its **MWBE Participation Plan form and corresponding instructions to this RFQ, below**. Proposers must carefully review and complete the Participation Plan. The School District considers submission of a Participation Plan with Proposals under this RFQ to constitute a material element of responsiveness and responsibility. Failure to submit a Participation Form can result in rejection of your Proposal.

All questions about the Business Diversity in the Procurement of Materials and Contracted Services policy and compliance requirements should be directed to the **Office of Small Business Development at (215) 400-4380 or via email through smallbusiness@philasd.org**.

The School District's Business Diversity in the Procurement of Materials and Contracted Services Policy applies to all School District and Intermediate Unit contracts, as designated by the School District and approved by the Board, including but not limited to, contracts for the design, development, construction, operation and maintenance of school buildings and other buildings and structures owned, leased or used by the School District or its contractors, assignees, lessees and licensees (the "Facilities"); contracts for professional services and contracts for the purchase of goods, services, supplies and equipment for the School District and the Facilities. Through adoption and implementation of the Policy, the School District seeks to achieve the objective of better promotion of prime contract and subcontract opportunities for MWBEs, as approved by the School District or certified by the OEO, Southeastern Pennsylvania Transportation Authority ("SEPTA"), or any other certifying agency designated by the School District in its discretion.

The Policy fundamentally requires that all contractors, vendors and consultants who contract with the School District, satisfy the School District that they shall: (i) not discriminate against any person in regard to race, color, religion, age, national origin, sex, ancestry, handicap or disability; and (ii) provide a full and fair opportunity for the participation of MWBEs in the work under School District contracts. Contractors

must demonstrate “meaningful and substantial” participation by MWBEs in all phases of a contract, under criteria adopted by the School District. “Meaningful and substantial” means the range of participation that reflects the availability of bona fide MWBEs for the work in the Philadelphia Metropolitan Statistical Area. The School District measures participation in the actual dollars received by MWBEs.

“Minority” as used in this Policy, means:

Black American, *i.e.*, all persons having origins in any of the Black African racial groups;

Hispanic/Latino American, *i.e.*, all persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin;

Asian Pacific Island American, *i.e.*, all persons having origin in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands; and

Native American, *i.e.*, all persons having origins in any of the original peoples of North America and maintaining identifiable tribal affiliations through membership and participation or community identification.

A. Procedures for Implementation

1. Articulation of the Policy, Staffing and Reporting

The School District Office of General Counsel and the Procurement Services’ Office of Small Business Development have developed this language for the RFQ (the “Solicitation Language”), in order to clearly set forth the objectives of the Policy. School District employees shall include this Solicitation Language in all RFQs and similar procurements, *e.g.*, RFQs. The School District shall publicize and articulate the Policy to the public in general, and to each Person, Proposer, bidder, contractor, lessee or licensee doing business with the School District.

The School District may employ additional staff or contract with other public or private entities to assist in the implementation of the Policy. School District staff shall provide the Board with quarterly reports on the levels MWBE participation in all contracting activities.

2. Promotion of MWBEs

The School District recognizes the importance of having meaningful and substantial MWBE participation in all contracts. To that end, the School District shall take steps to ensure that it affords to MWBEs a fair and equal opportunity to participate. Those steps may include but are not limited to: (i) making public contracting opportunities; (ii) advertising in newspapers and periodicals published by community-based organizations and MWBEs; and (iii) designing RFQ packages in such a way as to promote rather than discourage MWBE participation.

3. Contracting Requirements

Prior to the dissemination of any RFQ or other form of public solicitation (a “Solicitation”), the School District shall determine the projected range of MWBE participation in the Work procured (the “Participation Range”), and may include this information, along with the names and addresses of bona fide MWBEs potentially available for contracting or joint-venture opportunities with the Solicitation. Each Proposer shall submit with its Proposal or other form of response: (i) a plan that meets the Participation Range set forth in the Solicitation and lists the names, addresses, dollar amounts and scope of work delegated, subcontracted or otherwise allocated to the MWBE to carry out (the “Participation Plan”); or (ii) a brief narrative explaining its reasons for not submitting a Plan which meets the Participation Range set forth in the Solicitation. Submission of the Participation Plan is an element of responsiveness and failure

to submit a completed Participation Plan or a narrative explaining the reasons that the Participation Ranges could not be met may result in the rejection of a Proposal, bid or other form of response. If the Participation Range in a Proposal, bid or other form of response meets or exceeds the level determined by the School District as meaningful and substantial, the School District shall presume the Proposer's Proposal complies with the Policy. If, however, the proposed Participation Range falls below the meaningful and substantial level, then the Proposer must prove to the satisfaction of the School District that it did not discriminate in the solicitation of potential subcontractors, joint venture partners or both.

4. Sanctions

The Parties shall incorporate the Proposer's Participation Plan as a part of each Contract between the School District and a Contractor, and the Proposer's Participation Plan shall be enforceable like any other contractual term, covenant or condition, in the manner set forth in the Contract. Sanctions for breach of a Participation Plan shall include, among others, suspension or cancellation of the Contract, and in some cases debarment from future contracting opportunities with the School District.

PROPOSER RESPONSIBILITIES

THE POLICY

The Policy seeks to provide equal opportunity for all businesses and to ensure that the School District does not use its funds, directly or indirectly, to promote, reinforce or perpetuate discriminatory practices. The School District is committed to fostering an environment in which all businesses freely, fairly and equitably participate in business opportunities, flourish without any impediments of discrimination, and participate in School District contracts and contracting opportunities on an equitable basis. In accordance with the contracting requirements of the School District, the Policy applies to RFQs for supplies, services & equipment, design & construction contracts, and contracts for professional services.

CERTIFICATION REQUIREMENTS

The School District shall credit toward participation ranges only firms certified by an approved certifying agency prior to RFQ opening. Approved agencies include OEO, SEPTA, other state and city certification offices, State Departments of Transportation, the Small Business Administration, National and Local Minority Supplier Development Councils; National Association of Women Business Owners, and other identified certifying agencies approved by the School District.

PARTICIPATION CREDIT

MWBE subcontractors and manufacturers and suppliers of products are credited toward the participation range at 100%.

Proposers who utilize indirect contracting with MWBE firms to satisfy the participation range may do so, however indirect participation may not exceed twenty five percent (25.0%) of the requirement.

In order to maximize opportunities for businesses, the School District shall credit a firm certified in two or more categories toward only one participation range, e.g., as either an MBE or WBE, but not both. Proposers should note in their Proposal the category; MBE, WBE, or other, for which the Proposer seeks credit.

For an MWBE submitting as the prime contractor, the School District shall credit toward the participation ranges the value of its own work or supply effort.

In listing amounts committed to on the Participation Plan submitted as part of its Proposal, Proposers should list both the dollar amount and percentage of total RFQ Compensation for each MWBE

commitment proposed. In calculating the percentage, Proposers may apply the standard mathematical rules in rounding off numbers. In the event of an inconsistency between the dollars and percentages listed on the Participation Plan form, the School District shall use and rely on the amount which results in the greater commitment.

RESPONSIVENESS

Proposers must submit documentary evidence of MWBEs solicited by the Proposer and of those MWBE with whom the Proposer has made tentative commitments.

Proposers shall submit with their Proposals documentation of all Proposer solicitations of prospective MWBEs, regardless of whether tentative mutual commitments resulted, as well as all tentative commitments made prior to Proposal submission, on the document entitled "Participation Plan" form. If the Proposer has entered into a joint venture with a MWBE partner, the Proposer must submit a copy of the joint-venture agreement along with the Participation Plan form.

The School District shall reject as non-responsive all Proposals from Proposers who fail to submit the required information on MWBE participation. Proposers should note that the School District shall credit toward the Participation Ranges only tentative commitments made prior to Proposal submission and listed on the Participation Plan form. Since the School District must ensure that all Proposers respond on equal terms, the School District shall reject as non-responsive a Proposal that indicates that the Proposer will make commitments after Proposal opening.

Upon execution and delivery of a definitive Contract, the completed Participation Plan forms and accompanying documents regarding solicitation and commitments with MWBEs become legally binding as part of the Contract. A Proposer should only make actual solicitations of MWBEs whose work or materials are within the scope of the RFQ Work. The School District shall not deem mass-mailing of a general nature as MWBE solicitation, but rather treat these mailings as informational notification only. Prospective Proposers should give all solicited MWBE firms a reasonable period of time to ensure that MWBEs can prepare their quotes adequately and diligently.

The Proposer's listing of a commitment with an MWBE as described on the Participation Plan form constitutes a representation that the Proposer has, prior to Proposal submission, made a tentative commitment to contract with the MWBE firm, on receipt of a Contract from the School District.

PROPOSAL REVIEW

Upon receipt of Proposals for this RFQ, the School District shall submit Proposer's Proposal for review to the School District's Office of Small Business Development ("SBD") to determine whether the Proposer has submitted a Proposal that meets the Participation Ranges for MWBE set forth in this RFQ. If the Proposal meets these ranges, the School District shall rebuttably presume the Proposer to have met the requirements of the Policy.

Contractors shall maintain MWBE percentage commitments throughout the Term of the Contract; these percentage commitments shall apply to the total Contract value, *i.e.*, the Compensation, which shall include approved change orders and amendments. Any change in commitment, including but not limited to substitutions for the listed firm(s), changes or reductions in the work and/or listed dollar/percentage amounts must be approved by the School District.

ACCESS TO INFORMATION

The SBD unit or its designee shall have the right to make site visits to the Proposer's place of business and job site, and to obtain documents and information from any Proposer, Contractor, Subcontractor,

supplier, manufacturer or other contract participant that may be required in order to ascertain Proposer responsibility and responsiveness. Failure to cooperate with the SBD unit in its review shall result in a recommendation to the School District user Department and RFQ evaluation team that the School District deem the Proposer not responsible and reject its Proposal.

RECORDS AND REPORTS

The Contractor shall maintain records relating to its MWBE commitments, *e.g.*, copies of subcontracts, joint venture agreement, correspondence, canceled checks, invoices, telephone logs; for a period of at least six years following acceptance of final payment. 24 P.S. § 5-518. The Contractor shall make these records available for inspection by the SBD unit and other appropriate School District officials.

The Contractor shall submit reports and other documentation to the School District as deemed necessary by the SBD unit to ascertain the Contractor's successful discharge of its MWBE commitments.

REMEDIES

The School District deems the Contractor's successful compliance with the requirements of the Policy material to the Contract. Any failure to comply with these requirements constitutes a substantial breach of the Contract. The Contractor understands, acknowledges and agrees that in the event the School District determines that the Contractor has failed to comply with these requirements, the School District may, in addition to any other rights and remedies they may have under the Contract, any bond filed in connection therewith, or at law or in equity, exercise one or more of the following remedies:

- withhold payment(s) or any part thereof until corrective action is taken;
- terminate the Contract, in whole or in part;
- suspend the Contractor from participating in any future School District Contracts for a specified period; or.
- recover as liquidated damages, one percent of the Compensation under the Contract for each one percent, or fraction thereof, of the commitment shortfall. *Note:* the "Compensation", *i.e.*, the total dollar amount of the Contract, shall include approved change orders, amendments, and for requirements contracts shall be based on actual quantities ordered by the School District.

APPEAL PROCESS

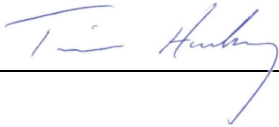
Appeal of any action taken under the Business Diversity in the Procurement of Materials and Contracted Services Policy state the clear reason for appeal and shall be made in writing to:

Throne Cropper, Executive Director
Office of Procurement Services
The School District of Philadelphia
440 N. Broad Street, Third Floor
Philadelphia, PA 19130-4015

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	The Camelot Schools of Pennsylvania			Federal Tax ID:	11-3711065
Address:	150 Rouse Blvd, Suite 210			Phone Number:	(215) 592-7000
City:	Philadelphia	State:	PA	Zip Code:	19112
DBA (if applicable):	SESI		Fax Number:	(856) 955-1041	
Primary Contact Person:	Michael Esposito		Primary Contact Email:	michael.esposito@sesischools.com	
Compliance Contact:	Marie Palomino		Compliance Contact Email:	marie.palomino@fullbloom.org	
Bid Number:	NG10385		Bid Submission Due Date:	January 23, 2024	
Contract Amount:	Estimated at \$140,000.00		Contract Overall M/WBE Goal:	Best Effort	
Authorized Representative Signature:					
Print Name:	Tim Hickey				
Title:	Chief Marketing Officer			Date:	1/10/2024
Certifying Agency				Certification No.	

