THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION PUBLIC MEETING AGENDA

APRIL 21, 2022

Call to Order - Joyce S. Wilkerson, President

Roll Call - Lynn Rauch, Esq., General Counsel

Approval of Minutes - March 24, 2022 and April 7, 2022

Superintendent Remarks - William R. Hite, Jr., Ed.D., Superintendent

- Superintendent - Other
  Staffing Update

Written Testimony

- Written Testimony
  Board of Education - Other

Registered Student Speakers

- Student Speakers List
  Board of Education - Other

Registered Speaker on General Topics

- General Speakers List
  Board of Education - Other

Goals and Guardrails

- Goal 3: Math - Progress Monitoring Report
  Board of Education - Other
- Goal 3: Math - Monitoring Presentation
  Board of Education - Other

Action Item Questions and Answers

- Responses to Questions on Action Items
  Board of Education - Other

Action Item

1. Contracts with Various Vendors - Design Services (FY23 $100,000) - AS AMENDED
   Superintendent - Contracts
2. Amendment of Contract with Renaissance Learning, Inc. for K-12 Assessments ($0) - AS AMENDED
   Evaluation, Research and Accountability - Amended Contracts

3. Approval of Personnel Hires - Updated 4.14.2022

   Talent - Other

4. Approval of Retirements and Resignations - Updated 4.21.2022

   Talent - Other

5. Approval of Personnel Terminations- Updated 4.21.2022

   Talent - Other

6. Administration's Recommendation for Termination of Professional Employees (WITHDRAWN)

   Talent - Other

7. Amendment of Contract with Scenario Learning - SafeSchools Training System ($49,414) - Updated 4.8.2022

   Talent - Amended Contracts

8. Contract with Communities in Schools of Philadelphia, Inc. DBA Launch of Philadelphia for HR and Fiscal Management of IT Apprenticeship Program - AS AMENDED

   Information Technology - Contracts

9. Amendment of Contract with Visual Sound for Classroom Interactive Technology and Services - AS AMENDED

   Information Technology - Amended Contracts

10. Amendment of Contracts with Apple, Inc. and Dell Marketing, LP for the Purchase of Computers ($117,070,800)

    Information Technology - Amended Contracts

11. Capital Awards at Various Locations - TE Construction Services, LLC, McGoldrick Electric, Inc., John J Bee, Inc., CAD Electric, Inc. (WBE), Palman Electric, Inc., Magnum, Inc., Hyde Electric Corporation, Smith Construction, Inc. (WBE), Paramount Electrical Service, LLC (DBE), Robert Michaels and Associates, Five Star, Inc. ($10,620,118)

    Operations - Capital Programs - Capital Awards

12. Capital Award for Schoolyard Improvements at Louis H. Farrell School ($972,000)

    Operations - Capital Programs - Capital Awards

13. Change Orders With Various Vendors ($379,565)

    Operations - Capital Programs - Other

14. No Cost Action Item and Right of Entry with Noresco-Comprehensive Energy Audit at Various Schools [FAILED - 4.21.2022]]

    Operations - Capital Programs - Other

15. Amendment of Contract with Genuine Parts Company - Yellow Bus and Non-Bus Fleet Parts (RFP-538)($1,650,000)

    Operations - Transportation - Amended Contracts

16. Contract with Atriade, LLC for Comprehensive Assessment of School District of Philadelphia CCTV Systems

    Operations - School Safety - Contracts

17. Contract with Municipal Emergency Services, Inc. for School Safety Uniforms
    Operations - School Safety - Contracts
18. Contract with Hyde Electric Corporation for security camera system installation
    Operations - School Safety - Contracts
19. Contract with Children's Crisis Treatment Center
    Student Support Services - Other
20. Contracts with pre-approved law firms for Title IX, harassment and discrimination investigations
    Student Support Services - Other
21. Ratification to Authorize Additional Funds for a LCA to Investigate Title IX Claims ($25,999)
    Student Support Services - Other
22. Acceptance of Services from and Memorandum of Understanding (MOU) with Albert Einstein Medical Center - Pre-K Nutrition Education Program
    Academic Support - Memorandum of Understanding
23. Memorandum of Understanding with National Math + Science Initiative - STEM Education ($250,000) - AS AMENDED
    Academic Support - Memorandum of Understanding
24. Amendment of Contract with Cornerstone OnDemand, Inc. – Professional Development and Evaluation Tool - AS AMENDED
    Academic Support - Amended Contracts
25. Acceptance of Donations of School-Based Programs and Services - School Partner Agreement Process - Added 3.31.2022
    Superintendent - Other
26. Authorization of School Bus Purchases from Various Vendors ($8,000,000) - Added 3.31.2022
    Operations - Transportation - Amended Contracts
27. Contract with Various Vendors - Alternative Education Programs ($222,690,000) - Added 4.4.2022 - AS AMENDED
    Schools - Other
28. Mastery Charter School - Shoemaker Campus – Application for Charter Renewal - Added 4.13.2022 (Updated 4.29.2022)
    Board of Education - Other
29. Settlement of Civil Action - J.O. o/b/o V.O. v. The School District of Philadelphia, et al. - Added 4.14.2022
    General Counsel - Other
30. Settlement of Civil Action - L.S., et al. v. The School District of Philadelphia, et al. - Added 4.14.2022
    General Counsel - Other
31. Authorization of Increased Outside Counsel Fees for FY22 ($1,400,000) - Added 4.14.2022
    General Counsel - Other

Adjourn

Email: schoolboard@philasd.org
Twitter: @PHLschoolboard | Facebook: @PHLschoolboard

Superintendent Remarks - William R. Hite, Jr., Ed.D., Superintendent - •

Title: Staffing Update

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Superintendent

ATTACHMENTS:

Description	Type
4_21_2022 Staffing Update	Supporting Document

Foundation for Success: Staffing for Next School Year

Title	% Staffed for Next Year	Change from Last Month
Principal (n=221)	**87.8%**	-
Teacher (n=8580)	**84.8%**	-
Nurse (n=229)	**76.8%**	-
General Cleaner (n=752)	**88.7%**	-
Bus Driver (~600)	**~61%**	-
Special Educ Asst (n=2,232)	**89.3%**	-
Student Climate Staff (n=1091)	**53.2%**	-

Detailed Look: Teacher Staffing

84.8%

(8580 Teachers for 2022-23)

Highlights

- **Early Hiring Concluded:** 17 Schools hired over 100 teachers for the first time this year before April!
- **Site Selection Officially Launched** on April 5th and over 150 teachers have been selected in the first two weeks
- **Teacher applications are up!** In the last month, we have received 55% more completed teacher applications than we did last year in those four weeks.

Upcoming:

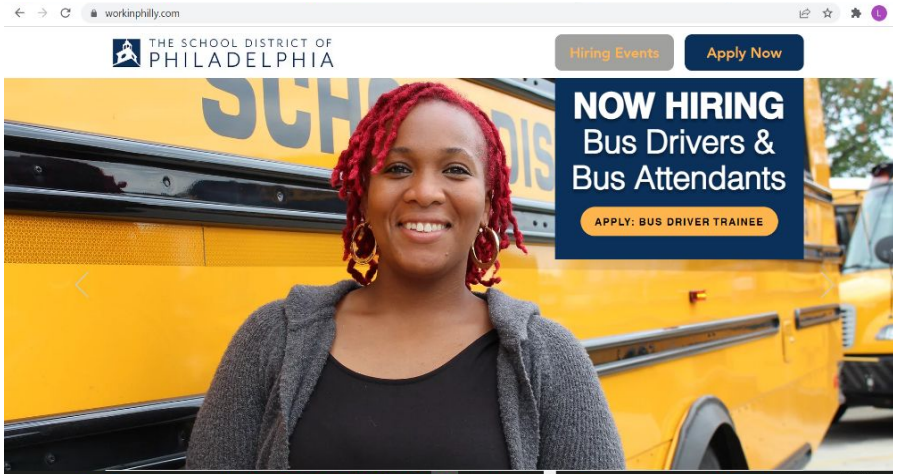
- **Begin hiring supplemental teacher pool** to ensure we have additional teachers to support our schools next year.
- **Ongoing recruiting efforts** including online information sessions, site selection events for site selection teams and candidates, and presentations to local partners.
- **Ongoing review of resignations and retirements**. For the first time, teachers who notify us by the end of school year that they are leaving after the school year will be able to receive benefits over the summer.

Interested in a Career at SDP? Apply now!

www.TEACHinPHILLY.com



www.WORKinPHILLY.com



JOIN US at an upcoming Job Fair to learn more!

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
4_21_2022 Written Testimony	Supporting Document

Remarks at School Reform Commission April 16, 2015

Revised and Shared with Board of Education April 21, 2022

Dedicated to members of the board and the public who may have missed SRC meetings 2001-2015, but believe in Goals and Guardrails:

My name is Barbara McDowell Dowdall. I am a public school-trained bassoonist, child of a onetime Free Library of Philadelphia branch head (Falls of Schuylkill), and a member of the Alliance for Philadelphia Public Schools (APPS).

> Fifty years ago, a most fortunate generation in Philadelphia public schools was learning to sing, play, and listen to music: patriotic, religious, classical and Broadway. Every child was expected to purchase – metal or plastic – a melody flute. We all learned to read music, at least the treble clef. Every school, including elementary, had an orchestra and chorus. Every junior high and high school had both a fulltime vocal and fulltime instrumental teacher. Free lessons on free instruments, violin, clarinet and trumpet, were offered in 4th grade. Every school had candidates for All City Band, Orchestra and Chorus. Music is still a significant presence in our public schools: two CAPA's, the Girard Academic Music Program, all-city choral and instrumental groups, and in schools where principals juggle resources. The musical guarantee for every child, however, has vanished. The current board could return us to these halcyon days rather than rely on charity and chance.

The relentless march to school library oblivion, combined with random, piecemeal proposals/grants/donations for classroom libraries should be replaced now with plan for presentation to Dr. Watlington, to model a **restored school library system with Certified Teacher Librarians** on award-winning Council Rock--for 219 schools instead of 3.

-30-

References

http://articles.philly.com/2014-02-13/news/47273712_1_pennsylvania-libraries-council-rock-school-district-common-core

http://www.crsd.org/Page/36969

http://articles.philly.com/2014-04-29/news/49467521_1_school-libraries-school-budget-cuts-philadelphia-public-schools

http://www.ala.org/news/state-americas-libraries-report-2014/school-libraries

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THE SCHOOL DISTRICT OF PHILADELPHIA

Board of Education <schoolboard@philasd.org>

[EXTERNAL SENDER] Written testimony submitted for April 21, 2022 Action Meeting

1 message

Lisa Haver [redacted] Wed, Apr 20, 2022 at 2:15 PM
To: "schoolboard@philasd.org" <schoolboard@philasd.org>
Cc: Lisa Haver [redacted]

Below is my written testimony for the April 21, 2022 Action Meeting.

Written Testimony of Lisa Haver
Board of Education Action Meeting
April 21, 2022

Topic: Action Item 10, $117 million for contracts with Dell Marketing and Apple, Inc.

Any one item that approves $117 million in District spending needs to be examined closely. The Board should ask for more details about what this money will be spent on than just what the sketchy description provides.

We have seen over the past two years how important it is for students to have access to technology. But what will this technology be used for?

Will it be used for standardized test prep in elementary schools?
Will it be used to subject more students to be guinea pigs in the blended learning experiment?
Will it be used to substitute content for learning?
To reduce the amount of time that children spend with teachers?

It would take just a fraction of this money to bring back certified school librarians to District schools. Every school should have a school library with a certified teacher librarian.

The Board must re-examine its spending priorities. Technology is a tool to be used in learning. It must be used wisely.

4/21/22 Written Testimony from Racial Justice Organizing Committee to The Philadelphia School Board

Racial Justice Organizing Committee, as a group who strives to keep the interests of this city's children in the forefront of our work, is lodging a vehement objection to Action Item 31: Yet MORE funds to pay outside lawyers to clean up the school district's messes.

This new allotment of money–*which will bring the grand total allotted to outside legal counsel for FY 2022 to 6.6 million dollars*–seems frankly absurd.

It is unconscionable that a district that is cutting school-based budgets practically to the marrow, a district that simply refuses to provide all its children with smaller class size, a district that denies its students school libraries and librarians, a district that deliberately averts it's gaze from the daily suffering of children in sick and decrepit buildings has the gall to ask for more tax dollars to fatten the already overflowing coffers of some of the city's richest law firms. If the district were doing the ethical and legal thing by properly funding our schools in order to meet the needs of all our students, these outrageous fees to employ lawyers would not be necessary.