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Kleen Image			Federal Tax ID:	010792343	
Address:	6 Grady Lane			Phone Number:	302-218-2295	
City:	New Castle	State:	DE	Zip Code:	19720	
DBA (if applicable):				Fax Number:		
Primary Contact Person:	Darryl Chavis		Primary Contact Email:	dchavis@kleenimageinc.com		
Compliance Contact:			Compliance Contact Email:			
Description of Services Provided:	Cleaning Service					
Approximate \$ amount of Subcontract:	Estimated \$140,000.00		Subcontract % of Total Contract Amount:	Best Effort		
<p><u>Diversity Business Certification(s): Check all that apply.</u></p> <p><input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Women-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veterans Business Enterprise (VBE) / Certified Service-Disabled Veterans Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input type="checkbox"/> None – not applicable</p>						
<p><u>Diversity Business Certification to be used on this contract (select one):</u></p> <p><input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p>						
<p>Diversity Business Certifying Agency: <i>State of De OFFICE OF Mgmt + BIdet 050808/619</i></p>						
Authorized Representative Signature:	<i>Darryl M Chavis</i>					
Print Name:	<i>DARREN M. CHAVIS</i>					
Title:	<i>President</i>			Date:	<i>1/9/2024</i>	

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

**SCHOOL DISTRICT OF PHILADELPHIA
GRANT COMPLIANCE OFFICE**

GRANT QUOTATION FORM

A. GOODS (NOT ALREADY ON MASTER CONTRACT) (minimums by threshold) (\$20,100 and over goes to Procurement for IFB)			SERVICES (NOT ALREADY ON MASTER CONTRACT) (minimums by threshold) (\$100,000 and over requires formal RFP / RFQ)			
Up to \$10,000 - Micro	\$10,001 to \$20,099	\$20,100 and above	Up to \$10,000 - Micro	\$10,001 to \$20,000	\$20,001 to \$99,999	\$100,000 or More
1 verbal quote - must be necessary and reasonable)	Minimum of two verbal price quotes	Minimum of 3 verbal quotes	1 verbal quote - must be necessary and reasonable) - LCA	Minimum of 2 verbal price quotes - LCA	Minimum of 3 written price quotes – Board Action Item	Formal RFP / RFQ – Board Action Item

B. GOOD / SERVICE DESCRIPTION

C. Grant Source Code & Name	D. BFY	E. Dept.	F. Function	G. Account	H. Proj.	I. Oracle Req. No.

J. SELECTION CRITERIA

The following suppliers were asked to quote

K. DATE	L. COMPANY/CONTACT NAME/CONTACT NUMBER	M. AMOUNT QUOTED

N. THE RECOMMENDED QUOTE IS FROM: **O. FOR AN AMOUNT OF:**

P. The recommended vendor does not appear on federal, state, or District lists of debarred or suspended vendors (see GP1800 for list access instructions). Verified as Not Debarred

Q. JUSTIFICATION:

R. GCO COMMENTS:

S. PRGM MGR. / SCHOOL PRINCIPAL SIGNATURE	T. GRANT COMPLIANCE MONITOR SIGNATURE
--	--

Action Items - Intermediate Unit - 4.

Title: Contracts with Various Vendors for the Provision of Professional Development and Support for Teachers and Staff of Students with Autism (\$3,000,000)

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board for Directors of Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform contracts, subject to funding, as follows:

With:

The Trustees of the University of Pennsylvania
STAR Autism Support, LLC.
Progressus Therapy, LLC.
Jigsaw Learning LLC dba TeachTown
Rethink Autism, Inc.

Purpose:

comprehensive professional development, consultation, coaching, curriculums, and materials to teachers and staff on a variety of highly effective evidence-based practices to support students with autism

Start date: 7/1/2024

End date: 6/30/2027

Compensation not to exceed: \$3,000,000

Separate Compensation by Vendor:

All entities will be paid out of the aggregate amount not to exceed \$3,000,000

Location:

Administrative Offices; All District schools with teachers of students with autism

Renewal options: 2

Duration of each option: 1 year

Maximum compensation authorized per option period:

All vendors to be paid out of an aggregate amount not to exceed \$1,200,000 per option

period.

Description:

Why is the contract needed?

The IDEA (Individuals with Disabilities Education Act), mandates that instruction for students with disabilities, particularly students with autism, be based on Evidence Based Practices (EBPs) that are delivered in the Least Restrictive Environment (LRE). IDEA also requires the District to provide teachers of students with disabilities professional development on evidence-based instructional practices. The selected contractors offer strong instructional programs based on EBPs. In addition, including students with autism in the LRE is a central component of each contractor's professional development program.

Approximately 5,200 students with autism attend District schools. These students attend both self-contained and general education classrooms. Currently, the District has 392 self-contained autistic support (AS) classrooms. New AS teachers have been assigned to 107 of these self-contained classrooms. The District plans to open 37 new AS classrooms in September 2024, of which mostly new AS teachers shall be assigned. Due to annual resignations and increased enrollment of students with autism, the District typically hires over 100 new AS teachers each year.

The selected contractors have developed highly effective evidence based instructional programs, practices and strategies for teaching students with autism in all grades. Authorization is requested to contract with these entities to provide District kindergarten through 12th grade AS teachers with comprehensive professional development and coaching, so that these programs and interventions can be successfully implemented individually with students and in the classroom. This professional development program shall grow the capacity of District teachers and staff to deliver highly effective evidence-based instruction to students with autism beginning in kindergarten and continuing as they progress through elementary, middle and high school.

District AS teachers and staff shall receive professional development from experienced experts who have been trained and qualified by the Contractors. Professional development shall primarily focus on new AS teachers and include frequent classroom training visits, classroom set-ups and structuring, activity scheduling and sequencing, observations, feedback, coaching, and follow up support and consultation. Veteran AS teachers shall receive ongoing targeted technical support. In addition, the Contractors shall provide professional development to District administrators, principals, general education teachers, and staff on including students with autism in the LRE, including the general education classroom setting.

STAR and Jigsaw Learning (TeachTown) shall also offer teachers and staff comprehensive curriculum programs.

Nationally, AS teachers have significantly higher turnover rates compared to other teachers. This trend is also true for the District. The comprehensive professional development, coaching and support planned by the Contractors shall positively impact AS teacher retention in the District while growing a cadre of staff with a powerful instructional skill set.

The Contractors' programs provide the follow:

The Trustees of the University of Pennsylvania for Philly AIMS

1. Professional development webinars and didactic training to District kindergarten through 5th grade AS teachers.
2. Recurrent classroom-based consultation visits for up to 50 first-year and 15 second-year teachers and their support staff. Consultation to include training in ABA-based strategies.
3. Two comprehensive instructional needs assessments for all newly appointed kindergarten through 5th grade AS teachers to evaluate growth from the beginning to the end of the school year.
4. Competency-based professional development for eligible paraprofessional staff supporting autism support classrooms.
5. Ongoing support to veteran teacher who received Philly AIMS professional development in prior years.
6. Up to 48 consultation sessions for AS teachers assigned to teach summer Extended School Year (ESY) programs. Consultation to take place during the first two weeks of ESY.
7. Intensive teacher, principal, and staff training and consultation to promote inclusive practices, including a comprehensive end of year report documenting outcomes and progress in District inclusive practices.
8. Evaluation of teacher instructional, and student academic and behavioral outcomes using observations and data collection to measure performance. Outcomes to be memorialized in a comprehensive end of year assessment report.

STAR Autism, LLC. (SAS)

1. Recurrent consultative, coaching, and professional development visits to classrooms of newly assigned kindergarten through 12th grade AS teachers.
2. Training for paraprofessionals in evidence-based strategies.
3. Training to veteran AS teachers as needed and as requested.
4. District-wide professional development and consultation on including students with autism in less restrictive environments including the general education classroom.
5. Consultation with staff of selected schools on inclusive practices.
6. Upon request professional development on district-wide professional development days.
7. STAR curriculum materials, including accompanying professional development and support for kindergarten through 12th grade AS teachers.

Progressus Therapy, LLC.

1. Observations of AS teachers in their classrooms to assess skill-set, establish baselines, and develop individualized teacher training plans.
2. Ongoing professional development throughout the school year on evidence-based practices delivered to cohorts of 10 to 20 AS teachers and paraprofessionals. Professional development shall include individual teacher training based on classroom observations and need, group training sessions, and coaching and consultation in the classroom.
3. Virtual online training.
4. As requested by the Office of Diverse Learners, customized District-wide professional development and targeted training at the school level.

5. Inclusive practices training at schools.

Jigsaw Learning, LLC.

1. TeachTown's enCORE standard-based, state-aligned, core-curriculum, based on principles of Applied Behavioral Analysis (ABA), covering ELA, mathematics, science, and social studies.
2. TeachTown print and online materials covering the areas of social skills, social emotional education, transition, life skills, and health and wellness.
3. Training and materials on ABA instructional methods and strategies.
4. Classroom and school-based coaching sessions for up to 5 teachers per day. Coaching session include modeling, observations, feedback, instructional program customization, and individualized training on EBP.
5. Virtual online training on best practices in delivering evidence-based interventions for students with autism.
6. Access to on-demand online support using the Help Center via TeachTown's website.

Rethink Autism, Inc.

1. Digital online Independent Learning Models to enable AS teachers to access course materials, lessons, resources, and professional development.
2. Virtual online and in-person group learning sessions with collaborative Professional Learning Communities (PLCs).
3. Online access to the Rethink Professional Learning Solution curriculum.
4. Professional development to implement the Rethink Professional Learning Solution curriculum to develop Highly Qualified Specialists (HQS) within the District.
5. Independent professional development learning sessions using Contractor's digital platform.
6. Semi-monthly trainings with PLCs, to enable and support HQS to accelerate student learning, improve school climate, and build District capacity.

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

Teachers who implement with fidelity targeted evidence-based instructional practices provide students with autism the support needed to reach academic and behavioral IEP goals. This professional development initiative directly impacts the Board of Education's Goals 1 through 3 by empowering students with autism to reach appropriate grade levels in reading and math, optimize performance in annual state assessments, and to prepare for post-secondary education or employment. Professional development includes a focus on school-wide inclusive educational practices (Guardrail 1), incorporates topics that expand students' opportunities for increased participation in school (Guardrail 2), encourages partnerships with families (Guardrail 3), and supports the implementation of inclusive educational practices by supporting equal access and opportunities for students (Guardrail 4).

How will the success of this contract be measured?

At the beginning of the school year, Contractors shall measure and record both teacher and student baseline data. Throughout the school year Contractors shall collect data and monitor teacher and student progress in order to review teacher implementation of evidence-based practices and student educational outcomes. This data shall be chronicled in mid-year and end-of-year reports.

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

The District contracted with two of the five qualified Contractors, Philly AIMS and STAR

Autism, in past years. Data collected from Philly AIMS and STAR Autism consistently demonstrated substantial gains in teacher implementation of evidence-based and inclusive practices, and improved student outcomes.

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

The National Standards Project, National Clearinghouse on Autism Evidence and Practice, National Professional Development Center on Autism Spectrum Disorder (NPDC) as well as numerous peer reviews recommend evidence-based practices, including Contractor's programs, to teach and support students with autism.

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

The Philly AIMS program was established in 2008 with funding from the National Institute of Mental Health and the U.S. Department of Education. The University of Pennsylvania partnered with the District to develop the Philly AIMS program, and the program was first implemented in District schools. This was the largest study of an educational intervention for children with autism, and the first to be conducted as a partnership between a university and a school district.

The vendors were qualified through a nation-wide solicitation process administered by the District's Office of Procurement. The Contractor selection committee included District staff with expertise, knowledge and experience in educating students with autism, developing and evaluating AS instructional programs, and assessing the compatibility of program online components with District technology requirements.

Funding Source(s):
FY25-27 IDEA Grant

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type
MWBE Jigsaw TeachTown	Supporting Document
MWBE Progressus INVO	Supporting Document
MWBE Rethink Autism	Supporting Document
MWBE STAR Autism Support	Supporting Document
MWBE University of Pennsylvania	Supporting Document

APPENDIX E: Business Diversity in the Procurement of Materials and Contracted Services

The School District, under the governance of the Board, seeks to ensure equal opportunity in all contracts let by the School District. To meet this goal, the School District issues this RFQ under Board of Education Policy 612: *Business Diversity in the Procurement of Materials and Contracted Services* (for the purposes of this Appendix, the "Policy"). The Policy's fundamental requirements include the mandate that all contractors serving the School District provide a full and fair opportunity for the participation of Minority and Women-Owned firms and other disadvantaged enterprises ("MWBEs") in the performance of the Contract. The ranges of participation established by the School District represent meaningful and substantial participation for this work, based upon the availability of bona fide MWBE firms in the Philadelphia Metropolitan Statistical Area. The range of participation for this RFQ is as follows:

MWBE Range: 5% - 10%

The School District may amend or adjust this range of participation. The School District will announce changes, if any, at the Pre-Proposal Conference, see Appendix B, to this RFQ, and will also post any changes to the MWBE range on the Procurement Services website: <https://www.philasd.org/procurement/>.

The School District has contracted with the Office of Economic Opportunity ("OEO") of The City of Philadelphia to establish ranges of participation for RFPs and other procurements, which serve as a guide in determining each Proposer's responsibility and responsiveness. These ranges represent the percentage of MWBE participation that a contractor should attain in the available market, ready and able to provide the services required by the procurement, absent discrimination in the solicitation and selection of these businesses. These participation ranges serve as a material guide in determining Proposer responsiveness and responsibility. These ranges are based upon an analysis of factors such as the size and scope of the RFQ Work and the availability of certified MWBE's to perform various elements of the Work. The School District has attached its **MWBE Participation Plan form and corresponding instructions to this RFQ, below**. Proposers must carefully review and complete the Participation Plan. The School District considers submission of a Participation Plan with Proposals under this RFQ to constitute a material element of responsiveness and responsibility. **Failure to submit a Participation Form can result in rejection of your Proposal.**

All questions about the Business Diversity in the Procurement of Materials and Contracted Services policy and compliance requirements should be directed to the **Office of Small Business Development at (215) 400-4380 or via email through smallbusiness@philasd.org**.

Board of Education Policy 612: *Business Diversity in the Procurement of Materials and Contracted Services* applies to all School District and Intermediate Unit contracts, as designated by the School District and approved by the Board, including but not limited to, contracts for the design, development, construction, operation and maintenance of school buildings and other buildings and structures owned, leased or used by the School District or its contractors, assignees, lessees and licensees (the "Facilities"); contracts for professional services and contracts for the purchase of goods, services, supplies and equipment for the School District and the Facilities. Through adoption and implementation of the Policy, the School District seeks to achieve the objective of better promotion of prime contract and subcontract opportunities for MWBEs, as approved by the School District or certified by the OEO, Southeastern Pennsylvania Transportation Authority ("SEPTA"), or any other certifying agency designated by the School District in its discretion.

The Policy fundamentally requires that all contractors, vendors and consultants who contract with the School District, satisfy the School District that they shall: (i) not discriminate in contravention of any Applicable Law; and (ii) provide a full and fair opportunity for the participation of MWBEs in the work

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under School District contracts. Contractors must demonstrate "meaningful and substantial" participation by MWBEs in all phases of a contract, under criteria adopted by the School District. "Meaningful and substantial" means the range of participation that reflects the availability of bona fide MWBEs for the work in the Philadelphia Metropolitan Statistical Area. The School District measures participation in the actual dollars received by MWBEs.

"Minority" as used in this Policy, means:

Black American, *i.e.*, all persons having origins in any of the Black African racial groups;

Hispanic/Latino American, *i.e.*, all persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin;

Asian Pacific Island American, *i.e.*, all persons having origin in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands; and

Native American, *i.e.*, all persons having origins in any of the original peoples of North America and maintaining identifiable tribal affiliations through membership and participation or community identification.

A. Procedures for Implementation

1. Articulation of the Policy, Staffing and Reporting

The School District Office of General Counsel and the Procurement Services' Office of Small Business Development have developed this language for the RFQ (the "Solicitation Language"), in order to set forth clearly the objectives of the Policy. School District employees shall include this Solicitation Language in all RFPs and similar procurements, *e.g.*, RFPs. The School District shall publicize and articulate the Policy to the public in general, and to each Person, Proposer, bidder contractor, lessee or licensee doing business with the School District.

The School District may employ additional staff or contract with other public or private entities to assist in the implementation of the Policy. School District staff shall provide the Board with quarterly reports on the levels MWBE participation in all contracting activities.

2. Promotion of MWBEs

The School District recognizes the importance of having meaningful and substantial MWBE participation in all contracts. To that end, the School District shall take steps to ensure that it affords to MWBEs a fair and equal opportunity to participate. Those steps may include but are not limited to: (i) making public contracting opportunities; (ii) advertising in newspapers and periodicals published by community-based organizations and MWBEs; and (iii) designing RFQ packages in such a way as to promote rather than discourage MWBE participation.

3. Contracting Requirements

Prior to the dissemination of any RFQ or other form of public solicitation (a "Solicitation"), the School District shall determine the projected range of MWBE participation in the Work procured (the "Participation Range"), and may include this information, along with the names and addresses of bona fide MWBEs potentially available for contracting or joint-venture opportunities with the Solicitation. Each Proposer shall submit with its Proposal or other form of response: (i) a plan that meets the Participation Range set forth in the Solicitation and lists the names, addresses, dollar amounts and scope of work delegated, subcontracted or otherwise allocated to the MWBE to carry out (the "Participation Plan"); or (ii) a brief narrative explaining its reasons for not submitting a Plan which meets the Participation Range set forth in the Solicitation. Submission of the Participation Plan is an element of responsiveness and failure

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to submit a completed Participation Plan or a narrative explaining the reasons that the Participation Ranges could not be met may result in the rejection of a Proposal, bid or other form of response. If the Participation Range in a Proposal, bid or other form of response meets or exceeds the level determined by the School District as meaningful and substantial, the School District shall presume the Proposer's Proposal complies with the Policy. If, however, the proposed Participation Range falls below the meaningful and substantial level, then the Proposer must prove to the satisfaction of the School District that it did not discriminate in the solicitation of potential subcontractors, joint venture partners or both.

4. Sanctions

The Parties shall incorporate the Proposer's Participation Plan as a part of each Contract between the School District and a Contractor, and the Proposer's Participation Plan shall be enforceable like any other contractual term, covenant or condition, in the manner set forth in the Contract. Sanctions for breach of a Participation Plan shall include, among others, suspension or cancellation of the Contract, and in some cases debarment from future contracting opportunities with the School District.

PROPOSER RESPONSIBILITIES

THE POLICY

The Policy seeks to provide equal opportunity for all businesses and to ensure that the School District does not use its funds, directly or indirectly, to promote, reinforce or perpetuate discriminatory practices. The School District is committed to fostering an environment in which all businesses freely, fairly and equitably participate in business opportunities, flourish without any impediments of discrimination, and participate in School District contracts and contracting opportunities on an equitable basis. In accordance with the contracting requirements of the School District, the Policy applies to RFPs for supplies, services & equipment, design & construction contracts, and contracts for professional services.

CERTIFICATION REQUIREMENTS

The School District shall credit toward participation ranges only firms certified by an approved certifying agency prior to RFQ opening. Approved agencies include OEO, SEPTA, other state and city certification offices, State Departments of Transportation, the Small Business Administration, National and Local Minority Supplier Development Councils; National Association of Women Business Owners, and other identified certifying agencies approved by the School District.

PARTICIPATION CREDIT

MWBE subcontractors and manufacturers and suppliers of products are credited toward the participation range at 100%.

Proposers who utilize indirect contracting with MWBE firms to satisfy the participation range may do so, however indirect participation may not exceed twenty five percent (25.0%) of the requirement.

In order to maximize opportunities for businesses, the School District shall credit a firm certified in two or more categories toward only one participation range, e.g., as either an MBE or WBE, but not both. Proposers should note in their Proposal the category; MBE, WBE, or other, for which the Proposer seeks credit.

For an MWBE submitting as the prime contractor, the School District shall credit toward the participation ranges the value of its own work or supply effort.

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In listing amounts committed to on the Participation Plan submitted as part of its Proposal, Proposers should list both the dollar amount and percentage of total RFQ Compensation for each MWBE commitment proposed. In calculating the percentage, Proposers may apply the standard mathematical rules in rounding off numbers. In the event of an inconsistency between the dollars and percentages listed on the Participation Plan form, the School District shall use and rely on the amount which results in the greater commitment.

RESPONSIVENESS

Proposers must submit documentary evidence of MWBEs solicited by the Proposer and of those MWBE with whom the Proposer has made tentative commitments.

Proposers shall submit with their Proposals documentation of all Proposer solicitations of prospective MWBEs, regardless of whether tentative mutual commitments resulted, as well as all tentative commitments made prior to Proposal submission, on the document entitled "Participation Plan" form. If the Proposer has entered into a joint venture with a MWBE partner, the Proposer must submit a copy of the joint-venture agreement along with the Participation Plan form.

The School District shall reject as non-responsive all Proposals from Proposers who fail to submit the required information on MWBE participation. Proposers should note that the School District shall credit toward the Participation Ranges only tentative commitments made prior to Proposal submission and listed on the Participation Plan form. Since the School District must ensure that all Proposers respond on equal terms, the School District shall reject as non-responsive a Proposal that indicates that the Proposer will make commitments after Proposal opening.

Upon execution and delivery of a definitive Contract, the completed Participation Plan forms and accompanying documents regarding solicitation and commitments with MWBEs become legally binding as part of the Contract. A Proposer should only make actual solicitations of MWBEs whose work or materials are within the scope of the RFQ Work. The School District shall not deem mass-mailing of a general nature as MWBE solicitation, but rather treat these mailings as informational notification only. Prospective Proposers should give all solicited MWBE firms a reasonable period of time to ensure that MWBEs can prepare their quotes adequately and diligently.

The Proposer's listing of a commitment with an MWBE as described on the Participation Plan form constitutes a representation that the Proposer has, prior to Proposal submission, made a tentative commitment to contract with the MWBE firm, on receipt of a Contract from the School District.

PROPOSAL REVIEW

Upon receipt of Proposals for this RFQ, the School District shall submit Proposer's Proposal for review to the School District's Office of Small Business Development ("SBD") to determine whether the Proposer has submitted a Proposal that meets the Participation Ranges for MWBE set forth in this RFQ. If the Proposal meets these ranges, the School District shall rebuttably presume the Proposer to have met the requirements of the Policy.

Contractors shall maintain MWBE percentage commitments throughout the Term of the Contract; these percentage commitments shall apply to the total Contract value, *i.e.*, the Compensation, which shall include approved change orders and amendments. Any change in commitment, including but not limited to substitutions for the listed firm(s), changes or reductions in the work and/or listed dollar/percentage amounts must be approved by the School District.

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ACCESS TO INFORMATION

The SBD unit or its designee shall have the right to make site visits to the Proposer's place of business and job site, and to obtain documents and information from any Proposer, Contractor, Subcontractor, supplier, manufacturer or other contract participant that may be required in order to ascertain Proposer responsibility and responsiveness. Failure to cooperate with the SBD unit in its review shall result in a recommendation to the School District user Department and RFQ evaluation team that the School District deem the Proposer not responsible and reject its Proposal.

RECORDS AND REPORTS

The Contractor shall maintain records relating to its MWBE commitments, *e.g.*, copies of subcontracts, joint venture agreement, correspondence, canceled checks, invoices, telephone logs; for a period of at least six years following acceptance of final payment. 24 P.S. § 5-518. The Contractor shall make these records available for inspection by the SBD unit and other appropriate School District officials.

The Contractor shall submit reports and other documentation to the School District as deemed necessary by the SBD unit to ascertain the Contractor's successful discharge of its MWBE commitments.

REMEDIES

The School District deems the Contractor's successful compliance with the requirements of the Policy material to the Contract. Any failure to comply with these requirements constitutes a substantial breach of the Contract. The Contractor understands, acknowledges and agrees that in the event the School District determines that the Contractor has failed to comply with these requirements, the School District may, in addition to any other rights and remedies they may have under the Contract, any bond filed in connection therewith, or at law or in equity, exercise one or more of the following remedies:

- withhold payment(s) or any part thereof until corrective action is taken;
- terminate the Contract, in whole or in part;
- suspend the Contractor from participating in any future School District Contracts for a specified period; or.
- recover as liquidated damages, one percent of the Compensation under the Contract for each one percent, or fraction thereof, of the commitment shortfall. *Note:* the "Compensation", *i.e.*, the total dollar amount of the Contract, shall include approved change orders, amendments, and for requirements contracts shall be based on actual quantities ordered by the School District.

APPEAL PROCESS

Appeal of any action taken under the Business Diversity in the Procurement of Materials and Contracted Services Policy state the clear reason for appeal and shall be made in writing to:

Throne Cropper, Executive Director
Office of Procurement Services
The School District of Philadelphia
440 N. Broad Street, Third Floor
Philadelphia, PA 19130-4015

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**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan**II. Information in this section refers to the Prime Contractor/Vendor.**

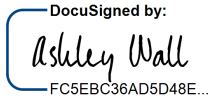
Company Name:	Jigsaw Learning LLC, dba TeachTown	Federal Tax ID:	30-0796510
Address:	2 Constitution Way	Phone Number:	1-800-283-0165
City:	Woburn	State:	MA
		Zip Code:	01801
DBA (if applicable):	TeachTown	Fax Number:	1-877-295-8238
Primary Contact Person:	Marcus Rose	Primary Contact Email:	rfp@teachtown.com
Compliance Contact:	Kim Johnson	Compliance Contact Email:	rfp@teachtown.com
Solicitation Number: NG-	NG10404	Solicitation Submission Due Date:	3/12/2024
Contract Amount:		Contract Overall M/WBE Goal:	5%
Diversity Business Certification(s): Check all that apply. <input type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Women-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE) <input type="checkbox"/> Small Business Enterprise (SBE) <input type="checkbox"/> Disabled Owned Business Enterprise (DSBE) <input type="checkbox"/> Veterans Business Enterprise (VBE) / Certified Service-Disabled Veterans Business Enterprise (SDVBE) <input type="checkbox"/> LGBT Business Enterprise (LGBTBE) <input type="checkbox"/> None – not applicable			
Authorized Representative Signature:			
Print Name:	Ashley Wall		
Title:	Chief Financial Officer	Date:	3/8/2024
Certifying		Certificatio	

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- Describe any other action undertaken by the bidder to document its good faith efforts to retain certified disadvantaged, minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid, Proposal or Response

Authorized Representative Signature:			
Print Name:	Ashley Wall		
Title:	Chief Financial Officer	Date:	3/8/2024

V. Key Instructions for completing this form.

- This M/WBE Participation Plan Form must be submitted with the Bid, Response, or Proposal.
- Use Section II of this form multiple times for each additional sub-contractor.
- Include copies of all active and current diversity certification(s) for the Prime Contractor and Subcontractor, as applicable.
- The M/WBE Participation Plan Form must be filled out in its entirety or it is void.
- The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.
- The approximate amount or percentage that will be awarded to the Subcontractor as per the whole amount from the contract paid to the Prime Contractor.
- The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be

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reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.

M/WBE CONTRACTOR GOOD FAITH EFFORTS SUPPLEMENTAL FORM

RFQ#: NG10404

Project Title/Description: K-12 Autism Support Teacher Consultative/Coaching Support, Training, and PD

Bidder/Proposer/ Responder's Company:	Jigsaw Learning LLC, dba TeachTown		
Authorized Representative:	Kim Johnson	Title:	VP of Operations
Address: s:	2 Constitution Way Woburn, MA 01801		Phone: e: 1-800-283-0165

NG10404

The Proposer/Responder/Bidder or Prime Contractor has the burden to demonstrate "Good Faith Efforts" to meet the diverse contracting goals. I certify that the following certified Minority/Women Business Enterprises were contacted to obtain a quote for work to be performed on the above mentioned project/contract.

List of date, name of M/WBE firm, telephone/e-mail address of M/WBEs contacted, type of work requested, estimated budgeted amount for each quote requested.

Date Contacted	Certified Firm Name	Firm's Certification (s)	Firm's Contract Person	Method of Contact	Type of Work	Results of Contact (select a letter from below)

To the best of my knowledge and belief, said certified Minority/Women Business Enterprise contractor(s) was/were not selected, unavailable for work on this project, or unable to provide a quote for the following reasons: Please give the appropriate reasons given by each MBE/WBE firm contacted above.