We implore you to stop fattening the over-fatted calf and say NO to Action item 31. Please interrogate the reasons behind your yes votes on these issues. WHY are you comfortable telling schools, principals, teachers, students, and families that they need to make due with a pittance? And WHY do you feel perfectly comfortable always acquiescing when the over-paid lawyers come back with their hands out? Who and what do you value? Who are you obliged to serve?

Good evening, my name is Stephanie King and I'm the parent of a 2nd and 6th grader at Gen. Philip Kearny School in Northern Liberties. I am here, once again and like I have many of the years since my children started school, to beg you not to take our teachers away from us.

I know you have your spreadsheet that tells you a ratio that you use to make cuts. But what you fail to understand is that our children need more than a ratio. Our children need stability. They need teachers who don't have to worry that they'll be cut year after year. They need experienced teachers teaching the same grade level more than one year in a row, not being forced to switch grades constantly to fill holes left by staffing cuts. They need school days that aren't wasted because the school had to collapse classes, because there are no subs and you've cut everything to the bone, so there is no one to cover.

You are the ones who tell our neighborhood schools we need to climb out of a hole while all the while, you're the one digging it and every time you cut a teacher, it's another shovelful of dirt in our face.

You are the ones who tell us that "choice" is supposed to improve "options" when all it does is encourage further segregation and concentration of privilege, then turn around and say we're supposed to attract parents while you're stabbing us in the back. You leveled our school 4 years running, all the while adding kindergartens to nearby majority-white schools who recruiting from our catchment.

You're the ones who talk about the importance of black teachers and how they increase the likelihood of Black students going to college, yet who is first on the chopping block when cuts come because of seniority rules? 4 of the 5 teachers our school is scheduled to lose are Black, including our ONLY Black male teacher. You are undoing all of the wonderful progress our principal has made in recruitment and undermining this important goal.

You cannot expect this school district to turn itself around when the message you give families is one of austerity, where schools already don't have enough, don't have libraries or arts programs, and then make them live in fear that they're going to lose their teachers year after year. There is not a single teacher at our school who is still teaching the same grade they were when my

daughter started, because they are constantly juggling the roster to fill holes you created.

If you need more money for teachers, take it out of your consultant budget. Or take it out of the cost overruns on every construction project you mismanage. But whatever you do, stop taking it out of bodies in the front of our classrooms. In order for our kids to succeed, they need stability from the people who are supposed to be teaching them. It's ghoulish that your solution to everything is to throw our schools and our kids further into the pit.

Sincerely,
Stephanie King

Written Testimony for Action Mtg 4/21/22
By Lynda Rubin

5 Necessary School Board Positions in Every School

Assistant Principal, fully-released Lead Reading Teacher, fully-released Math Lead, Climate Manager and Special Education Compliance Manager. These are 5 positions that Principals - your local school administrators – have identified as necessary in every local school in order to make consistent progress - especially schools that rely only on School District funds to operate. To this, APPS is adding #6 – certified school teacher librarians. These are priorities for schools without the support of wealthy Donor organizations, Home and School Associations with well-off parents and alumni, or University bought positions in University-linked schools like Penn Alexander and, soon, Lea. Just regular schools, in neighborhood school buildings, that have to make do regardless of whichever educational resources the District does and does not provide. These children matter too. The over-reliance on the shiny computer-based education models will prove educationally-limiting. Consistent support professionals do so much more to assist teachers, students and parents than you realize.

But, as a 38-year counselor in one K-8 neighborhood school that flourished mostly under the radar, we were able to do so because of our in-house full-time supports staff. Full time counselor - (me), Fully-released Lead Reading Teacher, a Special Ed Compliance Manager for the mountains of federal rules, a full-time Climate Manager/Dean of Students, an NTA who many thought was the Vice-Principal, full-time English Language Learner teachers, a full time School Nurse, paid community aides and, for years, a full time certified school teacher librarian. These staff comprised, with the principal, the school's interactive Leadership Team.

Teachers and teacher leaders did not come and go. I retired 9 years ago and half of the school staff are aging out, but are still there.

Classroom teachers today are not being supported enough, are overwhelmed with data demands, burning out and just leaving. I yearn for teaching to become a lifelong profession again.

"All children can learn, just not on the same day, or in the same way" requires full time staff to support these differences in learning styles, needs and at the pace many of our most vulnerable. Students grow older and wiser, but too many put themselves down and give up. Let's give them the confidence and skills to push on, enabled by on-going supportive attention and learning that these 6 essential positions provide.

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Student Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
STUDENT SPEAKERS LIST
APRIL 21, 2022

Registered Student Speakers

1. Jemma Salisbury, Student - Gateway to College
   Topic: Funding for School Program

2. Shyhief Jackson, Student - Excel Academy South
   Topic: Life/school experiences that brought students to the Excel program, the Camelot program after AEDY

3. Gabrielle McPherson, Student - YESPhilly
   Topic: Prior high school experience and experience at YESPhilly

4. Desmond Farlow, Student - Bodine High School
   Topic: Current Condition of Bodine

5. Kianni Howell, Student - Bodine High School
   Topic: Current Condition of Bodine

6. Nathaniel Gordon, Student - Gateway to College
   Topic: Support received from the Gateway program

Registered Speaker on General Topics - •

Title: General Speakers List

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
General Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
SPEAKERS LIST
APRIL 21, 2022

Registered Speakers

1. Ilene Poses, Community Member
   Topic: Action Item 31, Authorization of Increased Outside Counsel Fees for FY22

2. Lynda Rubin, Community Member
   Topic: 5 Necessary Positions in Every School Cut

3. Arkadiy Yelman, District Staff Member
   Topic: Action Item 27, Contract with Various Vendors - Alternative Education Programs

4. Lynn Schwartz, Community Member
   Topic: Lead in the Drinking Water in Public Schools

5. Lisa Haver, Community Member
   Topic: Action Item 31, Authorization of Increased Outside Counsel Fees for FY22

6. Diane Payne, Community Member
   Topic: Action Item 8, Action Item 9 & Action Item 12

7. Sara Morningstar, Community Member
   Topic: Proposed High School Start Times

8. Gerald Chessman, Community Member
   Topic: Action Item 26, Authorization of School Bus Purchases from Various Vendors

9. Constance Jones, Parent/Guardian
   Topic: Advocating for a Special Needs School

10. Migdalia Lopez, District Staff Member
    Topic: Staffing concerns

Goals and Guardrails - •

Title: Goal 3: Math - Progress Monitoring Report

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
4_21_2022 Goal 3: Math - Monitoring Report	Supporting Document

Goal 3:
The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

Leading Indicator 3.1:
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

Leading Indicator 3.2:
Closing the Gap: The percentage of students, by student group, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

Contents

Page 2	Leading Indicator Performance: Goal 3
Page 3	Leading Indicator Performance: Goal 3 (Grades 3-8) by Student Group
Page 4	Leading Indicator Performance: by Grade Level
Page 5	Implementation Monitoring Report: Math Academic Frameworks and Curriculum
Page 6	Implementation Monitoring Report: Common Planning Time
Page 7	Endnotes

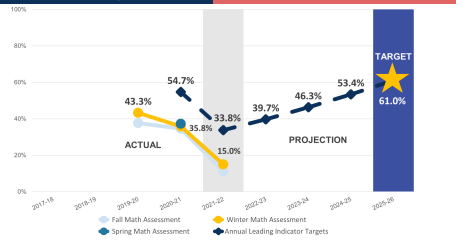
Performance Color Legend

Lower Performance; Further Below Target				Higher Performance; Meeting the Target

Goal 3
The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

Leading Indicator 3.1
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.

Leading Indicator: Overall Progress* **Off-Track**



*In 2021-22, the cut point for scoring At/Above Grade Level on Star Math was adjusted. This change impacted both the percentage of students scoring At/Above Grade Level in 2021-22 and the Annual Targets for 2021-22 through 2025-26.

Assessment Period	2018-19[1]	2019-20[2]	2020-21[3]	2021-22[4]	2021-22 Annual Leading Indicator Target[8]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
Fall	N/A	37.7%	34.6%	11.2%	33.8%	-22.6	-28.5	61.0%
Winter	**N/A**	**43.3%**	**35.8%**	**15.0%**	**33.8%**	**-18.8**	**-24.7**	**61.0%**
Spring	N/A	N/A	37.3%	*Forthcoming*	33.8%	-	-	61.0%

Leading Indicator Performance[5]
(Annual Targets were adjusted for 2021-22 through 2025-26)

Student Group	2021-22 Fall		2021-22 Winter		2021-22 Annual Leading Indicator Target[8]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
	% Participating[7]	% At/Above Grade Level[4]	% Participating[7]	% At/Above Grade Level[4]				
Black / African American	90.6%	4.5%	88.1%	**6.6%**	**33.8%**	**-27.2**	**-33.1**	**61.0%**
Hispanic / Latinx	92.3%	5.3%	90.3%	**8.2%**	**33.8%**	**-25.6**	**-31.5**	**61.0%**
White	95.0%	24.8%	92.7%	**31.7%**	**33.8%**	**-2.1**	**-8.0**	**61.0%**
Asian	95.8%	34.4%	95.9%	**41.6%**	**33.8%**	**+7.8**	**+1.9**	**61.0%**
Multi Racial / Other	89.9%	15.0%	87.6%	**21.0%**	**33.8%**	**-12.8**	**-18.7**	**61.0%**
American Indian / Alaskan Native	93.6%	12.6%	89.3%	**12.0%**	**33.8%**	**-21.8**	**-27.7**	**61.0%**
Native Hawaiian / Pacific Islander	91.5%	15.4%	95.8%	**23.2%**	**33.8%**	**-10.6**	**-16.5**	**61.0%**
English Learners	93.5%	7.0%	92.4%	**10.5%**	**33.8%**	**-23.3**	**-29.2**	**61.0%**
Special Education[9]	80.3%	2.3%	76.7%	**3.2%**	**33.8%**	**-30.6**	**-36.5**	**61.0%**
Economically Disadvantaged	92.4%	7.2%	89.4%	**10.5%**	**33.8%**	**-23.3**	**-29.2**	**61.0%**

Math Goal 3: Participation & Performance
Grades 3-8, Star Math

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22[9]	% At/Above Grade Level: Change From Fall 2021-22[9]
	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	**52,958**	**48,799**	**92.1%**	**5,477**	**11.2%**	**52,971**	**47,713**	**90.1%**	**7,169**	**15.0%**	**-2.0**	**+3.8**
Black / African American	24,585	22,272	**90.6%**	991	**4.5%**	24,471	21,570	**88.1%**	1,418	**6.6%**	**-2.5**	**+2.1**
Hispanic / Latinx	12,914	11,923	**92.3%**	632	**5.3%**	13,062	11,790	**90.3%**	962	**8.2%**	**-2.0**	**+2.9**
White	7,934	7,540	**95.0%**	1,871	**24.8%**	7,910	7,330	**92.7%**	2,326	**31.7%**	**-2.3**	**+6.9**
Asian	4,992	4,781	**95.8%**	1,643	**34.4%**	5,035	4,831	**95.9%**	2,009	**41.6%**	**+0.1**	**+7.2**
Multi Racial/Other	2,352	2,115	**89.9%**	317	**15.0%**	2,318	2,031	**87.6%**	427	**21.0%**	**-2.3**	**+6.0**
American Indian / Alaskan Native	110	103	**93.6%**	13	**12.6%**	103	92	**89.3%**	11	**12.0%**	**-4.3**	**-0.6**
Native Hawaiian / Pacific Islander	71	65	**91.5%**	10	**15.4%**	72	69	**95.8%**	16	**23.2%**	**+4.3**	**+7.8**
English Learners	8,406	7,861	**93.5%**	546	**7.0%**	8,750	8,084	**92.4%**	847	**10.5%**	**-1.1**	**+3.5**
Non-English Learners	44,553	40,939	**91.9%**	4,931	**12.1%**	44,221	39,629	**89.6%**	6,322	**16.0%**	**-2.3**	**+3.9**
Special Education[6]	9,623	7,731	**80.3%**	180	**2.3%**	9,659	7,413	**76.7%**	235	**3.2%**	**-3.6**	**+0.9**
Non-Special Education	43,335	41,068	**94.8%**	5,297	**12.9%**	43,312	40,300	**93.0%**	6,934	**17.2%**	**-1.8**	**+4.3**
Economically Disadvantaged	38,368	35,453	**92.4%**	2,547	**7.2%**	38,640	34,546	**89.4%**	3,629	**10.5%**	**-3.0**	**+3.3**
Non-Economically Disadvantaged	14,590	13,346	**91.5%**	2,930	**22.0%**	14,331	13,167	**91.9%**	3,540	**26.9%**	**+0.4**	**+4.9**
Off Track (75 Schools)[10]	19,134	17,196	**89.9%**	375	**2.2%**	19,087	16,500	**86.4%**	638	**3.9%**	**-3.5**	**+1.7**
Near Track (75 Schools)[10]	25,419	23,879	**93.9%**	2,530	**10.6%**	25,536	23,462	**91.9%**	3,482	**14.8%**	**-2.0**	**+4.2**
On Track (18 Schools)[10]	7,562	6,899	**91.2%**	2,500	**36.2%**	7,444	6,942	**93.3%**	2,932	**42.2%**	**+2.1**	**+6.0**