- A. Firm agreed to sub-contract and will enter into a formal agreement with the Proposer/Responder/Bidder
- B. Did not have the capability/capacity to perform the work
- C. Contract too small
- D. Remote location / No presence in that area
- E. Received solicitation notices too late
- F. Did not want to work with this contractor
- G. Other (give reason)

PROCUREMENT VENDOR COMPLIANCE ACKNOWLEDGEMENT FORM

The Pennsylvania Public School Code authorizes the Board to adopt policies and procedures and to make rules and regulations to manage school affairs and fiscal well-being of the District, including with respect to competitive procurements and vendor responsibility. The School District of Philadelphia requires contracted vendors to comply with the policies and procedures adopted by the Board of Education. The School District of Philadelphia will maintain comprehensive records regarding the entire scope of the procurement process, post-award compliance, and administration of the M/WBE participation and compliance adherence process.

I, Jigsaw Learning LLC, dba TeachTown {Company Name}, do hereby acknowledge and agree to the following:

NG10404

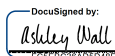
1. I have read, carefully reviewed this Invitation for Bid (IFB), RFQ, or RFQ and understand the benchmarks and measurements to achieve diversity goals as outlined for M/WBE Participation. Board of Education Policy 612 Business Diversity in the Procurement of Materials and Contracted Services further outlines Business Diversity Goal requirements.
2. I understand that the completion and submission of the M/WBE Participation Plan Form and the supplementary documentation to support if applicable is an element of responsiveness to this IFB, RFQ, or RFQ. Failure to submit this documentation with the proposal and/or evidence of Good Faith Efforts will result in rejection of the IFB, RFQ, or RFQ.
3. If awarded a contract, I understand and will comply with all contract monitoring, compliance, and enforcement guidelines, including but not limited to recordkeeping and ongoing reporting on contract diversity outcomes that offer the maximum practicable opportunity for qualified and certified M/WBEs and other disadvantaged enterprises to participate throughout all phases of the contract and any subsequent contract amendment. Such as:
 - Monthly and Quarterly post-award compliance reporting via the School District of Philadelphia Oracle Supplier Compliance System to ensure that the vendor meets diversity participation commitments and other contract requirements.
 - Ongoing monitoring of prime contractors' payments to M/WBEs and other contractors utilized through payment reporting and acceptance of payments by sub-contractors.
 - Participating in ongoing training related to vendor compliance and reporting requirements.
4. I understand that non-compliance with vendor compliance reporting and/or diversity participation commitments throughout the life of the contract may result in any of the following events, including but not limited to: withholding of payments, contract termination, suspension, disqualification, debarment, or other sanctions and penalties for failure to comply.
5. I agree to conduct business with the highest levels of ethical standards and agree to comply with all applicable requirements at all times.

Receipt and Acknowledgement

By signing below, I agree that I have read both this acknowledgement statement and the referenced policies in their entirety. I understand that I am subject to these policies whether or not the acknowledgement form is signed. Lack of confirmation of receipt of the acknowledgement form does not exempt a vendor or contractor from Board policy enforcement.

Company Name: Jigsaw Learning LLC, dba TeachTown

Company Representative: Ashley Wall

Signature:  _____

Title: Chief Financial Officer

Date: 3/8/2024

Company's Compliance Officer:

NG10404

Kim Johnson

Email Address of Company's Compliance Officer:

rfp@teachtown.com

APPENDIX F: THE COMPETITIVE PROCESS

RFQ Terms.

The competitive process set forth in this RFQ, if successful, results in the execution and delivery of a definitive, legally binding contract, under which the School District engages a Proposer as Contractor to carry out the Work as set forth in the Contract, including, generally, this RFQ and the Proposal.

This Appendix F sets forth the terms and conditions applicable to the overall competitive RFQ process. Please review this Appendix carefully in order to understand both the rights of the School District and the duties of all Proposers.

Non-Commitment. The issuance of this RFQ does not commit the School District to any award of a Contract or Contracts.

NG10404

Agency		n No.	
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III. Information in this section refers to the subcontractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Unity Printing Company, Inc.			Federal Tax ID:	25-1588416
Address:	5848 State Route 981			Phone Number:	724-537-5800
City:	Latrobe	State:	PA	Zip Code:	15650
DBA (if applicable):		Fax Number:	724-539-1881		
Primary Contact Person:	Lisa R. Frederick		Primary Contact Email:	customerservice@unityprinting.com	
Compliance Contact:	Lisa R. Frederick		Compliance Contact Email:	lisa@unityprinting.com	
Description of Services Provided:	Online ordering, graphic design, five color printing plus in-line coating, digital printing, screen printing, embroidery, trophies & plaques, diamond drag engraving, laser engraving, UV printing, glass etching, sand carving, signs & banners, bindery & finishing services, mailing services, promotional products, packaging & shipping, climate controlled warehousing				
Approximate \$ amount of Subcontract:		Subcontract % of Total Contract Amount:			

Diversity Business Certification(s): *Check all that apply.*

- Minority-Owned Business Enterprise (MBE)
 Women-Owned Business Enterprise (WBE)
 Federally Certified Disadvantaged Business Enterprise (DBE)
 Small Business Enterprise (SBE)
 Disabled Owned Business Enterprise (DSBE)
 Veterans Business Enterprise (VBE) / Certified Service-Disabled Veterans Business Enterprise (SDVBE)
 LGBT Business Enterprise (LGBTBE)

NG10404

<input type="checkbox"/> None – not applicable			
<u>Diversity Business Certification to be used on this contract (select one):</u>			
<input type="checkbox"/> Minority-Owned Business Enterprise (MBE)			
<input checked="" type="checkbox"/> Women-Owned Business Enterprise (WBE)			
<input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)			
Diversity Business Certifying Agency: _____			
Authorized Representative Signature:			
Print Name:	Lisa R. Frederick		
Title:	President	Date:	2/29/24

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

IV. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFQ Number: NG10404

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFQ proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified disadvantaged, minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified disadvantaged, minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified disadvantaged, minority- and women-owned business enterprises;



Allegheny County
Department of Equity and Inclusion
204 County Office Building
542 Forbes Avenue
Pittsburgh, PA 15219
Phone: (412) 350-4309 Fax: (412) 350-4915
Email: DEICertification@AlleghenyCounty.US

May 24, 2022

Lisa Frederick
Unity Printing Company, Inc. DBA Unity Printing
5848 State Route 981
Latrobe, PA 15650

RE: Pennsylvania Unified Certification Program
Disadvantaged Business Enterprise (DBE)
Certification Approval

Disadvantaged Business Enterprise (DBE) Certification # 20325444
Anniversary Date - Annually on 05/24

Dear Lisa Frederick:

The Allegheny County Department of Equity and Inclusion, a certifying participant in the Pennsylvania Unified Certification Program (PA UCP), has reviewed your request for certification as a Disadvantaged Business Enterprise (DBE) and is pleased to inform you that your firm appears to meet the requirements established by the United States Department of Transportation in Title 49, Part 26 of the Code of Federal Regulations. Accordingly, your firm is certified as a Disadvantaged Business Enterprise (DBE) to participate in the program in the following classification(s) only:

Graphic design, five color printing plus incline coating, digital printing, screen printing, embroidery, trophies & plaques, glass etching, laser engraving, signs & banners, bindery & finishing services, mailing services, promotional products, packaging & shipping, climate controlled warehousing

NAICS Code(s): 323111, 323113, 323120, 339950, 541430, 541860, 541870

DBE certification continues from the date of this letter, but is contingent upon the firm renewing its eligibility annually with our office. You will be notified in advance of your obligation to provide to our office a copy of your renewal documents. These documents are also available online at <https://alleghenycounty.diversitycompliance.com/>. However, the responsibility to assure continued certification is yours. Failure to continue your eligibility will result in immediate action to decertify the firm.

If you wish to expand your status to include another type of business, you must contact the PA UCP for reevaluation prior to undertaking any projects as a DBE in the expanded area.

In the event of a change in circumstances affecting your ability to meet size, disadvantage ownership, and control requirements of Part 26 or any material change in the information provided in your application form; you must inform the PA UCP by means of a Notice of Change Affidavit describing in detail the nature of such changes. you must submit a Notice of Change Affidavit (also available online) within 30 days of the occurrence of the change. Failure to do so will be deemed a failure to cooperate.


We would also remind you that the PA UCP reserves the right to review your firm at any time to ensure compliance with the program.

Supplier firms that wish to act as a regular dealer must be aware that regular dealer credit cannot be given for drop shipments.

Certified firms with a "trucking" classification must be aware that certain conditions must be met in order to be considered commercially useful. Foremost, the DBE trucking firm must be responsible for the management and supervision of the entire trucking operation for which it is responsible on a particular contract, and there cannot be a contrived arrangement for the purpose of meeting DBE goals. The DBE trucking firm must itself own and operate at least one fully licensed, insured, and operational truck used on the contract. For a full list of these conditions, consult Part 26.55 (d)(1) through (6) of the aforementioned regulations.

We are pleased to have you as a Disadvantaged Business Enterprise and wish you success in acquiring work within the DBE program. If you have any questions, please contact this office at 412-350-4309.

Sincerely,

A handwritten signature in cursive script that reads "Lisa L. Edmonds".

Lisa L. Edmonds, MCA
Chief Equity and Inclusion Officer
Department of Equity and Inclusion

***SUPPLIER CLEARINGHOUSE
CERTIFICATE OF ELIGIBILITY***



CERTIFICATION EXPIRATION DATE: **August 31, 2025**

The Supplier Clearinghouse for the Utility Supplier Diversity Program of the California Public Utilities Commission hereby certifies that it has audited and verified the eligibility of:

***Unity Printing Company, Inc.
Women Business Enterprise (WBE)***

pursuant to Commission General Order 156, and the terms and conditions stipulated in the Verification Application Package. This Certificate shall be valid only with the Clearinghouse seal affixed hereto.

Eligibility must be maintained at all times, and renewed within 30 days of any changes in ownership or control. Failure to comply may result in a denial of eligibility. The Clearinghouse may reconsider certification if it is determined that such status was obtained by false, misleading or incorrect information. Decertification may occur if any verification criterion under which eligibility was awarded later becomes invalid due to Commission ruling. The Clearinghouse may request additional information or conduct on- site visits during the term of verification to verify eligibility.

This certification is valid only for the period that the above firm remains eligible as determined by the Clearinghouse. Utility companies may direct inquiries concerning this Certificate to the Clearinghouse at (800) 359-7998.

VON: 19000413

DETERMINATION DATE: August 31, 2022

WBENC

WOMEN'S BUSINESS ENTERPRISE
NATIONAL COUNCIL

JOIN FORCES. SUCCEED TOGETHER.

hereby grants

National Women's Business Enterprise Certification

to

Unity Printing Company, Inc.

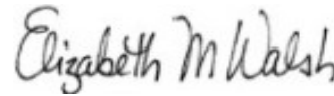
who has successfully met WBENC's standards as a Women's Business Enterprise (WBE).
This certification affirms the business is woman-owned, operated and controlled and is valid through the date herein.

Certification Granted: June 30, 2014

Expiration Date: June 30, 2023

WBENC National Certification Number: 2005124863

WBENC National WBE Certification was processed and validated by Women's Business Enterprise Center - East, a WBENC Regional Partner Organization.



Authorized by Elizabeth M. Walsh, President
Women's Business Enterprise Center - East

WBENC EAST
WOMEN'S BUSINESS ENTERPRISE CENTER
JOIN FORCES. SUCCEED TOGETHER.

NAICS: 323111, 323113, 323120, 339950, 541430, 541860, 541870
UNSPSC: 55121700, 73151900, 73151904, 73151905, 80141600, 80141800, 82101500, 82121500, 82121503, 82121504, 82121505, 82121506, 82121507, 82141507





WOMEN'S BUSINESS ENTERPRISE NATIONAL COUNCIL

JOIN FORCES. SUCCEED TOGETHER.

HEREBY GRANTS WOMAN OWNED SMALL BUSINESS (WOSB) CERTIFICATION TO

Unity Printing Company, Inc. DBA Unity Printing

The identified small business is an eligible WOSB for the WOSB Program, as set forth in 13 C.F.R. part 127 and has been certified as such by an SBA approved Third Party Certifier pursuant to the Third Party Agreement, dated June 30, 2011, and available at www.sba.gov/wosb.

The WOSB Certification expires on the date herein unless there is a change to the SBA's regulation that makes the WOSB ineligible or there is a change in the WOSB that makes the WOSB ineligible. If either occurs, this WOSB Certification is immediately invalid. The WOSB must not misrepresent its certification status to any other party, including any local or State government or contracting official or the Federal government or any of its contracting officials.

Table with 5 rows containing certification details: Majority Female Owner, NAICS/UNSPSC codes, Certification Number, Renewal Date, and WOSB Regulation Expiration Date.



Handwritten signature of Elizabeth M. Walsh

Elizabeth M. Walsh, Women's Business Enterprise Center - East President

Handwritten signature of Pamela Prince-Easton

Pamela Prince-Easton, WBENC President & CEO

Handwritten signature of LaKesha White


LaKesha White, Vice President, Certification

NG10404

Agency		n No.	
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III. Information in this section refers to the subcontractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Delivery & Distribution Solutions, LLC			Federal Tax ID:	83-0423187
Address:	16 W 251 S. Frontage Road, #21			Phone Number:	708-798-7907
City:	Burr Ridge	State:	Illinois	Zip Code:	60527
DBA (if applicable):		Fax Number:			
Primary Contact Person:	Denis S. Monroe		Primary Contact Email:	denis@deliveryanddistribution.com	
Compliance Contact:	Denis S. Monroe		Compliance Contact Email:	denis@deliveryanddistribution.com	
Description of Services Provided:	Courier & Logistics Services				
Approximate \$ amount of Subcontract:		Subcontract % of Total Contract Amount:			
<p>Diversity Business Certification(s): Check all that apply.</p> <p><input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Women-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input checked="" type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veterans Business Enterprise (VBE) / Certified Service-Disabled Veterans Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p>					

<input type="checkbox"/> None – not applicable			
<u>Diversity Business Certification to be used on this contract (select one):</u>			
<input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE)			
<input type="checkbox"/> Women-Owned Business Enterprise (WBE)			
<input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)			
Diversity Business Certifying Agency: <u>State of Pennsylvania & City of Philadelphia</u>			
Authorized Representative Signature:			
Print Name:	Denis S. Monroe		
Title:	President-CEO	Date:	3-1-2024

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

IV. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFQ Number: _____

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFQ proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified disadvantaged, minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified disadvantaged, minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified disadvantaged, minority- and women-owned business enterprises;

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Davis Packaging and Printing Services	Federal Tax ID:	464695486
Address:	606 Independence Drive	Phone Number:	215 817-6987
City:	Harleysville	State:	Pa
		Zip Code:	19438
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Edward Davis	Primary Contact Email:	EdwrDvs1@aol.com
Compliance Contact:	Edward Davis	Compliance Contact Email:	EdwardDavis321@verizon.net
Description of Services Provided:	Services provided will be various print media based on supplied pdfs.		
Approximate \$ amount of Subcontract:	\$50,000	Subcontract % of Total Contract Amount:	To be determined
<u>Diversity Business Certification(s): Check all that apply.</u> <input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Woman-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE) <input type="checkbox"/> Small Business Enterprise (SBE) <input type="checkbox"/> Disabled Owned Business Enterprise (DSBE) <input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE) <input type="checkbox"/> LGBT Business Enterprise (LGBTBE)			
<u>Diversity Business Certification to be used on this contract (select one):</u> <input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Woman-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)			
Diversity Business Certifying Agency: State of New Jersey			
Authorized Representative Signature:			
Print Name:	Edward Davis		
Title:	Owner	Date:	3/5/2024

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

NOTICE OF SMALL DIVERSE BUSINESS VERIFICATION



The Department is pleased to announce that
Delivery & Distribution Solutions LLC

has successfully completed the Pennsylvania Department of General Services' process for self-certification as a small business under the Commonwealth's Small Business Contracting Program, and is verified as a Small Diverse Business with the following designation(s):

BUSINESS TYPE(s):

Procurement Services

CERTIFICATION NUMBER: **398786202208-SDB-M**

CERTIFICATION TYPE: **SMALL DIVERSE BUSINESS**

ISSUE DATE: **08/24/2022**

EXPIRATION DATE: **08/08/2024**

RECERTIFIED DATE:

A handwritten signature in black ink that reads "Kerry L. Kirkland". The signature is written in a cursive style with a large, looped "K" and "L".

Kerry L. Kirkland, Deputy Secretary
Bureau of Diversity, Inclusion & Small Business Opportunities



CITY OF PHILADELPHIA

COMMERCE DEPARTMENT

1515 Arch Street, 12th Floor
Philadelphia, PA 19102
P: 215-683-2055
F: 215-683-2085

IOLA HARPER
Deputy Commerce Director
Office of Economic Opportunity

December 3, 2021

Mr. Denis Monroe
Delivery & Distribution Solutions, LLC
16W 251 S. Frontage Rd., Unit 21 & 22
Burr Ridge, IL 60527

RE: CERTIFICATION DATE: December 3, 2021
EXPIRATION DATE: June 30, 2026
CERTIFICATION STATUS: Minority Business Enterprise (MBE)
REGISTRATION NUMBER: 112023

Dear Mr. Denis Monroe:

CONGRATULATIONS!!! We are pleased to inform you that **Delivery & Distribution Solutions, LLC** has been placed in the City of Philadelphia Office of Economic Opportunity (OEO) Registry. **Delivery & Distribution Solutions, LLC** will remain on the City's Registry as long as the certification is current and your firm remains in good standing. **Please note, it is imperative that the certification/registration be renewed no later than three months after the certification expires. OEO will deactivate your OEO Registry listing three months after the certification expires. (Example - certification/registration expires 1/1/22, on 4/1/22 your business profile will be deactivated from the OEO Registry).**

Your placement in the OEO Registry offers you the following competitive advantages:

1. Free Advertisement 365 days a year. Now that your company is part of the OEO Registry, your company will be viewed by over 50 City of Philadelphia departments, in addition to for-profit, non-profit and private industries.
2. The Office of Business Services (OBS) is the City's one-stop-shop for all business related services. OBS can assist you with a wide range of issues, from navigating the permit process to identifying loan programs for which you may qualify. Please call 215-683-2100 for more information on how OBS may be of service.
3. When your firm is competitively selected and utilized for City of Philadelphia contracts, your participation can be counted towards MBE/ WBE/DSBEs participation ranges.
4. Contractors, subcontractors, and professionals who are seeking vibrant and capable MBE/WBE/DSBEs for contracting opportunities, use the OEO Registry. Being part of the OEO Registry increases your ability to compete for private and public procurement opportunities.

Please inform us if there are **any material changes to your certification. These changes may include but are not limited to:**

1. your company name;
2. contact information;

3. change in ownership, sale or dissolution of your business;
4. NAICS Codes/services that you are **certified** to provide; and/or
5. loss of certification

Please note that OEO will not list NAICS Codes for your firm unless those codes have been provided by your approved certifying entity. If you desire additional NAICS codes, you must obtain them from your approved certifying entity that will evaluate whether your firm has demonstrated requisite control and legitimate capacity for the additional type of work or supply effort. If your firm is identified for work or supply effort on a City bid without the corresponding NAICS Code in the OEO Registry, the work/supply effort will not receive credit.

In addition to being part of the OEO Registry, if your business is headquartered in Philadelphia, we strongly encourage you to apply to the City's Procurement Department to become a certified Local Business Entity (LBE) with the City of Philadelphia. Being a certified LBE provides Philadelphia based businesses with the advantage of as preferred vendor status and being eligible for a bid preference on some City contracts.

Your company will be located in our OEO Registry under the following North American Industry Classification System (NAICS) Codes:

NAICS 492110: COURIERS AND EXPRESS DELIVERY SERVICES

NAICS 492210: DELIVERY SERVICE (EXCEPT AS PART OF INTERCITY COURIER NETWORK, U.S. POSTAL SERVICE)

NAICS 541614: LOGISTICS AND INTEGRATED SUPPLY CHAIN MANAGEMENT CONSULTING SERVICES

For more information about what OEO and the Philadelphia Department of Commerce can do for you, please visit our website at www.phila.gov/business. Also, please visit the <https://contracts.phila.gov/#/> for current City of Philadelphia contracting opportunities.

If you have any questions, feel free to give us a call at 215-683-2071.

Sincerely,



Alice Dungee-James, MCA
Director of Registration and Outreach

C: Nazaarah Sabree, Director of Field Operations, Office of Business Services (OBS)
LaShawnda Tompkins, Director of Administration, Procurement Department
Marla Hamilton, Vice President, Philadelphia Industrial Development Corporation (PIDC)

NOTICE OF SMALL BUSINESS SELF-CERTIFICATION



The Department is pleased to announce that
Delivery & Distribution Solutions LLC

has successfully completed the Pennsylvania Department of General Services' process for self-certification as a small business under the Commonwealth's Small Business Contracting Program, with the following designation:

BUSINESS TYPE(s):

Procurement Services

CERTIFICATION NUMBER: **398786-2022-08-SB**

CERTIFICATION TYPE: **SMALL BUSINESS**

ISSUE DATE: **08/08/2022**

EXPIRATION DATE: **08/08/2024**

RECERTIFIED DATE:

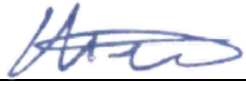
A handwritten signature in black ink that reads "Kerry L. Kirkland". The signature is written in a cursive, flowing style.

Kerry L. Kirkland, Deputy Secretary
Bureau of Diversity, Inclusion & Small Business Opportunities

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	Progressus Therapy, LLC.	Federal Tax ID:	26-0186671
Address:	10014 N. Dale Mabry Hwy., Suite 100	Phone Number:	800-892-0640
City:	Tampa	State:	FL
		Zip Code:	33618
DBA (if applicable):	N/A	Fax Number:	N/A
Primary Contact Person:	Jennifer Consorti	Primary Contact Email:	JConsorti@progressustherapy.com
Compliance Contact:	Morgan Dooley	Compliance Contact Email:	contractsdept@invohealthcare.com
Bid Number:	NG10404	Bid Submission Due Date:	3/12/2024
Contract Amount:	TBD	Contract Overall M/WBE Goal:	5%
<u>Diversity Business Certification(s):</u> <i>Check all that apply.</i> <input type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Woman-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE) <input type="checkbox"/> Small Business Enterprise (SBE) <input type="checkbox"/> Disabled Owned Business Enterprise (DSBE) <input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE) <input type="checkbox"/> LGBT Business Enterprise (LGBTBE) <input checked="" type="checkbox"/> None – not applicable			
Authorized Representative Signature:			
Print Name:	Matt Stringer		
Title:	CEO	Date:	3/11/2024
Certifying Agency:	N/A	Certification No.:	N/A

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Edu Prime LLC	Federal Tax ID:	84-2063448
Address:	100 east penn Square, Suite 400	Phone Number:	215-525-2866
City:	Philadelphia, PA, 19107,	State:	PA
		Zip Code:	19107
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Paul Musumba	Primary Contact Email:	pmusumba@eduprimellc.org
Compliance Contact:	Charles Marine	Compliance Contact Email:	cmarine@eduprimellc.org
Description of Services Provided:	professional development		
Approximate \$ amount of Subcontract:	TBD upon award	Subcontract % of Total Contract Amount:	5%
<u>Diversity Business Certification(s): Check all that apply.</u> <input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Woman-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE) <input type="checkbox"/> Small Business Enterprise (SBE) <input type="checkbox"/> Disabled Owned Business Enterprise (DSBE) <input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE) <input type="checkbox"/> LGBT Business Enterprise (LGBTBE) <input type="checkbox"/> None – not applicable			
<u>Diversity Business Certification to be used on this contract (select one):</u> <input checked="" type="checkbox"/> Minority-Owned Business Enterprise (MBE) <input type="checkbox"/> Woman-Owned Business Enterprise (WBE) <input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)			
Diversity Business Certifying Agency: <u>The Enterprise Centre</u>			
Authorized Representative Signature:	<i>paul musumba</i>		
Print Name:	Paul Musumba		
Title:	Head of Operations	Date:	03/11/2024

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: N/A

Best and Good Faith Efforts

The School District’s Office of Procurement Services reviews the Prime Contractor’s commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor’s solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.

N/A

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:	N/A		
Print Name:			
Title:		Date:	

IV. Key Instructions for completing this form.

- 1. This M/WBE Participation Plan Form must be submitted with bid response.**
- 2. Use Section II of this form multiple times for each additional sub-contractor.**
- 3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.**
- 4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.**
- 5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.**
- 6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.**
- 7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.**



THE ENTERPRISE CENTER
BUSINESS | CAPITAL | COMMUNITY

EduPrime LLC

is duly certified as a

Minority Business Enterprise

Certified NAICS Codes Categories: 610710

August 18, 2022

Certification Date

220218710

Certification Number

August 31, 2024


Certification Expiration Date

Della Clark, President

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	Rethink Autism, Inc.	Federal Tax ID:	26-1746074
Address:	49 W. 27th Street, 8th Floor	Phone Number:	(646) 257-2919
City:	New York	State:	NY
		Zip Code:	10001
DBA (if applicable):		Fax Number:	(646) 257-2926
Primary Contact Person:	Diana Frezza	Primary Contact Email:	rfp@rethinked.com
Compliance Contact:	Diana Frezza	Compliance Contact Email:	rfp@rethinked.com
Bid Number:	NG10404	Bid Submission Due Date:	3/11/2024
Contract Amount:	Yet to be negotiated	Contract Overall M/WBE Goal:	0%
<p><u>Diversity Business Certification(s):</u> <i>Check all that apply.</i></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None – not applicable</p>			
Authorized Representative Signature:			
Print Name:	Diana Frezza		
Title:	EVP/GM	Date:	3/11/2024
Certifying Agency	N/A	Certification No.	N/A

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

MWBE contractors will not be used if we move forward with this contract.

Company Name:		Federal Tax ID:	
Address:		Phone Number:	
City:	State:	Zip Code:	
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Primary Contact Email:		
Compliance Contact:	Compliance Contact Email:		
Description of Services Provided:			
Approximate \$ amount of Subcontract:	Subcontract % of Total Contract Amount:		
<p><u>Diversity Business Certification(s):</u> Check all that apply.</p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input type="checkbox"/> None – not applicable</p>			
<p><u>Diversity Business Certification to be used on this contract (select one):</u></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p>			
Diversity Business Certifying Agency: _____			
Authorized Representative Signature:			
Print Name:			
Title:	Date:		

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: NG10404_____


Best and Good Faith Efforts

The School District’s Office of Procurement Services reviews the Prime Contractor’s commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

- 1. Contact log and correspondence related to diverse contracting outreach;
- 2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
- 3. If responses to the contractor’s solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
- 4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
- 5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:	
Print Name:	Diana Frezza

Title:	EVP/GM	Date:	3/11/2024
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IV. Key Instructions for completing this form.