Math Goal 3: Participation & Performance by Grade Level
Grades 3-8, Star Math

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22[9]	% At/Above Grade Level: Change From Fall 2021-22[9]
	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Math Goal 3 (Grades 3-8)	**52,958**	**48,799**	**92.1%**	**5,477**	**11.2%**	**52,971**	**47,713**	**90.1%**	**7,169**	**15.0%**	**-2.0**	**+3.8**
Grades K-2 [11]	**25,834**	**23,525**	**91.1%**	**984**	**16.0%**	**26,261**	**22,941**	**87.4%**	**1,533**	**24.8%**	**-3.7**	**+8.8**
Kindergarten [11]	8,445	7,550	**89.4%**	N/A	**N/A**	8,735	7,377	**84.5%**	N/A	**N/A**	**-4.9**	**N/A**
Grade 1 [11]	8,489	7,741	**91.2%**	437	**22.3%**	8,609	7,684	**89.3%**	651	**32.3%**	**-1.9**	**+10.0**
Grade 2 [11]	8,900	8,234	**92.5%**	547	**13.0%**	8,917	7,880	**88.4%**	882	**21.2%**	**-4.1**	**+8.2**
Grade 3	9,076	8,263	**91.0%**	1,106	**13.4%**	9,120	8,325	**91.3%**	1,432	**17.2%**	**+0.3**	**+3.8**
Grade 4	9,144	8,501	**93.0%**	877	**10.3%**	9,152	8,348	**91.2%**	1,249	**15.0%**	**-1.8**	**+4.7**
Grade 5	8,968	8,353	**93.1%**	874	**10.5%**	8,954	8,120	**90.7%**	1,167	**14.4%**	**-2.4**	**+3.9**
Grade 6	8,496	7,775	**91.5%**	692	**8.9%**	8,512	7,577	**89.0%**	997	**13.2%**	**-2.5**	**+4.3**
Grade 7	8,525	7,831	**91.9%**	959	**12.3%**	8,484	7,536	**88.8%**	1,186	**15.7%**	**-3.1**	**+3.4**
Grade 8	8,749	8,076	**92.3%**	969	**12.0%**	8,749	7,807	**89.2%**	1,138	**14.6%**	**-3.1**	**+2.6**

MATH ACADEMIC FRAMEWORKS AND CURRICULUM

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	**Training and Support**	**Buy-In**	**Delivery**	**Outcomes**
Are we prepared to begin Implementation? Are all of the required inputs in place?	Have stakeholders been trained to implement and/or support implementation?	Do stakeholders understand and believe in the approach?	Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?	Is the strategy having the desired effects or impacts?
1a. District communication of the What and Why (»»)	2a. Teachers participate in professional development (»»)	3a. Teachers are bought into the approach/strategy (⊖)	4a. Teachers participate in key activities or use key resources (»»)	5a. Changes in student academic outcomes (⊖)
1b. Availability of written guidelines and resources (✓)	2b. Support staff participate in professional development (⚠)		4b. School leaders participate in key activities or use key resources (⊖)	5b. Changes in student social-emotional outcomes (⊖)
1c. Fully staffed schools (Teachers, School Leaders, Counselors, etc.) (✗)	2c. School Leaders participate in professional development (»»)	3b. Support staff are bought into the approach/strategy (⊖)	4c. Support staff are providing support for implementation activities (⊖)	5c. Changes in teacher retention and attendance (⊖)
1d. Sufficient staffing to support implementation (Support staff) (✗)	2d. Teachers feel that Professional Development prepared them to implement strategies (✓)			5d. Changes in teacher satisfaction and belonging (⊖)
1e. Adequate time for Professional Learning Cycles (✗)	2e. Support staff feel that Professional Development prepared them to implement strategies (✓)	3c. School Leaders are bought into the approach/strategy (⊖)	4d. Key activities are taking place with fidelity (e.g., frequency, duration, content) (⊖)	5e. Changes in family (parent/guardian) satisfaction and belonging (⊖)
1f. Adequate time for implementation (✓)	2f. School Leaders feel that Professional Development prepared them to implement strategies (✓)			

Implementation Report Color Legend

✓ Achieved	»» In Progess	✗ Incomplete	⊖ Not Started

⚠ *An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.*

COMMON PLANNING TIME

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	**Training and Support**	**Buy-In**	**Delivery**	**Outcomes**
Are we prepared to begin Implementation? Are all of the required inputs in place?	Have stakeholders been trained to implement and/or support implementation?	Do stakeholders understand and believe in the approach?	Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?	Is the strategy having the desired effects or impacts?
1a. District communication of the What and Why ✓	2a. Teachers participate in professional development »	3a. Teachers are bought into the approach/strategy ✓	4a. Teachers participate in key activities or use key resources »	5a. Changes in student academic outcomes ⊖
1b. Availability of written guidelines and resources ✓	2b. Support staff participate in professional development ✓		4b. School leaders participate in key activities or use key resources ⊖	5b. Changes in student social-emotional outcomes ⊖
1c. Fully staffed schools (Teachers, School Leaders, Counselors, etc.) ✗	2c. School Leaders participate in professional development »	3b. Support staff are bought into the approach/strategy ✓	4c. Support staff are providing support for implementation activities ⊖	5c. Changes in teacher retention and attendance ⊖
1d. Sufficient staffing to support implementation (Support staff) »	2d. Teachers feel that Professional Development prepared them to implement strategies »			5d. Changes in teacher satisfaction and belonging ⊖
1e. Adequate time for Professional Learning Cycles ✗	2e. Support staff feel that Professional Development prepared them to implement strategies »	3c. School Leaders are bought into the approach/strategy ✓	4d. Key activities are taking place with fidelity (e.g., frequency, duration, content) ⊖	5e. Changes in family (parent/guardian) satisfaction and belonging ⊖
1f. Adequate time for implementation ✗	2f. School Leaders feel that Professional Development prepared them to implement strategies ✓			

Implementation Report Color Legend

✓ Achieved	» In Progess	✗ Incomplete	⊖ Not Started

⚠ *An orange triangle symbol indicates that there is currently insufficient data to assess this implementation indicator.*

[1] Before 2019-20, aimswebPlus Math was available but not required, and individual schools decided on the administration.

[2] In 2019-20, Star Math was administered district-wide to students in grades 6-8. AimswebPlus Math was available but not required, and individual schools decided on the administration. At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math.

[3] In 2020-21, aimswebPlus Math was administered to students district-wide in grades K-5, and Star Math was administered to students district-wide in grades 6-8. For Special Education students in grades 6-8, some students took aimswebPlus Math instead of Star Math. At/Above Grade Level is the percentage of students who are at Tier 1 on aimswebPlus Math and received a composite score, as well as students who are At/Above Benchmark on Star Math.

[4] In 2021-22, Star Math was administered district-wide to students in grades K-8. At/Above Grade Level is the percentage of students who are At/Above Benchmark on Star Math. In addition, the percentile rank associated with scoring At/Above Grade Level increased from the 40th percentile to the 70th percentile.

[5] In 2021-22, Annual Targets for Leading Indicator 3.1 were adjusted. Annual Targets for Leading Indicator 3.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA Math exam when scoring At/Above Grade Level on the within-year assessments. Starting in 2021-22, the percentile rank associated with scoring At/Above Grade Level increased from the 40th percentile to the 70th percentile, meaning students there is greater confidence that students who score At/Above Grade Level will score Proficient/Advanced on PSSA Math. The Annual Targets for Leading Indicator 3.1 were updated as a result of this percentile change. For more information on the relationship between a student's performance on Star Math and the PSSA Math exam, please see http://doc.renlearn.com/kmnet/r005379488c3817f.pdf.

[6] All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, '% of Students Participating' includes all students, including those who are exempted, in the denominator.

[7] Students are counted as participating if they completed a Star Math assessment. Only results from assessments taken within the official testing window are counted.

[8] Students are considered eligible if they were enrolled at their school on the last day of the testing window. In 2021-22, the Star Fall assessment window ran from September 8, 2021 through October 8, 2021 and the Star Winter assessment window ran from December 1, 2021 through December 23, 2021.

[9] The metrics '% Students Participating: Change From Fall 2021-22' and '% At/Above Grade Level: Change From Fall 2021-22' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on Star Math (At/Above Benchmark) from the Fall 2021-22 assessment window to the Winter 2021-22 assessment window.

[10] School groups are based on Winter 2020-21 performance data. Any schools that were not operational in 2020-21 are excluded from the performance metrics for On, Near, and Off Track performance groups.

[11] Performance data for Grades 1 and 2 only represents students who took Star Math, while participation data represents students who took either Star Math or Star Curriculum-based Measure (CBM) Math. Only participation is displayed for Kindergarten because Kindergarten students only take Star CBM Math.

Goals and Guardrails - •

Title: Goal 3: Math - Monitoring Presentation

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
4_21_2022 Goal 3 Presentation	Supporting Document

Changes in Annual Within-Year Targets

Beginning in 2021-22:

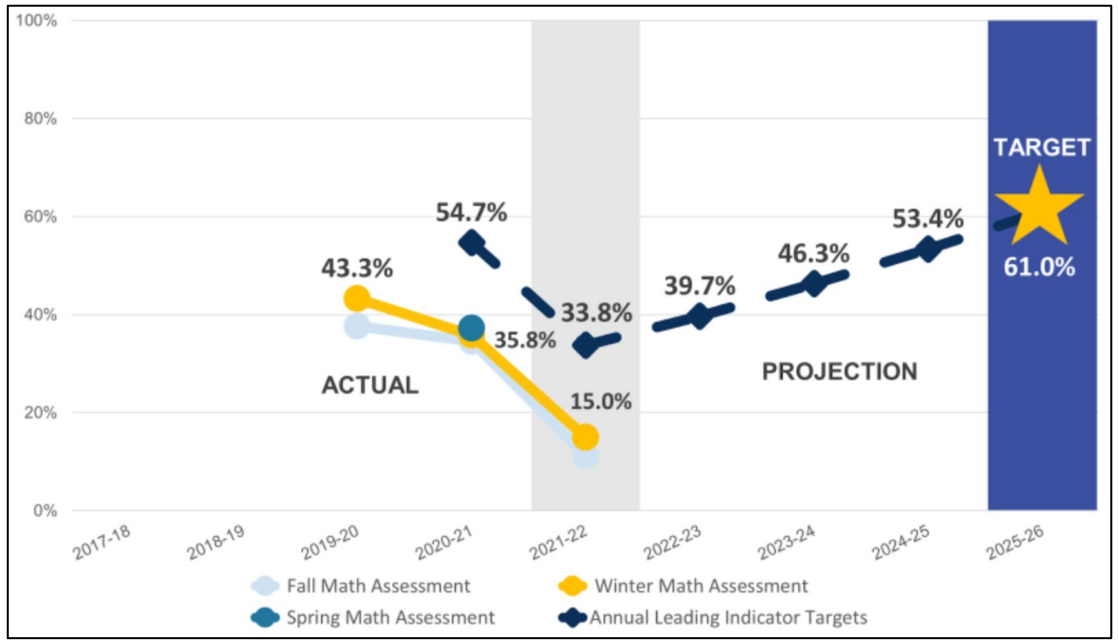
- K-12 students all take Star Math
- At/Above Benchmark group for Math changed from 40th to 70th percentile
  - **At/Above Benchmark:** 70th PR and above
  - **On Watch:** 25th to 69th PR
  - **Strategic Intervention:** 10th to 24th PR
  - **Intensive Intervention:** Below 10th PR

Given these changes -- and based on existing STAR-PSSA research -- we expect that about 85% of students who score At/Above Benchmark on Star will score proficient/advanced on the PSSA Math

	PSSA Target 21-22	Previous LI Target 21-22 (45% Correlation)	Current LI Target 21-22 (85% Correlation)
Goal 3 (3-8 Math)	28.7%	63.8%	33.8%

Math Goal 3: Grade 3-8 Math At/Above Grade Level

Leading Indicator: Overall Progress	Off-Track



- Overall, the District continues to be **Off-Track** towards meeting its 2021-22 Math Goal 3 Leading Indicator Annual Target.
- From Fall to Winter, there was a slight increase in percentage of students At/Above Grade Level.

*In 2021-22, the cut point for scoring At/Above Grade Level on Star Math was adjusted. This change impacted both the percentage of students scoring At/Above Grade Level in 2021-22 and the Annual Targets for 2021-22 through 2025-26.

Assessment Period	2018-19[1]	2019-20[2]	2020-21[3]	2021-22[4]	2021-22 Annual Leading Indicator Target[5]	Distance to 2021-22 Annual Leading Indicator Target	Distance to 2022-23 Annual Leading Indicator Target	2025-26 Final Leading Indicator Target
Fall	N/A	37.7%	34.6%	11.2%	33.8%	-22.6	-28.5	61.0%
Winter	**N/A**	**43.3%**	**35.8%**	**15.0%**	**33.8%**	**-18.8**	**-24.7**	**61.0%**
Spring	N/A	N/A	37.3%	*Forthcoming*	33.8%	-	-	61.0%

Math Goal 3: Participation & Performance
Grades 3-8, Star Math

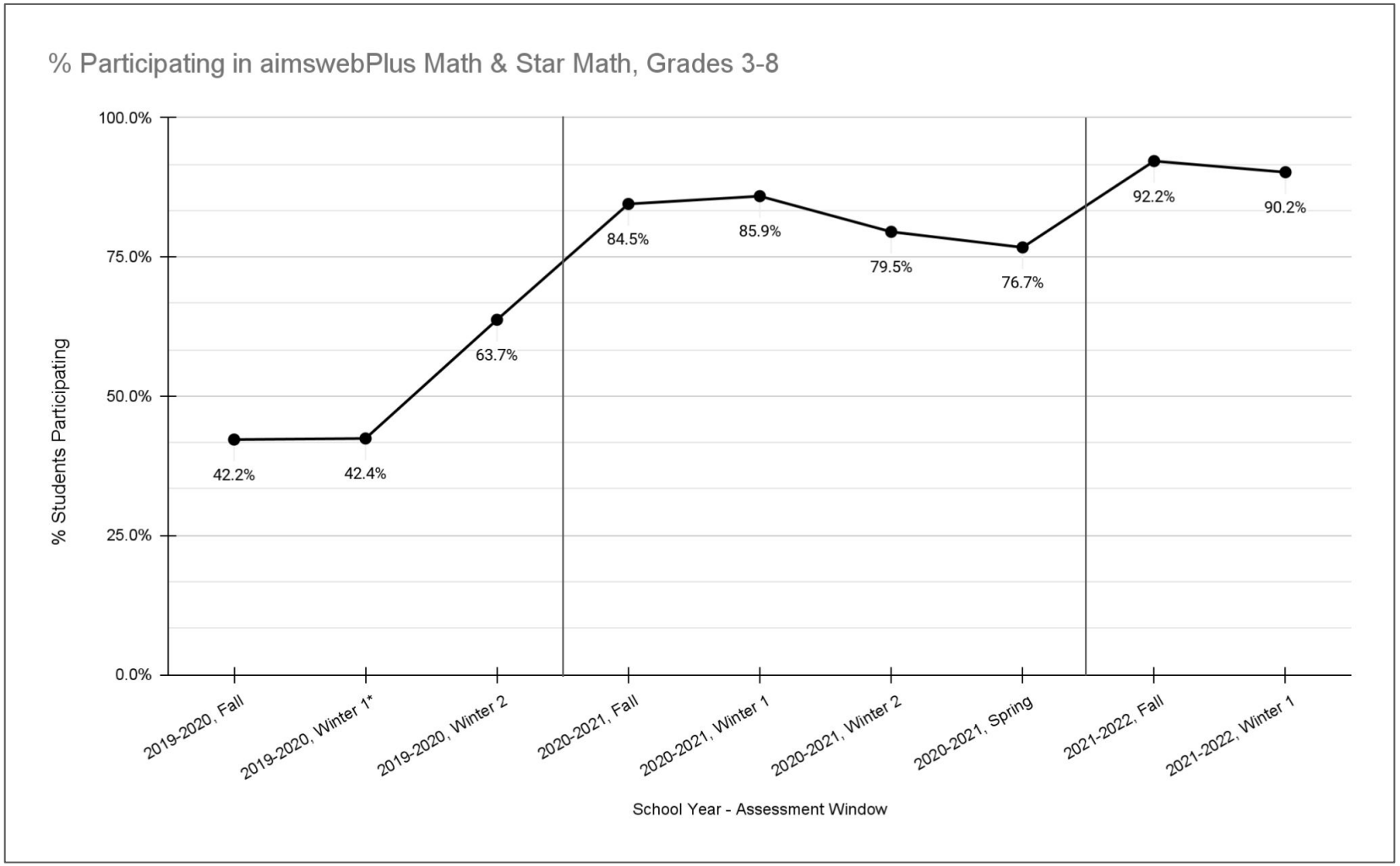
	Fall 2021-22[4]					Winter 2021-22[4]					% Students Participating: Change From Fall 2021-22[3]	% At/Above Grade Level: Change From Fall 2021-22[3]
	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	52,958	48,799	92.1%	5,477	11.2%	52,971	47,713	90.1%	7,169	15.0%	-2.0	+3.8
Black / African American	24,585	22,272	90.6%	991	4.5%	24,471	21,570	88.1%	1,418	6.6%	-2.5	+2.1
Hispanic / Latinx	12,914	11,923	92.3%	632	5.3%	13,062	11,790	90.3%	962	8.2%	-2.0	+2.9
White	7,934	7,540	95.0%	1,871	24.8%	7,910	7,330	92.7%	2,326	31.7%	-2.3	+6.9
Asian	4,992	4,781	95.8%	1,643	34.4%	5,035	4,831	95.9%	2,009	41.6%	+0.1	+7.2
Multi Racial/Other	2,352	2,115	89.9%	317	15.0%	2,318	2,031	87.6%	427	21.0%	-2.3	+6.0
American Indian / Alaskan Native	110	103	93.6%	13	12.6%	103	92	89.3%	11	12.0%	-4.3	-0.6
Native Hawaiian / Pacific Islander	71	65	91.5%	10	15.4%	72	69	95.8%	16	23.2%	+4.3	+7.8
English Learners	8,406	7,861	93.5%	546	7.0%	8,750	8,084	92.4%	847	10.5%	-1.1	+3.5
Non-English Learners	44,553	40,939	91.9%	4,931	12.1%	44,221	39,629	89.6%	6,322	16.0%	-2.3	+3.9
Special Education[6]	9,623	7,731	80.3%	180	2.3%	9,659	7,413	76.7%	235	3.2%	-3.6	+0.9
Non-Special Education	43,335	41,068	94.8%	5,297	12.9%	43,312	40,300	93.0%	6,934	17.2%	-1.8	+4.3
Economically Disadvantaged	38,368	35,453	92.4%	2,547	7.2%	38,640	34,546	89.4%	3,629	10.5%	-3.0	+3.3
Non-Economically Disadvantaged	14,590	13,346	91.5%	2,930	22.0%	14,331	13,167	91.9%	3,540	26.9%	+0.4	+4.9
Off Track (75 Schools)[10]	19,134	17,196	89.9%	375	2.2%	19,087	16,500	86.4%	638	3.9%	-3.5	+1.7
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On Track (17 Schools)[10]	7,562	6,899	91.2%	2,500	36.2%	7,444	6,942	93.3%	2,932	42.2%	+2.1	+6.0

Goal 3: Math Performance by Grade Level

	Fall 2021-22					Winter 2021-22					% Students Participating: Change From Fall 2021-22[8]	% At/Above Grade Level: Change From Fall 2021-22[8]
	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Math Goal 3 (Grades 3-8)	**52,958**	**48,799**	**92.1%**	**5,477**	**11.2%**	**52,971**	**47,713**	**90.1%**	**7,169**	**15.0%**	**-2.0**	**+3.8**
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Math Participation Update

Participation has increased across each school year, and roughly remained the same within each school year. Participation for Spring 2021-22 will be of interest for any drops from Winter 1.



- SY 2019-20:
  - Star Math was administered to students in grades 6-8
- SY 2020-21:
  - Star Math was administered to students district-wide in grades 6-8
- SY 2021-22:
  - All students took Star Math

* Vertical lines divide assessment windows by school year.

* Star Math was not administered in Spring 2019-20.

Source: Qlik Academic Screeners Dashboard, Accessed April 18, 2022

Implementation Monitoring

Academic Framework: Math Curriculum Professional Learning and Common Planning Time

Year 1 Implementation of Academic Framework + Math Curriculum

Implementation Report Color Legend

Green	✓	Achieved
Blue	»	In Progress
Gold	✗	Incomplete/Not started

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	**Training and Support**	**Buy-In**	**Delivery**	**Outcomes**
Are we prepared to begin implementation? Are all of the required inputs in place?	*Have stakeholders been trained to implement and/or support implementation?*	*Do stakeholders understand and believe in the approach?*	*Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?*	*Is the strategy having the desired effects or impacts?*
1a. District communication of the What and Why	2a. Teachers participate in PD		4a. Teachers participate in key activities or use key resources	
1b. Availability of written guidelines and resources ✓	2b. Support staff participate in PD ⚠			
1c. Fully staffed schools (Teachers, School Leaders, counselors, etc.) ✗	2c. School Leaders participate in PD			
1d. Sufficient staffing to support implementation (Support staff) ✗	2d. Teachers feel that PD prepared them to implement strategies ✓			
1e. Adequate time for Professional Learning Cycles ✗	2e. Support staff feel that PD prepared them to implement strategies ✓			
1f. Adequate time for implementation ✓	2f. School Leaders feel that PD prepared them to implement strategies ✓			

Focus for Year 2

Focus for Years 3+

⚠ *An orange triangle symbol indicates that there is currently insufficient data to assess this indicator.*

Pre-Implementation

Foundational Elements

Are we prepared to begin implementation? Are all of the required inputs in place?

1a. District communication of the What and Why »

1b. Availability of written guidelines and resources ✓

1c. Fully staffed schools (Teachers, School Leaders, counselors, etc.) ✗

1d. Sufficient staffing to support implementation (Support staff) ✗

1e. Adequate time for Professional Learning Cycles ✗

1f. Adequate time for implementation ✓

Why Green?

- School schedules support the required number of hours for Math instruction (1f).
- The Math curriculum is available on OCI's website, and 80% of Math teachers who responded to the survey reported that the website was easy to navigate and that it was easy to find available resources (1b).

Why Blue?

- The What and Why were communicated during the limited number of professional development opportunities but there were missed opportunities to communicate the importance of the Framework and curriculum District-wide (1a).

Why Gold?

- **Schools and Central Office support staff roles are not fully staffed:**
  - Increased leaves and departures have increased our vacancies throughout the year leaving us at 96.5% of teaching roles filled. At the same time, daily teacher attendance has declined for legitimate and obvious reasons, with absences up 22% from previous years (1c).
  - The staff members who support implementation of the strategies (Professional Learning Specialists, Academic Coaches, and others) have been pulled from their roles throughout the year to focus on providing school-level coverage. Additionally, there are still several vacancies in these positions. (1d).
- **There was not adequate time for Professional Learning Cycles**
  - 10 hours on implementation of the Tier 1 K-3 ELA **or** 4-12 math curriculum (1e).
  - There was a large gap between initial Teacher PD in August and the next Teacher PD in November, which meant that the "nested" cycle of development (in which leaders are developed prior to teachers) was not able to be implemented as designed (1e).

Initial Implementation

Training and Support

Have stakeholders been trained to implement and/or support implementation?

2a. Teachers participate in PD

2b. Support staff participate in PD

2c. School Leaders participate in PD

2d. Teachers feel that PD prepared them to implement strategies

2e. Support staff feel that PD prepared them to implement strategies

2f. School Leaders feel that PD prepared them to implement strategies

Why Blue?

- **Almost all eligible teachers and School Leaders participated in required Math PDs.**
  - On average, 79% of eligible teachers attended the required PD sessions on the Math Framework + Curriculum. However, because of the overall lack of PD time this school year, it is unlikely that teachers were sufficiently trained (2a).
  - Based on survey results, 71% of eligible School Leaders attended the required PD sessions on the Math Framework + Curriculum. However, because of the overall lack of PD time this school year, it is unlikely that School Leaders were sufficiently trained (2c).

Why Green?