- 1. This M/WBE Participation Plan Form must be submitted with bid response.**
- 2. Use Section II of this form multiple times for each additional sub-contractor.**
- 3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.**
- 4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.**
- 5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.**
- 6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.**
- 7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.**

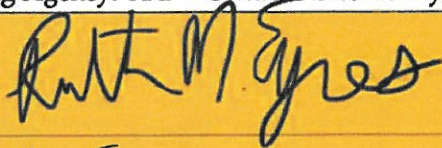
**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	STAR Autism Support, LLC	Federal Tax ID:	264433460
Address:	6663 SW Beaverton Hillsdale Hwy Box 119	Phone Number:	9713648687
City:	Portland	State:	OR
		Zip Code:	97225
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Bekah Anderson	Primary Contact Email:	bekah.anderson@starautismsupport.com
Compliance Contact:	Lauren Wurst	Compliance Contact Email:	lauren.wurst@starautismsupport.com
Bid Number:	RFQ NG10404	Bid Submission Due Date:	3.12.2024
Contract Amount:	TBD – as requested by district	Contract Overall M/WBE Goal:	5% - 10%
<p><u>Diversity Business Certification(s):</u> <i>Check all that apply.</i></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None – not applicable</p>			
Authorized Representative Signature:			
Print Name:	Jesse Arick		
Title:	CEO	Date:	3-11-24
Certifying Agency		Certification No.	

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Ruth Eyres	Federal Tax ID:	480848723
Address:	105 Katye Lane	Phone Number:	(501) 658-9994
City:	Sherwood	State:	AR
		Zip Code:	72120
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Dr. Ruth Eyres	Primary Contact Email:	ruth.eyres@starautismsupport.com
Compliance Contact:	Dr. Ruth Eyres	Compliance Contact Email:	ruth.eyres@starautismsupport.com
Description of Services Provided:	Ruth delivers classroom coaching to the customer on STAR Autism Support's products		
Approximate \$ amount of Subcontract:	TBD - as determined by full contract approved by district	Subcontract % of Total Contract Amount:	5%
<p><u>Diversity Business Certification(s): Check all that apply.</u></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None - not applicable</p>			
<p><u>Diversity Business Certification to be used on this contract (select one):</u></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input checked="" type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p>			
<p>Diversity Business Certifying Agency: TBD - Contract is currently pursuing formal certificate _____</p>			
Authorized Representative Signature:			
Print Name:	Ruth Eyres		
Title:	Training Specialist	Date:	3/11/24

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: NG10404

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.


STAR Autism Support proposes to use the support of Ruth Eyres, Ed.D., NBCT in the implementation of this professional development contract. Ruth has worked directly with students with intellectual disabilities, autism, developmental disabilities, multiple disabilities, and dual sensory impairments since 1997 as a public-school teacher and education consultant. Ruth has provided consultation services for SAS to the School District of Philadelphia for more than five years. Ruth earned her doctorate degree from the University of Memphis in instructional and curriculum leadership with a concentration in special education and her M.S.E. in special education from the University of Central Arkansas. Ruth is a National Board certified teacher and is active on the boards of the Center for Exceptional Families, the Arkansas Subdivision on Autism and Developmental Disabilities (DADD), and the Arkansas Council for Exceptional Children (CEC). She helped pilot the Links Curriculum in Arkansas and currently provides in-classroom coaching using Links. She specializes in training and developing resources to help families, caregivers, and educators provide sexuality and relationship education to youth with intellectual disabilities and autism.

Additionally, STAR Autism Support proposes to use the support of Pedra Weber in the implementation of the professional development contract.

Details regarding both Ruth and Pedra's business including their resume/vitae can be found attached. Both subcontractors have provided an active commitment to support several STAR Autism Support projects, including the one proposed for The School District of Philadelphia here. Each contractor qualifies for WBE

certification and is actively pursuing their WBE certification at this time to provide the certification documents required pursuant to this RFQ.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:			
Print Name:	Jesse Arick		
Title:	CEO	Date:	3-11-24

IV. Key Instructions for completing this form.

1. This M/WBE Participation Plan Form must be submitted with bid response.
2. Use Section II of this form multiple times for each additional sub-contractor.
3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.
4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.
5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.
6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.
7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.

RUTH M. EYRES, MSE, NBCT

105 KATYE LANE • SHERWOOD, AR 72120 • PHONE (501) 834-3018
reyres@eastersealsar.com

EDUCATION

Doctoral Student, Instruction and Curriculum Leadership with a concentration in Special Education. The University of Memphis, 2013-present. All coursework and comprehensive exams complete. Currently working on dissertation.

National Board Certified Teacher, Exceptional Needs Specialist, 2002. NBCT Renewal, 2011. NBCT Certification valid until 2022.

Master of Science in Education, Special Education-Moderately Profoundly Handicapped, 1997. University of Central Arkansas, Conway, AR.

Bachelor of Arts, Religion, 1992. Hendrix College, Conway, AR.

TEACHING AND PROFESSIONAL EXPERIENCE

IN A SCHOOL ENVIRONMENT

- **Special Education Teacher/Consultant**, Easter Seals Arkansas, Little Rock, AR, 1/09 to present. Provide **direct** student services and classroom specific technical support in special education classrooms across Arkansas. Provide instruction and training on functional curriculum, visual supports, functional routines, one on one instruction, small group instruction, discrete trial training, behavior plans, and reinforcement systems.
- **Online Academic Coach/Teaching Assistant**, Instructional Connections, 1/16-present. Serve as the liaison between the university faculty member and students. Monitor student engagement, facilitate course content, provide online student support, and regularly collaborate with university faculty. Serve as a facilitator and grader.
- **Education Consultant**, Independent Contractor for STAR Autism Support, 9/15-present. Provide training and consultation to school districts and agencies in implementing curricula for students with Autism Spectrum Disorders and other Developmental Disabilities. Train special educators, parents and agency staff on the STAR Program and the Links Curriculum. Develop instructional lessons and activities for Links Curriculum.
- **Adjunct Instructor**, University of Central Arkansas, Conway, AR, Summers 2007, 2008 and 2009. Instruct graduate students pursuing a degree in Special Education. Develop course instruction and experiences to teach medical and educational aspects of disabilities. Oversee field experience. Experience teaching classes on campus and online.
- **Community Based Instruction Teacher**, J.A. Fair Systems Magnet High School, Little Rock, AR, 8/01 to 12/08. Instruct students with moderate to severe exceptionalities in functional academics, living skills, and social skills. Implement instruction in the classroom and community through vocational, domestic, community, and recreation & leisure activities. Develop daily lesson plans, units of instruction, vocational training opportunities, and transition plans. Implement classroom and behavior management plans. Plan and develop interdisciplinary goals and utilize various instructional strategies to meet individualized education plans and state mandated standards. Supervise and guide para-educators. Collaborate and communicate with related service personnel, team teachers, and school based learning community.
- **Educational Consultant**, 7/08 to 1/10. Consulting with Easter Seals Arkansas to develop competency based curriculum for adult day program.

- **ACTAAP Alternate Assessment Trainer for Little Rock School District, 2005 – present.** Develop training materials for special education teachers required to complete Alternate Portfolio Assessments for students. Train teachers in portfolio development, lead monthly meetings to provide technical assistance to teachers, and Educational Consultant
- **Community Based Instruction Teacher,** Northwood Junior High, North Little Rock, AR, 8/98 to 6/01. Instructed students with moderate to profound exceptionalities in functional curriculum including vocational, domestic, community, recreation & leisure, activities of daily living, and social skills. Developed daily lesson plans and units of instruction. Implemented behavior management plans. Planned and developed interdisciplinary goals and utilized various instructional strategies. Supervised and guided para-educators. Collaborated and communicated with related service personnel.
- **Resource Education Teacher,** Sylvan Hills Junior High, Sherwood, AR, 1/98 to 6/98. Instructed students with learning challenges and mild to moderate exceptionalities. Planned and implemented lessons in Social Studies, English, Science, Occupational Exploration, and Directed Studies. Modified curriculum to maximize student learning potential.

IN A CAMP ENVIRONMENT

Instruction, demonstration, and facilitation of individual and group learning. Teaching opportunities and responsibilities included:

- **Program Manager/Med Camps Coordinator,** Camp Aldersgate, Little Rock, AR, 1/92 to 2/97. Responsible for the coordination of summer and year-round camps for children and youth with various physical disabilities, developmental disabilities, and medical conditions. Supervised, trained, and evaluated a summer staff of thirty. Developed and implemented year-round camping experiences. Maintained records and ensured program compliance with licensing and regulatory agencies.
- **High School and College Students:** Camp procedures, personal care of campers, wheelchair transferring techniques, risk management, overview of exceptionalities, OSHA guidelines for Bloodborne Pathogens including Universal Precautions, and adaptation techniques to meet individual camper ability in activities such as archery, sports and games, and aquatic programs.
- **Campers ages 6 to 16:** Self-management procedures for self-catheterization, blood sugar checks, insulin injections, peak flow meter and inhaler usage, care of hearing aids, dressing, bathing, and feeding; general activities including nature education, arts and crafts, outdoor living skills, and clowning; and self-esteem, independence, and self-efficacy building sessions.

PROFESSIONAL DEVELOPMENT - HIGHLIGHTS

- *To Puberty and Beyond: Self-Awareness, Safety, and Social Skills for Teaching Sexuality Education to Students with Developmental Disabilities*-developed 2014 and currently implementing to families and schools
- *CONNECT Links – Week long intensive training for teachers and students using evidence based practices for teaching students with various developmental disabilities*
- *Pilot Project Participant for STAR Autism Support – Utilized and provided feedback and support for Links Curriculum, 2011/2012*
- *Links Curriculum Training, STAR Autism Support, 2012*
- *Implementing PECS in the Classroom and Teaching Critical Communication Skills – Pyramid,*

2008, 2010, and 2012

- *STAR Curriculum Training*, STAR Autism Support, 2009-2012. Continuing professional development through a collaboration between STAR Autism Support and Easter Seals Arkansas
- *Animated Literacy* by Jim Stone, 2011
- Council for Exceptional Children National Conferences, 2009 and 2010
- Arkansas Teacher National Board Summit, 2008
- Arkansas Department of Education Biology Alternate Assessment Committee Member to help develop Resource Guide for ACTAAP Biology Alternate Assessments, 2006-2010
- THNI NBPTS Facilitator, Little Rock, 10/04 to 5/09
- Alternate Assessment Trainer, Little Rock School District, 8/06 to 5/09
- *CRISS Strategies Training for Differentiated Instruction*, Little Rock School District, 2006.
- *INSITE and Person Centered Planning for the Diverse Learner* -Arkansas Deaf-Blind Project, 11/04, 11/11, 1/12.
- *Arkansas Teachers for National Board Certification Conference* – 10/04, 10/05, 10/06, 10/07, 1/08, 1/09, 1/10, and 1/12
- *National Board Application Assessor for Arkansas State Fee Applicants* -Arkansas Department of Education, 7/04

RECOGNITION AND AWARDS

- **Outstanding Special Education Doctoral Student, University of Memphis, 2016.** Presented to distinguished student who exhibits exceptional scholarship, accomplishments, character and leadership in the Instruction and Curriculum Leadership department of the College of Education, Health and Human Sciences at The University of Memphis.
- **Bessie B. Moore Economics Teacher Award from Economics Arkansas, 2007-** an award honoring outstanding elementary and secondary teachers for their success in relating economic principles to students' real life experiences.
- **Innovative Idea Teacher Grant Winner (2004-2006)-** *The Public Education Foundation of Little Rock.* The foundation provides funds for creative, innovative, and research-supported proposals that create exciting learning environments, emphasize active student learning and participation to strengthen students' learning experience, involve interdisciplinary and/or team teaching by designing collaborative learning experiences, and use non-traditional techniques with innovative ideas.
- **Stephens Award** - an honor presented by the City Education Trust of Little Rock to recognize excellence in classroom teaching. Spring 2004.

ORGANIZATIONS AND ACTIVITIES

- **National Board for Professional Teaching Standards Support Site Volunteer Mentor, 2003-2008.** Worked National Board Support Sites at Harding University, University of Central Arkansas, Pulaski County Special School District, and Little Rock School District. Provided support to help National Board Candidates learn how to

effectively analyze and reflect on their teaching practices.

- **Arkansas Teachers for National Board Certification, Past President.** Founding teacher member, 4/03 to present. Advocacy of the National Board for Professional Teaching Standards and certification process, provision of an educational and support network for collaborative research and accomplished practice, and opportunities for leadership in education.
- **Council for Exceptional Children.** Professional organization for Special Educators, 9/02 to present. Active membership maintains connection to special educators across nation, provides access to current research based practices to teach children with disabilities, and offers professional growth and development.
- **Pi Lambda Theta.** International Honor Society and Professional Association in Education, 1/03 to present. Participate in forums to exchange and develop ideas, foster individual leadership, and work to become an effective educational leader.
- **National Education Association/Arkansas Education Association/Little Rock Classroom Teachers' Association.** Teacher member, 8/01 to 12/09. Serve on Professional Development Committee for LRCTA. AEA National Board Support Group Facilitator.
- **Arkansas Special Olympics.** Volunteer Athletic Coach, 11/99 to present. Coach Special Olympic athletes in track and field events at the school and state level. Chaperone overnight events to Arkansas State Special Olympic Games.
- **Beta Club.** Co-sponsor of local school Beta Club, 8/03 to 12/08. Provide leadership to 50 general education students who work to maintain high standards in their academic pursuits along with providing community service.
- **American Camping Association, Mid-South Section.** Volunteer Standards Instructor, Visitor, and Former Board Member, 1/94 to present. Instruct personnel and visit camping programs to ensure compliance to established American Camping Association Accreditation Standards for Camp Programs and Services.


REFERENCES

Available upon request.