- **Teachers, School Leaders, and academic support staff felt PDs prepared them to support teachers' use of the curriculum.**
  - The majority of teachers (92%) who attended the Math curriculum PD sessions and responded to the PD surveys agreed or strongly agreed that the content of the PD supported their implementation of their curriculum (2d).
  - Almost all School Leaders (97%) who attended the Math curriculum PD sessions and responded to the PD surveys reported that the content of the PD supported their implementation of their curriculum (2f).
  - Almost all academic support staff (Academic Coaches, Consulting Teachers and Professional Learning Specialists) reported that they feel either very confident (31%) or somewhat confident (66%) in supporting teachers with implementing the Math curriculum (2e).
  - Most (91%) academic support staff reported receiving adequate PD to effectively execute their job (2e).

Full Implementation

Delivery

Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?

4a. Teachers participate in key activities or use key resources

»»

Why Blue?

Usage of the resources is relatively high given the lack of available professional development:

- 85% of 4-12 Math teachers who responded to the survey reported that they've used the modules as scheduled within the curriculum (4a).
- 93% of 4-12 Math teachers who responded to the survey reported that they've used the Instructional Guide to select instructional practices. Of teachers who have used the Instructional Guide, 78% reported that it was somewhat or very useful (4a).
- 84% of 4-12 Math teachers who responded to the survey reported that they used the embedded pre-/post-assessments; over half of teachers indicated that the assessments could be better aligned to the content of the units (4a).
- 90% of 4-12 Math teachers who responded to the survey reported that they have used the Opening Routines suggested in the Pacing Guides (4a).

How are we responding to this implementation data?

1. Developing teachers through Professional Learning Cycles including the continuation of Digging Deeper sessions
2. Targeting school-based support for MTSS and Math instruction for grades 4-9
3. Analyzing and reviewing Network data to target specific skill development using the progression of skills strategy
4. Implementing summer programs focused on standards aligned instruction and project-based learning, including self-directed resources for students and families aligned to Star
5. Using Star data to focus small group and independent learning

Year 1 Implementation of Common Planning Time

CPT

Pre-Implementation	Initial Implementation		Full Implementation	Sustained Implementation
Foundational Elements	**Training and Support**	**Buy-In**	**Delivery**	**Outcomes**
Are we prepared to begin implementation? Are all of the required inputs in place?	*Have stakeholders been trained to implement and/or support implementation?*	*Do stakeholders understand and believe in the approach?*	*Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?*	*Is the strategy having the desired effects or impacts?*
1a. District communication of the What and Why ✓	2a. Teachers participate in PD »»	3a. Teachers are bought into the approach/strategy ✓	4a. Teachers participate in key activities or use key resources »»	
1b. Availability of written guidelines and resources ✓	2b. Support staff participate in PD ✓			
1c. Fully staffed schools (Teachers, School Leaders, counselors, etc.) ✗	2c. School Leaders participate in PD »»	3b. Support staff are bought into the approach/strategy ✓	**Focus for Year 2**	**Focus for Years 3+**
1d. Sufficient staffing to support implementation (Support staff) »»	2d. Teachers feel that PD prepared them to implement strategies »»			
1e. Adequate time for Professional Learning Cycles ✗	2e. Support staff feel that PD prepared them to implement strategies »»	3c. School Leaders are bought into the approach/strategy ✓		
1f. Adequate time for implementation ✗	2f. School Leaders feel that PD prepared them to implement strategies ✓			

Pre-Implementation

Foundational Elements

Are we prepared to begin implementation? Are all of the required inputs in place?

1a. District communication of the What and Why ✓

1b. Availability of written guidelines and resources ✓

1c. Fully staffed schools (Teachers, School Leaders, counselors, etc.) ✗

1d. Sufficient staffing to support implementation (Support staff) »

1e. Adequate time for Professional Learning Cycles ✗

1f. Adequate time for implementation ✗

Why Green?

- The What and Why of Common Planning Time was launched at August Leadership Convening, where Leaders engaged in a 3-part series of 60 minute sessions that illustrated the What, Why, Who, and How of Common Planning Time and introduced the Common Planning Time Toolkit (1a).
- The Common Planning Time Guide was developed Summer 2021 and introduced during the August Leadership Convening. The guidance, protocols, and resources in the Toolkit are updated in response to feedback; updates are communicated to Leaders in the School Leader Newsletter (1b).
    - As of March 2022, there have been 931 unique viewers of the Toolkit Access Page (1b).

Why Blue?

- The instructional leadership staff members who support implementation of the strategies (i.e. Professional Learning Specialists, STBLs) were needed to provide school-level coverage during the months of November through January. In addition, there are only a few vacancies for the Network PLS position. (1d).

Why Gold?

- **Schools and Central Office support staff roles are not fully staffed:**
    - Increased leaves and departures have increased our vacancies throughout the year leaving us at 96.5% of teaching roles filled. At the same time, daily teacher attendance has declined for legitimate and obvious reasons, with absences up 22% from previous years (1c).
- **There was not adequate time for Professional Learning Cycles**
    - There was a large gap between initial Teacher PD in August and the next Teacher PD in November, which meant that the "nested" cycle of development (in which leaders are developed prior to teachers) was not able to be implemented as designed (1e).
- **There was not adequate time for implementing Common Planning Time.**
    - About one-third (32%) of School Leaders reported that 60 minutes or more are scheduled for Common Planning Time each week. An additional 39% of School Leaders scheduled 50-60 minutes per week for Common Planning Time (1f).
    - Teacher vacancies and absences/class coverages and school closures due to Covid-19 presented a significant barrier to implementing Common Planning time as scheduled (1f).

Initial Implementation

Training and Support

Have stakeholders been trained to implement and/or support implementation?

2a. Teachers participate in PD

2b. Support staff participate in PD ✓

2c. School Leaders participate in PD

2d. Teachers feel that PD prepared them to implement strategies

2e. Support staff feel that PD prepared them to implement strategies

2f. School Leaders feel that PD prepared them to implement strategies ✓

Why Green?

- **On average, 92% of support staff (Professional Learning Specialists (PLSs) and Assistant Superintendents (ASs)) attended development sessions on Common Planning Time:**
  - Most (87%) PLSs attended development sessions on Common Planning Time and almost all (97%) Assistant Superintendents (ASs) attended development sessions on Common Planning Time (2b).
- After attending the August Leader Convening, 93% of School Leaders reported that they were confident in their ability to lead the implementation of Common Planning Time at their school this year (2f).

Why Blue?

- **Most teachers and some School-Based Teacher Leaders (SBTLs) participated in professional development on Common Planning Time.**
  - 90% of teachers attended the January District-Wide PD session on using the CPT protocol to inform Tier 1 instruction (2a).
  - About two-thirds (62%) of SBTLs attended the December SBTL PD session (2a).
- **Most School Leaders attended PDs on Common Planning Time.**
  - About 87% of School Leaders attended the August Leadership Convening, which included professional development for Leaders on implementing CPT (2c).
- About three-quarters (74%) of teachers agree or strongly agree that the content of the January PD on Common Planning Time will support implementation of the curriculum, CCSS, and/or PA Academic Standards (2d).
- 92% of SBTLs agree or strongly agree they received adequate PD to effectively execute their job. 51% feel very confident supporting teachers to implement CPT. 40% reported feeling somewhat confident (2d).
- Three-quarters (74%) of Network PLSs agree or strongly agree that they received adequate PD to effectively execute their job (2e). 61% report feeling very confident in their ability to support teachers in implementing CPT. The remaining 39% feel somewhat confident (2e).

Initial Implementation

Buy In

Do stakeholders understand and believe in the approach?

3a. Teachers are bought into the approach/strategy ✓

3b. Support staff are bought into the approach/strategy ✓

3c. School Leaders are bought into the approach/strategy ✓

Why Green?

- There is strong teacher and SBTL buy-in to the efficacy of Common Planning Time as an improvement strategy:
  - Teacher buy-in to Common Planning time as an effective improvement strategy is relatively high: Most (86%) teachers agree or strongly agree that using CPT as a space and time to strengthen Tier 1 instruction can positively impact student learning. About three-quarters (78%) of teachers agree or strongly agree that CPT can positively impact teacher retention (3a).
  - 96% of SBTLs agree or strongly agree that using CPT as a space and time to strengthen Tier 1 instruction can positively impact student learning. 83% agree or strongly agree that CPT can positively impact teacher retention (3a).
- There is strong PLS buy-in to the efficacy of Common Planning Time as an improvement strategy: Almost all (96%) of PLSs agree or strongly agree that using CPT as a space and time to strengthen Tier 1 instruction can positively impact student learning (3b). Most (83%) PLSs also agree or strongly agree that CPT can positively impact teacher retention (3b).
- There is strong School Leader buy-in to the efficacy of Common Planning Time as an improvement strategy: Nearly all (98%) of School Leaders agree or strongly agree that using CPT as a space and time to strengthen Tier 1 instruction is one of the most impactful strategies for improving student learning. Nearly all (95%) School Leaders also agree or strongly agree that when CPT is done well, it is one of the most impactful strategies for increasing teacher retention (3c).

Full Implementation

Delivery

Have stakeholders implemented key activities with fidelity? Is the approach being implemented as designed?

4a. Teachers participate in key activities or use key resources

Why Blue?

- Despite challenges with scheduling and school staffing, on average, 71% of teachers reported participating in Common Planning Time once a week or more in the past four weeks (4a).
- Nearly all School Leaders (93%) reported that all or most teachers attended CPT consistently in the past four weeks on a survey in November 2021 (4a).
- Most (85%) of teachers agreed or strongly agreed that they were an active participant in CPT and had opportunities to collaborate with their colleagues during CPT (4a).

How are we responding to this implementation data?

1. Supporting schools in identifying adequate time for common planning and developing scalable solutions to the challenges of protecting Common Planning Time.

2. Building a strong connection between the Professional Learning Cycle and Common Planning Time to support access to grade-level instruction.

3. Focusing on further developing network support and school-level leadership

4. Using a consistent method to assess the quality of Common Planning Time and identify areas for improvement across all schools.

5. Renaming Efforts

CPT video: https://vimeo.com/691562053/6df6c27ab0

What’s Next?

Overview of upcoming implementation presentations

Goal	Date	Implementation Monitoring Topic
Goals 4 and 5 High school performance and Career and Technical Education	May	MTSS Focus on Climate Programming + Tier 1 Meetings
Guardrail 2 Enriching and Well-Rounded School Experiences	June	NA
Goal 3 Math Performance Grades 3-8	July	Year 2 Communications

Action Item Questions and Answers - •

Title: Responses to Questions on Action Items

Board of Education Meeting Date: 4/21/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
4_21_2022 Action Item Questions/Responses	Supporting Document

The School District of Philadelphia

Board of Education
Action Item Questions and Responses
April 21, 2022

Action Item Questions	Submitted by:	Response
2) Amendment of Contract with Renaissance Learning, Inc. for K-12 Assessments ($0) 1. How will students and families be made aware of the program? 2. Will this program be available to all students or only students who are in need of additional support? 3. Request for additional information including the following: clarification around spend amount and program effectiveness 4. How has the programming been effective? Request for data around program effectiveness and use.	Student Board Representative Rebecca Allen President Wilkerson Board Member Fix-Lopez Board Member McColgan Board Member Thompson	1. Through direct contact from the central office and their schools. 2. We are still determining the implementation plan. Ideally, it will be made available to a targeted group of students in summer school based on performance and academic priorities. 3. Cost will be based on a per pupil rate, ranging from $15 to $24 per student. 4. Right now, schools are able to access a free version but data on usage is not stored and available centrally. We will be able to look at end-of-year data and fall data for students who use it over the

5. How is this programming different from iReady?		summer and see if there is any impact on summer slide. We will also collect student usage and satisfaction feedback. 5. iReady is a personalized learning program that involves an assessment and an assigned learning path, followed by another assessment. Freckle is based on a true adaptive engine (i.e., STAR assessment places students in "learning levels" and adapts in real-time as students demonstrate mastery).
7) Amendment of Contract with Scenario Learning - SafeSchools Training System ($49,414)- Updated 4.8.2022 1. Request for information on the state approved vendor that is being used to support this work 2. Justification for increased funds	Board Member Thompson	1. We are choosing to extend the District's previous selection for another year, as this system effectively achieves the main goal of providing state-mandated training and is already integrated with our existing data systems in the District. 2. We are seeking to extend the contract for an additional year.

8) Contract with Communities in Schools of Philadelphia, Inc. DBA Launch of Philadelphia for HR and Fiscal Management of IT Apprenticeship Program 1. Request for information around the effectiveness of the program 2. Request or information around student outcomes 3. How many students have engaged in this program? How many years has the District been engaged in this work? How are we connecting this work back to Goals & Guardrails?	Vice President Egea-Hinton Board Member Fix-Lopez	1. The Urban Technology Project (UTP) offers a pre-apprenticeship program for high school graduates and an apprenticeship program for high school graduates that have some experience with technology. This program was recognized by the President Obama administration in 2014. Then Secretary of Labor, Tom Perez, came to Philadelphia to use the UTP program as the backdrop for announcing the President's initiative on post High School Apprenticeships, highlighting its success in creating workforce partnerships. UTP is a PA Department of Labor/State registered I.T. Apprenticeship that provides district graduates with hands-on work experience, mentorship and industry certification. Currently, apprentices provide much needed tech support to 46 District schools and support digital literacy in 24 District schools. The effectiveness of the program has been felt across 70+ schools and offices, through chromebook repairs, technology inventory and more.

		2. UTP prepares apprentices for a career in I.T. and members can earn a salary while they learn and provide service. During the multi-year apprenticeship, 90% earn at least one industry certification, 80% double their income after completion and 88% of alumni have successful careers in the tech field. Additionally, UTP is focused on increasing diversity in the tech industry, the current cohort of apprentices represent 7% Asian, 9% White and 84% Black & Hispanic. Apprentices are former students/district graduates. 3. Over 500 district graduates have participated in the program. This is the 20th year this UTP has been in existence. UTP is for district graduates who are eager to pursue a career in I.T. The mission of the program is to provide a clear pathway from school to careers in the technology field. For more information see the UTP presentation or visit our website.
9) Amendment of Contract with Visual Sound for Classroom Interactive Technology and Services	Vice President Egea-Hinton President Wilkerson	1. A Smart Board is an instructional tool that provides a means for teachers to display instructional content, view instructional

1. How are we ensuring that this work aligns with Goals and Guardrails 2. What is the schedule for replacing technology across schools 3. Where in the budget have we allocated the funds for this work? Operating budget? 4. How does this work link back to the IT training program? 5. Should the board be considering ways to update policies related to technology? 6. What procedures do we have in place in the event that technology is not returned?	Board Member Fix-Lopez Board Member Streater	videos and most importantly offers instructional concepts through gamification, graphic organizers, and other interactive learning activities to engage students in the learning of core instructional content. Teacher training is aligned to the instructional standards and expectations of the Goals and Guardrails. During training examples developed are directly from the ELA and Math curriculum documents. We would be happy to provide a demo for the BOE. 2. <u>SMART Boards:</u> All Classrooms are to be equipped with SMART Board by FY24 in cohorts of 450 classrooms in order of highest need schools based on Goals and Guardrails score. <u>Chromebooks:</u> Student Chromebooks are on a 4-year refresh cycle with 25% of Chromebooks being replaced yearly. <u>Employee laptops:</u> Teacher and Administrator laptops were just distributed this year with a plan to refresh them in FY26. 3. ARP

		4. SMART Boards: Visual Sound, our approved partner in this work, has hired 4 of our apprentices to support the repair of this equipment. Visual Sound is also certifying these apprentices as approved to repair and also certifying them to be approved Audio/Visual repair technicians. Student Chromebooks and Employee Laptops: All IT Apprentices are trained in repairing, troubleshooting, and supporting end-users on all district-supported computers. 5. We can provide a listing of technology policies and share which have gone through the BOE policy committee. 6. SMART Boards: Due to the size and weight of SMART Boards, they do not leave the classroom where they are installed. Chromebooks: Student Chromebooks that are not returned are locked and display the District's logo and a message with the addresses of where the device can be returned. Students and families are not charged, but there is an electronic record of each lost/stolen/broken/returned device.

		Employee Laptops: Employee devices that are not returned are locked and the employee is charged the depreciated value of the laptop.
12) Capital Award for Schoolyard Improvements at Louis H. Farrell School ($972,000) 1. How is the equity framework being applied in this type of work? 2. Request for the number of schools that don't have a playground?	Vice President Egea-Hinton Board Member Fix-Lopez Board Member Streater	1. The grant to construct playground spaces was approved by the Board at the Action Meeting on 3/28/19. The grant established the selection criteria for schools prior to the creation of the Districts' equity framework. (See here on p. 4 for more details on selection criteria.) 2. See the attached list for schools without a playground (link).
19) Contract with Children's Crisis Treatment Center 1. How did we authorize the wrong amount of funding?	Vice President Egea-Hinton Board Member Thompson	1. The wrong amount was inadvertently entered into the action item. Once the error was realized, we are now seeking authority to accurately reflect the negotiated cost for the service.
20) Contracts with pre-approved law firms for Title IX, harassment and discrimination investigations	Student Board Representative Armando Ortez	1. For the first time, beginning in August 2020, public schools across the country were required to comply with federal Title

1. Do we know why there has been a rise in the number of cases this school year? 2. Request for the list of pre-approved firms 3. Request for information on MWBE participation for pre-approved firms	President Wilkerson	IX regulations initiated during the Trump administration. Our initial experience with third-party required investigations was during COVID-19 isolation when few investigations were initiated. With the return to in-person instruction we are now establishing an annual baseline for Title IX investigations and expenditures. In short, the number of cases are more than what we experienced during student and staff isolation and, after this year, we will have more data to determine if the numbers of cases are the trend we experience in future years. 2. Please click HERE for a list of the pre-approved firms. 3. Please refer to the list of pre-approved firms provided above which denotes MWBE participation.
22) Acceptance of Services from and Memorandum of Understanding (MOU) with Albert Einstein Medical Center - Pre-K Nutrition Education Program 1. Are we paying for these services or is this an in-kind donation?	President Wilkerson	1. The hospital receives a yearly grant and provides free services to our pre-K programs.

23) **Memorandum of Understanding with National Math + Science Initiative - STEM Education ($250,000)** 1. Is this a pilot program? 2. How are we working to ensure that teachers who participate in this training don't leave the district following completion of the training? Have we asked teachers to commit to staying in the District for any period of time?	Board Member Thompson	1. The service is a donation from a grantor. Upon data collection and evidence of effectiveness, the District may include additional high schools in the service. If the service does not yield results evident in student outcomes and teachers' practice and perceptions, we will not continue with the service. 2. We have not asked for a commitment of teachers; this service is like other college prep services that we provide to teachers to support students. Part of our evidence of effectiveness is to determine if teachers remain in the same building, teaching the same courses.
27) **Contract with Various Vendors - Alternative Education Programs ($222,690,000)** 1. Request for additional information around the effectiveness of the vendors	President Wilkerson Board Member Thompson Board Member Fix-Lopez Vice President Egea-Hinton	1. Since the launch of Project U-Turn in 2006, there have been several studies conducted by independent researchers on behalf of the Philadelphia Youth Network's Project U-Turn and the national intermediary Jobs for the Future. The most recent was published by Research For Action in 2013. See below for link and summary.

2. How do these vendors support school programming in a way that the District can't? 3. Request for the annual evaluation of each vendor 4. What is the mission of these schools? 5. Request for data student outcomes data for students who have attended these schools 6. Have many students are currently enrolled in each of these schools (please included school by school breakdown)		*Philadelphia's Accelerated High Schools: An Analysis of Strategies and Outcomes Final Report* by Norton, M., Gold, E. & Peralta, R. (2013). Summary: When students stay enrolled in accelerated schools for 12 months, their short- and long-term academic performance is significantly better than that of similar students who stay in neighborhood high schools. This report analyzed student outcomes based on credit accumulation, retention, and graduation rates. Additionally, each contracted program in the Opportunity Network receives an annual operational and instructional evaluation as well as an Alternative Education Progress Report (AEPR). Available evaluation reports can be found here (link).

		2. These vendors provide smaller, personalized learning environments with a 22:1 maximum teacher to student ratio in core content classes and intensive social-emotional support for students with at most a 1:100 counseling staff to student ratio. Counseling staff in the programs include certified school counselors, licensed social workers, behavior therapists and psychologists. These positions provide individual and group counseling and conduct home visits to uncover barriers to student attendance and academic success. These vendors also offer academic models not available in traditional District schools, including acceleration, continuation, adult diploma, year-round enrollment options and blended learning. Schedules are reflective of adolescent development needs and responsive to the schedule demands of opportunity youth.

		These vendors offer overage and under-credited students (defined as two or more years behind their age-appropriate grade) with developmentally appropriate school environments. For example, an 18 year-old in 9th grade would be in class with peers of similar age instead of traditional ninth grade students who are 14 or 15 years old. Additionally, the smaller, personalized learning environment prioritizes relationships leading to a greater sense of belonging and student satisfaction. In SY 2018-19 District-wide survey (pre-pandemic), 62% of Opportunity Network students responded rating Climate 7.9 and Instruction 8.3 overall compared with ratings of 6.4 for Climate and 7.4 for Instruction overall by all District Grade 6-12 students not in Opportunity Network. Programs range from 90 students

		to 400 students, with an average of 185 students per program site. AEDY Transition programs are required by PDE for students who receive disciplinary transfers as a result of serious violations of the Code of Student Conduct - these students may only be educated in a PDE-approved AEDY program. This action item includes funding approval for the District's only two AEDY programs - Camelot Academy and Camelot Academy East. 1. Annually, each contracted program in the Opportunity Network receives both a formal operational and instructional evaluation in addition to the AEPR.The annual evaluations of all vendors can be found on the District's website, here. As with traditional District and charter schools, several evaluation metrics in the AEPR

		were suppressed or suspended in reporting due to the global pandemic for SYs 2019-20 and 2020-21. However, evaluation walkthroughs (formal and informal) did occur during this time to assess programs, provide supports and determine effectiveness.Additionally, all Opportunity Network programs participate in the School District's District Wide Survey. 2. The mission of contracted Opportunity Network programs is to provide high quality academic programming that re-engages and educates out-of-school youth or young adults, students significantly at risk of dropping out, students subject to disciplinary transfer or expulsion, students whose learning was disrupted as a result of the COVID-19 global pandemic, students not making adequate progress in traditional school

		settings, and students returning from adjudicated placements. These programs provide students with educational experiences, social-emotional learning and other supports that prepare them for high school graduation and postsecondary success. 3. Key measures of success for the current contract (for the three year period from SYs 2017-18 to 2019-20) include: - 1,893 high school graduates - students earned a combined total of 3,049 high school credits - 71% three year average Climate Score for the Opportunity Network on the AEPR - 1,829 transferable college credits awarded by the dual enrollment program - 5,926 Philadelphia youth and adults received direct referrals and

counseling from the Opportunity Network's Re-engagement Center to enroll in an Opportunity Network program

4.

Program Name	Program Type	Enrollment as of March 31, 2022
Camelot Academy	AEDY Transition	64
Camelot Academy East	AEDY Transition	79
El Centro de Estudiantes (Big Picture)	Accelerated	173
Excel Academy North	Accelerated	201
Excel Academy South	Accelerated	315

Excel Middle Years Academy	Continuation	42
Gateway to College - Community College of Philadelphia	Dual Enrollment	51
Liguori Academy-Fortis	Accelerated	127
OIC CADI	Accelerated	171
Ombudsman Northwest	Accelerated	61
One Bright Ray - Elmwood	Accelerated	119
One Bright Ray - Fairhill	Accelerated	279
One Bright Ray - Mansion	Accelerated	137
One Bright Ray - Mansion	Adult Diploma	150

Evening		
One Bright Ray - Simpson	Accelerated	313
YESPhilly	Accelerated	114
Grand Total		**2396**

Action Item - 1.

Title: Contracts with Various Vendors - Design Services (FY23 $100,000) - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
P'unk Ave
Vanguard Direct, Inc.
Public Consulting Group

Purpose:
To provide graphic design services that support communication and implementation of the identified strategies and actions to accelerate student achievement toward the goals and guardrails

Start date: 7/1/2022

End date: 6/30/2023

Compensation not to exceed: $100,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $100,000 annually.

Location:
Administrative Office(s)

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: $100,000 annually and in total for all qualified firms

Description:
As part of their vision for public education in Philadelphia, the Board of Education adopted five academic goals and four guardrails or non-negotiable conditions that must exist in each school. The School District of Philadelphia leadership team subsequently identified and invested in a series of strategies and actions to accelerate student achievement toward achieving the goals and guardrails. To support implementation, the three design services and strategic communications firms have been qualified to be engaged as needed to conceptualize and create engaging graphic design materials, infographics, and web-based design elements that can be used across central and school level communications to bring brand coherence to this evolving work. The goal is to ensure these complex efforts, investments, and progress to date can be made accessible and well understood across the entire District, including to school level staff, parents, and the broader Philadelphia community.

Funding Source(s):
FY23 Operating

Office Originating Request: Superintendent

Action Item - 2.