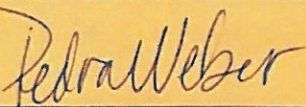
THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:	STAR Autism Support, LLC		Federal Tax ID:	264433460	
Address:	6663 SW Beaverton Hillsdale Hwy Box 119		Phone Number:	9713648687	
City:	Portland	State:	OR	Zip Code:	97225
DBA (if applicable):			Fax Number:		
Primary Contact Person:	Bekah Anderson		Primary Contact Email:	bekah.anderson@starautismsupport.com	
Compliance Contact:	Lauren Wurst		Compliance Contact Email:	lauren.wurst@starautismsupport.com	
Bid Number:	RFQ NG10404		Bid Submission Due Date:	3.12.2024	
Contract Amount:	TBD – as requested by district		Contract Overall M/WBE Goal:	5% - 10%	
<p>Diversity Business Certification(s): <i>Check all that apply.</i></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p>X None – not applicable</p>					
Authorized Representative Signature:					
Print Name:	Jesse Arick				
Title:	CEO		Date:	3-11-24	
Certifying Agency:			Certification No.:		

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:	Pedra Weber			Federal Tax ID:	151724828	
Address:	45 Winding Creek Way			Phone Number:	208-413-1046	
City:	Ormond Beach	State:	FL	Zip Code:	32174	
DBA (if applicable):				Fax Number:		
Primary Contact Person:	Pedra Weber		Primary Contact Email:	pedra.weber@starautismsupport.com		
Compliance Contact:	Pedra Weber		Compliance Contact Email:	pedra.weber@starautismsupport.com		
Description of Services Provided:	Pedra delivers classroom coaching to the customer on STAR Autism Support's products					
Approximate \$ amount of Subcontract:	TBD – as determined by full contract approved by district		Subcontract % of Total Contract Amount:	5%		
<p><u>Diversity Business Certification(s):</u> Check all that apply.</p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None – not applicable</p>						
<p><u>Diversity Business Certification to be used on this contract (select one):</u></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input checked="" type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p>						
Diversity Business Certifying Agency: TBD – Contract is currently pursuing formal certificate _____						
Authorized Representative Signature:						
Print Name:	Pedra Weber					
Title:	Training Specialist			Date:	3-11-24	

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: NG 10404

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.


STAR Autism Support proposes to use the support of Pedra Weber, M.Ed, MEDC in the implementation of this professional development contract. Pedra Weber was featured in the book *She Leads: The Women's Guide to a Career in Educational Leadership* (George & Tolan, 2022) for her leadership qualities while working in special education. Her 20-plus years in education started as an elementary teacher working with a variety of grade levels. From there, she completed a master's degree in educational leadership where she worked as a principal of an elementary school. Her heart led her back to working directly with students as she finished her master's degree in special education and taught in a structured learning classroom serving grades 4-6, which became a training site for other self-contained classrooms in the school district. Later she accepted a position in an early intervention setting and worked primarily with students who have autism. Her classroom became a STAR Autism Support training site until she moved to Florida and began working as a consultant for STAR customers. Pedra has experience providing consultation services for SAS to the School District of Philadelphia.

Additionally, STAR Autism Support proposes to use the support of Dr. Ruth Eyres in the implementation of the professional development contract.

Details regarding both Ruth and Pedra's business including their resume/vitae can be found attached. Both subcontractors have provided an active commitment to support several STAR Autism Support projects, including the one proposed for The School District of Philadelphia here. Each contractor qualifies for WBE.

certification and is actively pursuing their WBE certification at this time to provide the certification documents required pursuant to this RFQ.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:			
Print Name:	Jesse Arick		
Title:	CEO	Date:	3-11-24

IV. Key Instructions for completing this form.

1. This M/WBE Participation Plan Form must be submitted with bid response.
2. Use Section II of this form multiple times for each additional sub-contractor.
3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.
4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.
5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.
6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.
7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.

CURRICULUM VITAE
Pedra Weber M.ED in Special Ed, MEDL
pedra.weber@starautismsupport.com
6663 SW Beaverton-Hillsdale Hwy #119
Portland, OR 97225
(503) 297-2864

EDUCATION

<u>Degree/Certification</u>	<u>YEAR</u>	<u>SUBJECT</u>	<u>Institution</u>
MA	2016	Special Education	Concordia University
MA	2006	Educational Leadership	University of Idaho
B.S.	1995	Elementary Education	Lewis Clark State College

EMPLOYMENT

<u>Position</u>	<u>Agency</u>	<u>Date</u>
Training Specialist	STAR Autism Support Portland, OR	2022-Present
Early Intervention Early Childhood Special Education Specialist	Linn Benton Lincoln Educational Service District Albany, OR	2015-2022
Special Education Teacher	Lincoln County School District Newport, OR	2012-2015
Substitute Administrator, teacher & Tutor	Lincoln County School District Newport, OR	2010-2012
Contractor for in-home family behavioral support	Lincoln County Health & Human Services Newport, OR	2010-2011
Principal K-6	Lincoln County School District Newport, OR	2008-2009
Elementary Teacher	Clarkston School District Clarkston, WA	2001-2008

PROFESSIONAL ACTIVITIES

<u>Date</u>	<u>Activity</u>
2017-2022	Training site for STAR Autism Support
2012-2015	Training site for Structured Learning Classrooms
2013-2015	Member of the Leadership & SST team
2007-2008	Member of the Student Intervention Focus Team
2007-2008	Member of the District Science Frameworks & Science Building Coordinator
2006-2008	Team member of the Washington State Assessment of Student Learning Writing Range Finding

PRE-BID M/WBE CONTRACTOR GOOD FAITH EFFORTS SUPPLEMENTAL FORM

RFP#: NC10404 Project Title/Description: K-12 Autism Support Teacher PD

Bidder/Applicant's Company:	STAR Autism Support, LLC		
Authorized Representative:	Lauren Wurst	Title:	Head of People Operations
Address:	6663 SW Beaverton-Hillsdale HWY Box 119 Portland, OR 97225	Phone:	971-364-8687


The Bidder or Prime Contractor has the burden to demonstrate "Good Faith Efforts" to meet the diverse contracting goals. I certify that the following certified Minority/Women Business Enterprises were contacted to obtain a quote for work to be performed on the abovementioned project/contract.

List of date, name of M/WBE firm, telephone/e-mail address of M/WBEs contacted, type of work requested, estimated budgeted amount for each quote requested.

Date Contacted	Certified Firm Name	Firm's Certification(s)	Firm's Contact Person	Method of Contact	Type of Work	Results of Contact (select a letter from below)
March 11, 2024	STAR Autism Support, LLC		Dr. Ruth Eyres	Email	Consulting & Workshop Delivery	A
March 11, 2024	STAR Autism Support, LLC		Pedra Weber	Email	Consulting & Workshop Delivery	A

To the best of my knowledge and belief, said certified Minority/Women Business Enterprise contractor(s) was/were not selected, unavailable for work on this project, or unable to provide a quote for the following reasons: Please give the appropriate reasons given by each MBE/WBE firm contacted above.

- A. Firm agreed to sub-contract and will enter into a formal agreement with the bidder
- B. Did not have the capability/capacity to perform the work
- C. Contract too small
- D. Remote location / No presence in that area
- E. Received solicitation notices too late
- F. Did not want to work with this contractor
- G. Other (give reason)


 _____ Date 3-11-24 Print Name Jesse Arick

Authorized Representative Signature

Print Name

Procurement Vendor Compliance Acknowledgement Form

The Pennsylvania Public School Code authorizes the Board to adopt policies and procedures and to make rules and regulations to manage school affairs and fiscal well-being of the District, including with respect to competitive procurements and vendor responsibility. The School District of Philadelphia requires contracted vendors to comply with the policies and procedures adopted by the Board of Education. The School District of Philadelphia will maintain comprehensive records regarding the entire scope of the procurement process, post-award compliance, and administration of the M/WBE participation and compliance adherence process.

I, _____ STAR Autism Support, LLC _____ {*Company Name*}, do hereby acknowledge and agree to the following:

1. I have read, carefully reviewed this Request for Proposals (RFP) and understand the benchmarks and measurements to achieve diversity goals as outlined for M/WBE Participation. Board of Education Policy [612 Business Diversity in the Procurement of Materials and Contracted Services](#) further outlines Business Diversity Goal requirements.
2. I understand that the completion and submission of the M/WBE Participation Plan Form and the supplementary documentation to support if applicable is an element of responsiveness to this RFP. Failure to submit this documentation with the proposal and/or evidence of Good Faith Efforts will result in rejection of the RFP.
3. If awarded a contract, I understand and will comply with all contract monitoring, compliance, and enforcement guidelines, including but not limited to recordkeeping and ongoing reporting on contract diversity outcomes that offer the maximum practicable opportunity for qualified and certified M/WBEs and other disadvantaged enterprises to participate throughout all phases of the contract and any subsequent contract amendment. Such as:
 - Monthly and Quarterly post-award compliance reporting via the School District of Philadelphia Oracle Supplier Compliance System to ensure that the vendor meets diversity participation commitments and other contract requirements.
 - Ongoing monitoring of prime contractors' payments to M/WBEs and other contractors utilized through payment reporting and acceptance of payments by sub-contractors.
 - Participating in ongoing training related to vendor compliance and reporting requirements.
4. I understand that non-compliance with vendor compliance reporting and/or diversity participation commitments throughout the life of the contract may result in any of the following events, including but not limited to: withholding of payments, contract termination, suspension, disqualification, debarment, or other sanctions and penalties for failure to comply.
5. I agree to conduct business with the highest levels of ethical standards and agree to comply with all applicable requirements at all times.

Receipt and Acknowledgement

By signing below, I agree that I have read both this acknowledgement statement and the referenced policies in their entirety. I understand that I am subject to these policies whether or not the acknowledgement form is signed. Lack of confirmation of receipt of the acknowledgement form does not exempt a vendor or contractor from Board policy enforcement.

Company Name: _STAR Autism Support, LLC_

Company Representative: _Jesse Arick_

Signature: 

Title: _CEO_

Date: _3/11/24_

Company's Compliance Officer: ____Lauren Wurst____

Email Address of Company's Compliance Officer: _lauren.wurst@starautismsupport.com_

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PROCUREMENT SERVICES
OFFICE OF MINORITY AND SMALL BUSINESS DEVELOPMENT**

Minority/Women-Owned Business Enterprise (M/WBE) Participation Plan

I. Information in this section refers to the Prime Contractor/Vendor.

Company Name:		The Trustees of the University of Pennsylvania			Federal Tax ID:	23-1352685
Address:	Office of Research Services 5th Floor, Franklin Building 3451 Walnut Street			Phone Number:	215-898-7293	
City:	PHILADELPHIA	State:	PA	Zip Code:	19104-6205	
DBA (if applicable):					Fax Number:	
Primary Contact Person:	Julie Worley	Primary Contact Email:	julie.worley@penmedicine.upenn.edu			
Compliance Contact:	Mark Mills	Compliance Contact Email:	DiversitySupplier@upenn.edu			
Bid Number:	NG10404			Bid Submission Due Date:	03/12/2024	
Contract Amount:	\$484,489	Contract Overall M/WBE Goal:	N/A See Section III below.			
<p><u>Diversity Business Certification(s):</u> <i>Check all that apply.</i></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None – not applicable</p>						
Authorized Representative Signature:		<i>Beth Alioto</i>				
Print Name:	Beth Alioto					
Title:	Associate Director, Office of Research Services			Date:	3/11/24	
Certifying Agency				Certification No.		

II. Information in this section refers to the sub-contractors to be used throughout the entire performance of this contract (use Section II of this form multiple times for additional sub-contractors). Include copies of all applicable certification(s).

Company Name:		Federal Tax ID:	
Address:		Phone Number:	
City:	State:	Zip Code:	
DBA (if applicable):		Fax Number:	
Primary Contact Person:	Primary Contact Email:		
Compliance Contact:	Compliance Contact Email:		
Description of Services Provided:			
Approximate \$ amount of Subcontract:	Subcontract % of Total Contract Amount:		
<p><u>Diversity Business Certification(s):</u> Check all that apply.</p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p><input type="checkbox"/> Small Business Enterprise (SBE)</p> <p><input type="checkbox"/> Disabled Owned Business Enterprise (DSBE)</p> <p><input type="checkbox"/> Veteran's Business Enterprise (VBE) / Certified Service-Disabled Veteran's Business Enterprise (SDVBE)</p> <p><input type="checkbox"/> LGBT Business Enterprise (LGBTBE)</p> <p><input checked="" type="checkbox"/> None – not applicable There are no subcontractors on this project.</p>			
<p><u>Diversity Business Certification to be used on this contract (select one):</u></p> <p><input type="checkbox"/> Minority-Owned Business Enterprise (MBE)</p> <p><input type="checkbox"/> Woman-Owned Business Enterprise (WBE)</p> <p><input type="checkbox"/> Federally Certified Disadvantaged Business Enterprise (DBE)</p> <p>Diversity Business Certifying Agency: _____</p>			
Authorized Representative Signature:	Beth Alioto		
Print Name:	Beth Alioto		
Title:	Associate Director, Office of Research Services	Date:	03/11/24

THE SIGNER COMMITS TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/PROPOSER CONDITIONED ON THE BIDDER/PROPOSER'S EXECUTION OF A CONTRACT WITH THE SCHOOL DISTRICT OF PHILADELPHIA.

III. Information in this section must be completed by the Prime Contractor/Vendor if the Prime Contractor/Vendor proposes no diversity enterprise commitment.

Bid, RFQ or RFP Number: NG10404

Best and Good Faith Efforts

The School District's Office of Procurement Services reviews the Prime Contractor's commitments to determine whether the Prime Contractor has made Best and Good Faith Efforts. If the Prime Contractor does not include a sufficient commitment to diverse enterprises in this Bid or RFP proposal, the Prime Contractor shall provide the reasons, and include supporting documentation as evidence. Acceptable supplemental documentation includes, but is not limited to:

1. Contact log and correspondence related to diverse contracting outreach;
2. Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
3. If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
4. Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises;
5. Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Refer to M/WBE Contractor Good Faith Efforts Supplemental Form. Submit additional pages as needed.