Title: Amendment of Contract with Renaissance Learning, Inc. for K-12 Assessments ($0) - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
Renaissance Learning, Inc.

Purpose:
Expand contract scope to include licenses for Freckle, an online platform for skill-based Math and Language Arts lessons linked to Star screener results, in order to support continuity of leaning during the summer months.

Original Start Date: 7/1/2021

Current End Date: 6/30/2024

Currently Authorized Compensation: $5,750,000

Additional Compensation:

Total New Compensation:

Location:
All Schools

Renewal Options: No

Description:
To facilitate continuity of learning over the summer, the District needs an online tool for students to practice Math and Language Arts skills at their own level. This tool should be tied directly to their screener results. Additionally, students and parents/guardians need to be empowered with more information on student performance and progress. The Freckle platform addresses all of these needs. This tool integrates with the Star screening assessments we are already giving, so

when students go into Freckle, the system will start them at their current level instead of having students take a new diagnostic test. The tool will be made available as part of formal summer programming, as well as for self-directed ELA and Math practice.

This contract amendment supports Goals 1-5 because it directly supports students in developing Math and Reading skills.

Related resolution(s)/approval(s):
May 27, 2021; No. 19

Office Originating Request: Evaluation, Research and Accountability

Action Item - 3.

Title: Approval of Personnel Hires - Updated 4.14.2022

Board of Education Meeting Date: 4/21/2022

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 March 31, 2021 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	Type
4_21_2022 Personnel Hires	Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **March 31, 2022** 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

ADEFUMI, OLANIYAN	TEACHER,FULL TIME	BLANKENBURG, RUDOLPH SCHOOL	$50,541.00 ANNUAL SALARY
ALSTON-DUPREE, DESTINEY N	SPECIAL EDUCATION ASSISTANT	ROXBOROUGH HIGH SCHOOL	$22,073.00 ANNUAL SALARY
ALUGBHE, EUPHEMIA	SPECIAL EDUCATION ASSISTANT	LINCOLN, ABRAHAM HIGH SCHOOL	$22,073.00 ANNUAL SALARY
ANDREWS, SHALEAH TANAYA	TEACHER,SPEC EDUCATION	FITZPATRICK, A.L. SCHOOL	$11,169.50 ANNUAL SALARY
ANEKWE, TOBENNA	TEACHER,FULL TIME	DEBURGOS, J. ELEMENTARY	$48,489.00 ANNUAL SALARY
ANN, KATHERINE	OCCUP THERAPIST	MUNOZ-MARIN, HON LUIS SCHOOL	$64,625.00 ANNUAL SALARY
AYALA, OLINDA	TEACHER,FULL TIME	SOUTHWARK SCHOOL	$48,489.00 ANNUAL SALARY
BAGNALL, MIA YUAN	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	$48,489.00 ANNUAL SALARY
BAKSH, BIBI S	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	$22,073.00 ANNUAL SALARY
BARNES, HOPE	TRAINING SPECIALIST	CHIEF EXECUTIVE OFFICE	$92,606.00 ANNUAL SALARY
BEARD, KEVIN	SPECIAL EDUCATION ASSISTANT	LINCOLN, ABRAHAM HIGH SCHOOL	$22,073.00 ANNUAL SALARY
BENFIELD, JASON D.	TRAINING SPECIALIST	CHIEF EXECUTIVE OFFICE	$82,834.00 ANNUAL SALARY
BONOVOLONTA, SOPHIA	TEACHER,FULL TIME	POWEL, SAMUEL SCHOOL	$48,489.00 ANNUAL SALARY
BOROS, ANIKO	TEACHER,SPEC EDUCATION	STANTON, EDWIN M. SCHOOL	$85,517.00 ANNUAL SALARY
BOYDEN, REBECCA	TEACHER,FULL TIME	SOUTHWARK SCHOOL	$49,917.00 ANNUAL SALARY
BOZEMAN, SYDNEY	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	$48,489.00 ANNUAL SALARY
BRENES, TYLER	TEACHER,FULL TIME	VAUX BIG PICTURE HIGH SCHOOL	$48,489.00 ANNUAL SALARY

CANLAS, FAJARDO E	TEACHER,FULL TIME	SOUTHWARK SCHOOL	$69,614.00 ANNUAL SALARY
CARTER, MICHAEL	TEACHER,FULL TIME	RHOADS, JAMES SCHOOL	$48,489.00 ANNUAL SALARY
CLARK, STACINA	DIR,PREVENTION & INTERVENTION	PREVENTION & INTERVENTION	$96,500.00 ANNUAL SALARY
CLARK-DUFFORD, AMBER	TEACHER,SPEC EDUCATION	PENROSE SCHOOL	$61,773.00 ANNUAL SALARY
COLLINS, CHRISTINE	FOOD SVCS WORKER II	EDISON, THOMAS A. HIGH SCHOOL	$19,837.12 ANNUAL SALARY
COLON, THALIA JOELYS	ATTENDANCE COACH	ATTENDANCE & TRUANCY OFFICE	$50,000.00 ANNUAL SALARY
CONNORS, LEIA	SECRETARY I	ELLWOOD SCHOOL	$24,778.00 ANNUAL SALARY
COPELAND, ANTHONY	TEACHER,SPEC EDUCATION	ZIEGLER, WILLIAM H. SCHOOL	$49,381.00 ANNUAL SALARY
CUTHBERT, DAVID R	SPECIAL EDUCATION ASSISTANT	DOBBINS, MURRELL HIGH SCHOOL	$22,073.00 ANNUAL SALARY
DE LA CRUZ, EMILOUR M	SPECIAL EDUCATION ASSISTANT	WASHINGTON, GEORGE HIGH SCHOOL	$22,073.00 ANNUAL SALARY
DELCOLOMBO, LISA ANN	SECRETARY I	MAYFAIR SCHOOL	$24,778.00 ANNUAL SALARY
DOBECK, KELLY L	TEACHER,FULL TIME	CENTRAL HIGH SCHOOL	$54,640.00 ANNUAL SALARY
DOBNEY, LENIESHA G	EXT ACTVTS,NON-CONTRACT EMP-HR	RESEARCH & EVALUATION	$14.25 HOURLY RATE
DUMMY RECORD, ASH BAILEY	SPECIAL EDUCATION ASSISTANT	SOUTH PHILADELPHIA HIGH SCHOOL	$22,073.00 ANNUAL SALARY
ELLIS, EBONY Y	GENERAL CLEANER, 8 HOURS	PASSYUNK GARAGE	$31,049.00 ANNUAL SALARY
FARRELL, JAMES PATRICK	INVESTIGATIVE ANALYST	OFFICE OF INSPECTOR GENERAL	$61,000.00 ANNUAL SALARY
FERNANDEZ, NONI	TEACHER,FULL TIME	ELKIN, LEWIS SCHOOL	$48,489.00 ANNUAL SALARY
FREDERICK, ANASTASIA	OPERATIONS TRAINEE	RECRUITMENT & STAFFING	$47,648.00 ANNUAL SALARY
GAILEY, JULIANNA	TEACHER,FULL TIME	COOK-WISSAHICKON SCHOOL	$48,489.00 ANNUAL SALARY
GAMBREL, MARK ANTHONY	DATA ANALYST	FAMILY & COMMUNITY ENGAGEMENT	$53,834.00 ANNUAL SALARY
GOODSON, TIFFANY	OPERATIONS TRAINEE	RECRUITMENT & STAFFING	$54,062.00 ANNUAL SALARY
GRIERSON, DEBBIE MORICIA	TEACHER,FULL TIME	WAGNER, GEN. LOUIS MIDDLE SCH.	$70,949.00 ANNUAL SALARY
HARRIS, HANNAH OLIVETTE	OCCUP THERAPIST	MOORE, J. HAMPTON SCHOOL	$56,959.00 ANNUAL SALARY

HARRISON, SHAQUILLE R.	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	$67,725.00 ANNUAL SALARY
IRWIN, SANFORD	TEACHER,SPEC EDUCATION	ACADEMY AT PALUMBO	$85,460.00 ANNUAL SALARY
JOHNSON, LATAE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	$48,489.00 ANNUAL SALARY
JONES, ROSHONDA C	SPECIAL EDUCATION ASSISTANT	HOUSTON, HENRY H. SCHOOL	$22,073.00 ANNUAL SALARY
KORITARI, DENIS	SPECIAL EDUCATION ASSISTANT	SPRUANCE, GILBERT SCHOOL	$22,073.00 ANNUAL SALARY
KOSKEY, EMILY JEAN	TEACHER,FULL TIME	CREATIVE AND PERFORMING ARTS	$50,541.00 ANNUAL SALARY
LAVENDER, JACQUELINE M	SPECIAL EDUCATION ASSISTANT	STEARNE, ALLEN M. SCHOOL	$22,073.00 ANNUAL SALARY
LEVEILLEE, DEVA	TEACHER,FULL TIME	AMY 5 AT JAMES MARTIN	$81,206.00 ANNUAL SALARY
LOPER, LEONARD	FOOD SVCS FIELD OPS SUPV	FOOD SERVICES ADMIN & SUPPORT	$61,715.00 ANNUAL SALARY
LUTZ, HEATHER	TEACHER,SPEC EDUCATION	BACHE-MARTIN SCHOOL	$49,381.00 ANNUAL SALARY
MANSARAY, MONTENAE A	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	$22,073.00 ANNUAL SALARY
MAURIELLO, BROOKE A	EXT ACTVTS,NON-CONTRACT EMP-HR	RESEARCH & EVALUATION	$14.25 HOURLY RATE
MCLAUGHLIN, LESLIE	TEACHER,FULL TIME	MCCLOSKEY, JOHN F. SCHOOL	$69,614.00 ANNUAL SALARY
MILLER, ERICA R	BEHAVIORAL HEALTH COUNSELOR	FRANKFORD HIGH SCHOOL	$66,671.00 ANNUAL SALARY
MITCHELL, CHARLES	TEACHER,FULL TIME	BLAINE, JAMES G. SCHOOL	$69,744.00 ANNUAL SALARY
MOJICA, ANDREW	TEACHER,FULL TIME	SOUTHWARK SCHOOL	$48,489.00 ANNUAL SALARY
NELSON, KEITH ANTONIO	PREVENTION & INTERVENTION LIAI	PREVENTION & INTERVENTION	$65,343.00 ANNUAL SALARY
ONYEJEKWE, EBELE	TEACHER,SPEC EDUCATION	DEBURGOS, J. ELEMENTARY	$50,808.00 ANNUAL SALARY
ORTIZ, APRIL	SUPPORTIVE SERVICES ASST, 4 HR	ACADEMY AT PALUMBO	$13,080.00 ANNUAL SALARY
PACHECO, TYLENE M	SPECIAL EDUCATION ASSISTANT	HIGH SCHOOL OF THE FUTURE	$22,073.00 ANNUAL SALARY
POWELL, CEDRICK	TEACHER,FULL TIME	BLAINE, JAMES G. SCHOOL	$48,489.00 ANNUAL SALARY
PRINGLE, KERRIANN L	LIAISON, STUDENT REENTRY&TRANS	PHILA JUV JUSTICE SVCS CTR	$67,078.00 ANNUAL SALARY
PROHASKA, FRANK J	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	$48,489.00 ANNUAL SALARY
PYUN, SUZANNE	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	$48,489.00 ANNUAL SALARY

RAMOS, MELISSA	TEACHER,SPEC EDUCATION	SHERIDAN, PHILIP H. SCHOOL	$78,559.00	ANNUAL SALARY
RAVENELL, KAMIA	QUALITY ASSURANCE SPECIALIST	PAYROLL	$55,000.00	ANNUAL SALARY
RAY, KHADIRA JUANITA	OPERATIONS TRAINEE	RECRUITMENT & STAFFING	$50,100.00	ANNUAL SALARY
REEL, AYANA	SPECIAL EDUCATION ASSISTANT	PRINCE HALL SCHOOL	$33,006.00	ANNUAL SALARY
ROBINSON, HANNAH	TEACHER,FULL TIME	PENROSE SCHOOL	$48,489.00	ANNUAL SALARY
ROME, KERRI E	SCHOOL NURSE	MC MICHAEL, MORTON SCHOOL	$85,079.00	ANNUAL SALARY
ROSADO, FRANCISCO	SUPPORTIVE SERVICES ASST, 4 HR	COMEGYS, BENJAMIN B. SCHOOL	$13,080.00	ANNUAL SALARY
ROSEN, ANGIE	COORD,TELECOMMUNICATIONS OPS	TECHNOLOGY SERVICES	$77,500.00	ANNUAL SALARY
SHAW, CIERRA M	SPECIAL EDUCATION ASSISTANT	MCDANIEL, DELAPLAINE SCHOOL	$22,073.00	ANNUAL SALARY
SHIVERY, ANDREW	BUSINESS ANALYST	INFORMATION SYSTEMS	$85,000.00	ANNUAL SALARY
SIMPKINS, JACQUELINE	SPECIAL EDUCATION ADVISOR	OFFICE OF SPECIALIZED SERVICES	$90,713.00	ANNUAL SALARY
SOKOLIC, MATTHEW	TEACHER,SPEC EDUCATION	BARRY, JOHN ELEMENTARY SCHOOL	$49,381.00	ANNUAL SALARY
SPEAKS, NIMROD	TEACHER,FULL TIME	SOUTHWARK SCHOOL	$63,640.00	ANNUAL SALARY
STRULOEFF, KATRINA L	EXT ACTVTS,NON-CONTRACT EMP-HR	RESEARCH & EVALUATION	$17.00	HOURLY RATE
SUTTON, ANDREA	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	$70,949.00	ANNUAL SALARY
VARGAS, LIZ	SECRETARY I	KENSINGTON HEALTH SCIENCES	$24,778.00	ANNUAL SALARY
VILLANUEVA, RYAN CALVIN	TRAINING SPECIALIST	CHIEF EXECUTIVE OFFICE	$85,340.00	ANNUAL SALARY
VIRGILLO, MITCHEL	TEACHER,FULL TIME	HILL-FREEDMAN WORLD ACADEMY	$66,671.00	ANNUAL SALARY
WADE, SHARON	TEACHER ASST,PKHS	BARRY, JOHN HEAD START	$22,073.00	ANNUAL SALARY
WARNKE, ALLYSON MARIE	SPECIAL EDUCATION ASSISTANT	PENN TREATY HIGH SCHOOL	$22,073.00	ANNUAL SALARY
WHITE, CRYSTINA	SECRETARY I	DOBBINS, MURRELL HIGH SCHOOL	$24,778.00	ANNUAL SALARY
WHITE, JOHN	SECRETARY I	HARRINGTON, AVERY D. SCHOOL	$24,778.00	ANNUAL SALARY
WHITE-SPELLER, CORI	SUP TEAM EDUC PAR FAMILY PEER	STEARNE, ALLEN M. SCHOOL	$31,000.00	ANNUAL SALARY
WILLIAMS, AZIZA	SPECIAL PROJECTS ASSISTANT I	CURRICULUM AND INSTRUCTION	$46,085.00	ANNUAL SALARY

WILLIAMS- TUCKER, FAHTIMA CEONNI	SPECIAL EDUCATION ASSISTANT	GREENFIELD, ALBERT M. SCHOOL	$22,073.00 ANNUAL SALARY
WILLIS, NATALIE	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	$48,489.00 ANNUAL SALARY
WRIGHT, ELIZABETH JEANE	TEACHER,SPEC EDUCATION	FITZPATRICK, A.L. SCHOOL	$85,460.00 ANNUAL SALARY
YODER, HEATHER L	TEACHER,FULL TIME	MOORE, J. HAMPTON SCHOOL	$69,614.00 ANNUAL SALARY
YOUNG, JORDAN	TEACHER,FULL TIME	KENDERTON ELEMENTARY	$48,489.00 ANNUAL SALARY
ZACCARIO, JAMES	OPERATIONS TRAINEE	GRANTS COMPLIANCE	$56,000.00 ANNUAL SALARY

Action Item - 4.

Title: Approval of Retirements and Resignations - Updated 4.21.2022

Board of Education Meeting Date: 4/21/2022

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective April 21, 2022.

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on April 21, 2022.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
4_21_2022 Retirements and Resignations	Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective April 21, 2022

ID Number	Name	Location	Position	Effective Date	Reason	
85971	Acosta Pizarro, Carlos	Hunter, William H. School	Student Climate Staff,6 Hours	04/22/2022	Resignation	
83445	Adegbola, Bukun	Juniata Park Academy	Student Climate Staff,4 Hours	06/15/2022	Retirement	
91824	Akintaju, Taiwo	Hartranft, John F. School	Supportive Services Asst, 3 Hr	03/21/2022	Resignation	
35057	Ali, Amjad	Motivation High School	Teacher,Full Time	06/15/2022	Retirement	
79842	Allen, Clifton	Wagner, Gen. Louis Middle Sch.	Food Svcs Utility Worker	04/01/2022	Resignation	
57673	Alsbrooks, Saeeda	Duckrey Head Start	Early Child Food Sv Wk 4.5Hrs	02/08/2022	Resignation	
95352	Alugbhe, Euphemia	Lincoln, Abraham High School	Special Education Assistant	04/01/2022	Resignation	
8303	Attaway, Vernita	Widener Memorial School	Bus Attendant,Six Hours	06/15/2022	Retirement	
73673	Auletto, Donna	Strawberry Mansion High School	Teacher,Spec Education	05/13/2022	Resignation	
85337	Ballard, Karita	Rowen, William School	General Cleaner, 8 Hours	05/06/2022	Resignation	
64482	Barmont, Asekia	Science Ldshp Academy @ Beeber	School Nurse	06/15/2022	Resignation	
86861	Barnes, Patrice	Blaine, James G. School	Student Climate Staff,4 Hours	04/28/2022	Resignation	

48102	Baylor, Henrietta	Overbrook Educational Center	General Cleaner, 8 Hours	04/29/2022	Retirement	
94759	Benayad, Zahra	Jackson Head Start	Teacher Assistant	03/18/2022	Resignation	
27262	Bilto, Riel	Hamilton, Andrew School	Teacher,Full Time	06/15/2022	Resignation	
87663	Bjerring, Patricia	Mckinley, William School	Teacher,Full Time	04/07/2022	Resignation	
8696	Blanchard, Cynthia	Mitchell Elementary School	Student Climate Staff,3 Hours	02/15/2022	Retirement	
47169	Blumenthal, Christine	Mifflin, Thomas School	Teacher,Full Time	05/16/2022	Resignation	
58759	Boddy, Miriam	Pennypacker, Samuel School	Bus Attendant,Six Hours	01/03/2022	Resignation	
84473	Bokunewicz, Julia	Houston, Henry H. School	Teacher,Full Time	6/15/2022	Resignation	
73373	Bonilla, Frankie	Northeast High School	Asst Principal	06/22/2022	Resignation	
86334	Brewington, Julius	Anderson, Add B. School	Teacher,Full Time	06/15/2022	Resignation	
69603	Broady, Nicole	Cooke, Jay Elementary School	Special Education Assistant	04/04/2022	Resignation	
35908	Brown, William	Office Of School Safety	School Safety Officer, 8Hrs	07/01/2022	Retirement	
77960	Bullock, Lynell	Morris, Robert School	General Cleaner, 8 Hours	04/22/2022	Resignation	
95452	Campbell, Zion	Frankford High School	Bus Attendant	04/01/2022	Resignation	
24647	Cardwell, La Teati	Roxborough High School	Special Education Assistant	06/15/2022	Retirement	
19636	Chandler, Gregory	Mcdaniel, Delaplaine School	Teacher,Full Time	06/15/2022	Retirement	
89500	Chavez, Sarah	Penn Alexander School	Teacher,Full Time	05/25/2022	Resignation	

92923	Clark, Lois	Fell, D. Newlin School	Student Climate Staff,6 Hours	03/25/2022	Resignation	
91785	Clemens, Aimee	Motivation High School	Student Climate Staff,6 Hours	04/06/2022	Resignation	
87887	Copeland, Camden	The Workshop School	Teacher,Full Time	6/15/2022	Resignation	
90394	Cox-Pretti, Amber	Blaine, James G. School	Teacher,Full Time	06/15/2022	Resignation	
84469	Crossen, Patricia	Fels, Samuel High School	Special Education Assistant	02/23/2022	Resignation	
80935	Cruz, Margaret	Disston, Hamilton School	Special Education Assistant	04/07/2022	Resignation	
88199	Davila, Corey	Kensington Capa	Teacher,Full Time	04/08/2022	Resignation	
69145	Davis, Alberta	Jackson, Andrew School	Student Climate Staff,3 Hours	04/27/2022	Resignation	
82535	Dean, Kailey	Finletter, thomas K. School	Special Education Assistant	04/01/2022	Resignation	
26543	Dean, Sherry	Catharine, Joseph W. School	Food Svcs Worker Senior	12/20/2022	Retirement	
85140	Derbesy, Thomas	Roxborough High School	Teacher,Full Time	05/24/2022	Resignation	
86811	Deshields, Jacquelene	Comegys, Benjamin B. School	Teacher,Full Time	03/18/2022	Resignation	
87886	Dittman, Kelly	Science Ldshp Academy @ Beeber	Teacher,Spec Education	06/15/2022	Resignation	
92962	Douglas, Chelsea	Fels, Samuel High School	Teacher,Full Time	03/25/2022	Resignation	
58026	Dowling, Megan	Sheridan, Philip H. School	Teacher,Full Time	06/15/2022	Resignation	
93270	Drenttel, Fiona	Patterson, John M. School	Secretary I	06/15/2022	Resignation	
1593	Duffey Bernt, Eileen	Academy At Palumbo	School Nurse	07/29/2022	Retirement	
46389	Dukes, Mila	Shallcross Garage	Custodial Assistant	05/02/2022	Resignation	

94890	Dupriest, Dennis	Broad Street Garage	Bus Chau Trainee,Part-Time	03/29/2022	Resignation	
84552	Earp, Romona	Carnell, Laura H. School	Custodial Assistant	03/30/2022	Resignation	
89056	Echols, Ruby	Deburgos, J. Elementary	Special Education Assistant	03/24/2022	Resignation	
17957	Edmonds, Larry	Bache-Martin School	Custodial Assistant	06/03/2022	Retirement	
95275	Edwards, Marlene	Kelly, John B. School	Student Climate Staff,5 Hours	02/28/2022	Resignation	
62091	Ellis, Peter	High School Of The Future	Teacher,Full Time	06/15/2022	Retirement	
77517	Elnicki-Varela, Theresa	Key, Francis Scott School	Special Education Assistant	04/11/2022	Retirement	
3688	Feldscher, Cheryl	Kearny, Gen. Philip School	Teacher,Full Time	10/11/2022	Retirement	
72848	Fields, Iyeisha	Hunter, William H. School	Bus Attendant	04/22/2022	Resignation	
87277	Flanagan, James	Wright, Richard R. School	Teacher,Full Time	06/15/2022	Resignation	
93993	Frost, John	Finletter, Thomas K. School	Teacher,Full Time	06/15/2022	Resignation	
92460	Fry, Celeste	Finletter, Thomas K. School	Supportive Services Asst, 4 Hr	04/18/2022	Resignation	
79466	Galli, Elana	Sheppard, Isaac A. School	Principal	06/17/2022	Resignation	
90126	Garcia, Silvia	Munoz-Marin, Hon Luis School	Student Climate Staff,6 Hours	04/01/2022	Resignation	
83631	Garofolo, Amanda	Hancock Demonstration School	Special Education Assistant	03/14/2022	Resignation	
61416	Gaudiello, Daniel	Phila Learning Academy-South	Teacher,Full Time	03/16/2022	Resignation	
2007	German, Christopher	Girls, Phila High School For	Teacher,Full Time	04/13/2022	Retirement	

95191	Gibbs, Brian	Gompers, Samuel School	General Cleaner, 8 Hours	03/01/2022	Resignation	
56421	Gleason, Colleen	Baldi Middle School	Teacher,Spec Education	6/15/2022	Resignation	
74032	Gove, Michelle	Northeast High School	Teacher,Full Time	06/15/2022	Resignation	
95490	Granger, Markera	Broad Street Garage	Bus Chau Trainee,Part-Time	03/29/2022	Resignation	
94374	Griffin, Shane	Mccloskey, John F. School	Teacher,Full Time	03/18/2022	Resignation	
90781	Haig, Melanie	Mifflin, Thomas School	Teacher,Full Time	06/15/2022	Resignation	
92729	Haines, Dariah	Office Of School Safety	School Safety Officer	03/31/2022	Resignation	
79461	Hall, William	Comegys, Benjamin B. School	General Cleaner, 8 Hours	03/08/2022	Resignation	
19452	Halloran, Nancy	Sheridan, Philip H. School	Special Education Assistant	06/15/2022	Retirement	
95192	Hammond, Kyra	Shallcross Garage	Bus Chauffeur Part Time Prob	04/08/2022	Resignation	
54307	Hancock, Susan	Employee Support Services	Deputy,Employee