There are no subcontractors on this project. Prime Contractor, The University of Pennsylvania, is a private, nonprofit educational organization which operates under the attached policy 2302 Commitment to Economic Inclusion.

Economic Inclusion in Penn's procurement processes is one strategic arm of Penn's Economic Inclusion Plenary Committee, which provides oversight and strategy to the University in other workforce/contracting initiatives, such as Facilities and Real Estate Services as well as Human Resources. For more information and reporting, please see: <https://procurement.upenn.edu/economicinclusion>. Penn's Supplier Diversity and Diversity in Penn's Workforce Demographics Reports can also be supplied upon request.

Lastly, for a link to the University of Pennsylvania's expectations and published policies with regard to diversity and inclusion at all levels (student, staff and faculty, vendor, etc.) please see: <https://diversity.upenn.edu/diversity-at-penn/policies>.

The Prime Contractor attests that it submits the following as evidence of its good faith efforts to find and retain certified minority- and women-owned business enterprises in connection with this Bid or Proposal.

Authorized Representative Signature:	Beth Alioto		
Print Name:	Beth Alioto		
Title:	Associate Director, Office of Research Services	Date:	03/11/24

IV. Key Instructions for completing this form.

1. This M/WBE Participation Plan Form must be submitted with bid response.
2. Use Section II of this form multiple times for each additional sub-contractor.
3. Include copies of all active and current diversity certification(s) for the Prime Contractor and Sub-Contractor, as applicable.
4. The M/WBE Participation Plan Form must be filled out in its entirety or it is void.
5. The Prime Contractor and all Sub-Contractors must sign and acknowledge the form or it is void.
6. The approximate amount or percentage that will be awarded to the Sub-Contractor is per the whole amount from the contract paid to the Prime Contractor.
7. The Prime Contractor must explain if the diversity goal percentage range may not be met in the space provided on (Page 3) and provide evidence of Good Faith Efforts to be reviewed by the Office of Procurement Services before next steps are given. Good Faith Efforts does not excuse meeting the diversity goals set forth.

Action Items - Intermediate Unit - 5.

Title: Amendments of Contracts with Approved Private Schools, Private Schools, Alternative Placements, Intermediate Units, and Alternative Special Education Settings for Summer Extended School Year (ESY) Programs for District Students Placed Out of District (\$20,656,135)

Board of Education Meeting Date: 5/30/2024

Action under consideration

The Administration recommends that the Board of Education, acting in its capacity as Board of Directors for Philadelphia Intermediate Unit No. 26 (IU 26), authorize IU 26, through the Executive Director or his designee, to execute and perform amendments to contracts, subject to funding, as follows:

With:

A Step Up Academy, ABA Today, Academy in Manayunk, Academy of Natural Sciences, ATG Learning Academy, Bancroft, Bancroft Neurohealth, Benchmarks, Brookfield Academy, Bucks County Technical High School, Bucks County Intermediate Unit (BCIU), Intermediate Unit No. 22, Buttonwood Farms T/A Delta School, Buxmont Academy, CIS Community Integrated Services, CLC School, Camelot Schools of Pennsylvania, LLC, Camp Pegasus, Camphill Special School, Capstone Academy, Capstone Schools LLC, Carousel Farms Education Center, Catapult, Catapult Learning, LLC, Catholic Archdiocese Private and Parochial Schools and Affiliates of Philadelphia, Center for Education (CFE), Bucks, Delaware, and Montgomery County public schools and Intermediate Units, Center School, Center School for Education, Centre School, CSF/Buxmont Academy, Child and Career Development Center, Child Guidance resource Center, Childhood Apraxia of Speech (CAS), Children and Adult Disability and Educational Services (George Crothers School), Clarke School, Community Council, Community Council Education Services, Inc., Comprehensive Learning Center, Crefeld School, Delaware County Intermediate Unit (DCIU), Intermediate Unit No. 25, Delaware County Technical School, Drexel University, Devereux Foundation, Elwyn, Elwyn of Pennsylvania and Delaware, Elwyn Davidson School, Elwyn a Pennsylvania Nonprofit Corporation, Easter Seals of Southeastern Pennsylvania, St. Edmund School, St. Edmond's Home for Crippled Children, Fairwold Academy, Fullbloom, Fusion Academy, The Franklin Institute, Green Tree School, Hill Top Prep, Holy Family Learning/Ambler Day School/St. Mary's Villa, Home of the Merciful Saviour for Crippled Children/HMS School for Children with Cerebral Palsy, St Joseph's University/Kinney Center for Autism, Education and Support, Kids Peace, St. Katharine Drexel School, Marie Katzenbach School for the Deaf, Life Works Village Park, Life Works Alternative School/UHS of Doylestown, L.L.C./Foundations Behavioral Health, Middletown Adventure Learning, Main Line Academy, Gemma Services formerly Silver Springs/Martin Luther School, Melmark School, Milestone Academy, Mill Creek School/The Pennsylvania Hospital of the University of Pennsylvania Health System, Merakey formerly Northwestern Human Services (NHS), Merakey Autism School, Merakey Philadelphia, Merakey Woodhaven, Merakey Warrington, Merakey St. Anne School, Merakey Marple Newtown High School, Marple Newtown School District, New Hope Academy/Motivational Educational Training Company Inc., The Nexus School, Orchard Friends, Overbrook School for the Blind,

Pathway School (OSB), PHMC, Public Health Management Corporation, PMHCC, Pennsylvania Intermediate Units, Philadelphia Mental Health Care Corporation, Philadelphia Health Management Corporation, Pennsylvania School for the Deaf (PSD), Potential Inc./Springtime School, Pressley Ridge School, Quaker School at Horsham, Royer-Greaves School for Blind, Roxborough YMCA, Scranton State School for the Deaf, Souderton Vantage Academy, Specialized Education Services, Inc., Specialized Education of Pennsylvania, Inc., Stratford Friends School, Talk Institute, Therapeutic Center at Fox Chase, Timothy School, Valley Day School, Valley Forge Educational Services, The Vanguard School, Trustees of the University of Pennsylvania, Variety Club, Woodlynde School, Woods Services, Wyncote Academy, Y.A.L.E. School, Y.A.L.E. School Philadelphia, Y.A.L.E. School Southeast, Y.A.L.E. School Southeast II, Y.A.L.E. School Southeast III, Y.A.L.E. School West, The Young Men's Christian Association and National Associates, Youth Services Alternatives, and other qualifying APSs, private schools, Pennsylvania Intermediate Units, alternative schools, alternative ESY placements, programs, organizations, institutions, summer camps, professional services providers, related services providers, licensees, schools, and agencies reviewed and approved by the Chief of the District's Office of Specialized Services for students to receive and participate in Extended School Year services.

Purpose:

Authorization to increase funding limits for summer ESY contracts for students placed out of District, to cover projected cost over 3-years

Start date: 7/1/2022

End date: 6/30/2025

Currently Authorized Compensation: \$18,156,135

Additional Compensation: \$2,500,000

Total New Compensation: \$20,656,135

Renewal options: Yes

Number of Options: 2

Duration of each option: 1 year

Maximum compensation authorized per option period:

Each option at a fixed aggregate amount not to exceed \$6,885,379

Location:

Out of District placements sites approved by the District and selected by IEP (Individualized Education Program) teams

Description:

Why is this contract needed?

Amendments to contracts are needed to cover the cost of providing summer ESY services to eligible students with disabilities whose IEP teams determine that out of District placements are required. These schools included Pennsylvania and New Jersey Approved Private Schools (APSs), private schools, Alternative ESY Placements, Alternative Special Education Settings (ASES), public schools under the jurisdiction of Pennsylvania Intermediate Units, and Pennsylvania Department of Education (PDE) approved alternative programs. It is projected that an additional \$2,500,000 will be needed to cover amendments to 3-year ESY contracts and new contracts which were authorized by the Board of Education under action item IU-9, 5/26/22.

ESY is a program for students with IEPs who require these additional services to prevent regression and loss of academic gains during the summer break. For continuity of educational programs, contracted ESY services are usually provided at the school the student attends during the regular school year.

IDEA (Individuals with Disabilities Education Act) requires public school districts to provide students with disabilities FAPE (free appropriate public education). When a district's own school programs cannot provide students with FAPE districts are required to locate other educational placements that can satisfy FAPE requirements. Often these other educational placements are with APSs and private schools. These other educational placements are called "out of District placements". Due to the demand for out of District placements, PDE licenses, monitors and financially subsidizes PA APSs to provide full-time regular school year and ESY programs for Pennsylvania students with severe disabilities when their home school districts cannot provide them with appropriate educational services.

District IEP teams approve out of District placements for students with severe disabilities only when District schools are not capable of providing them with FAPE. District IEP teams select out of District schools for each student based on that student's individual educational needs.

During the summer of 2022, 494 out of District students attended contracted ESY programs. During the summer of 2023, 506 out of District students attended contracted ESY programs. It is projected that approximately 520 out of District students will attend contracted ESY programs this summer 2024. ESY tuition rates at individual out of District schools have annually increased over the last 3 years by approximately 3 to 10 percent. This phenomenon is mainly due to increased costs caused by inflation, and the expenses and challenges of recruiting and maintaining qualified teachers and related services personnel. The compensation for ESY services at these facilities includes the cost of tuition, one-to-one aide services, and therapeutic related services. PDE has annually approved increases in PA APS tuition rates.

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

ESY programs prevent student academic and behavioral regression during summer break and help students to reach the Board of Education Goals of performing at or above IEP grade level in reading and math. In addition, ESY programs support building the college and career readiness skills of students with disabilities, and support healthy relationships with families.

How will the success of this contract be measured?

Case managers from the Office of Diverse Learners track and monitor District students in these ESY placements to ensure that they are properly placed and receiving the services required in their IEPs. In addition, Case managers will monitor student progress to determine levels of regression and recoupment.

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 contracts, most of which cover 3-year terms. Contracts are required to monitor private ESY programs, and to ensure instructional compliance with student IEPs. In addition, contracts are required to compensate out of District ESY programs for IDEA mandated IEP services.

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

Student regression and recoupment data is captured by IEP teams and through quarterly IEP reports.

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

Student eligibility for ESY services is determined by District IEP teams which include a wide spectrum of educators and community members. IEP teams include District general and special education teachers, therapeutic related services providers, parents, advocates, vocational and transition experts, community mental health professionals as appropriate, and District administrators. PA APSs are approved by the Pennsylvania Secretary of Education and are monitor, licensed and financially subsidized by PDE. Private school are located throughout the Delaware Valley and have close associations with community, educational, governmental, health, and business professionals.

Funding Source(s): Categorical - IDEA

Office Originating Request: Academic Support

Related resolution(s)/approval(s):

May 26, 2022; IU-9

Office Originating Request: Academic Support

ATTACHMENTS:

Description

Sole Source Justification Form

Type

Supporting Document

SOLE SOURCE JUSTIFICATION FORM

Both Pennsylvania and federal laws and rules both require a competitive selection process to acquire goods and services using various dollar thresholds. Complete this form when requesting an exception to competitive selection requirements where only one firm has the product or service that will meet needs or specifications. Completing this form does not guarantee that the proposed vendor will be approved. It is the requestor’s responsibility to provide all required information and documentation as indicated on this form.

The Finance Office reserves the right to require a District competitive bid, or to negotiate or solicit additional information and remains the final authority on all procurement issues.

Part 1: General Requester Information

Project Title:			
Program Office:		Requester Name:	
		Requester Phone:	
		Requester Email:	
Proposed Funding Source:	Operating / Other Non-Grant		Grant Funds

Part 2: Vendor Information

Proposed Supplier Name:		Contact Phone:	
		Contact Email:	

Part 3: Brief Description of Goods and / or Services

Part 4: Justification. The criteria below is applicable to all funding sources and incorporates both Pennsylvania requirements and federal requirements (2 C.F.R. § 200.320(c)). Select one or more of the following statements (check the box) why this purchase is precluded from a competitive selection process. Additional explanation is required (see following page) for any section checked below. Attach any supporting documents.

1. ***The item or service is available only from one source.*** Include the following:
 - Uniqueness of items or services to be procured from the proposed contractor or vendor (e.g., compatibility or patent issues)
 - How program office determined that the item or service is only available from one source (e.g., market survey results, independent agency research, patented or proprietary system)
 - Explanation of need for contractors’ expertise linked to the current project (e.g., knowledge of project management, responsiveness, experience of contractor personnel, and/or prior work on earlier phases of project)
 - Any additional information that would support the case

2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.

Include the following:

- Description of the public exigency or emergency
- Need for the contract and period of performance
- Impact on project if deadline/dates are not met
- How long it would take an alternate contractor to reach the same required level of competence (equate to dollar amounts, if desired)
- Any additional information that would support the case

3. Competition is determined inadequate after solicitation of several sources. Include the following:

- A previous competitive selection process was executed no later than the last 12 months resulting in no proposers. Provide the reference information of the unsuccessful competitive process
- Results of a market survey to determine competition availability; if no survey is conducted, please explain why not
- Any additional information that would support the case

Part 5: Explanation and Attachments. Provide a detailed justification in the space below that supports your sole source justification. Attached additional narrative if needed. Attach relevant supporting documentation.

Part 6: Requesting Department Approvals

Requester Signature / Date

Chief Signature / Date

Part 7 Disposition. Grant Compliance approval required for all grant sole source determinations

Procurement:	Approved	Denied	Procurement Signature / Date:
Grant Compliance:	Approved	Denied	Compliance Signature / Date: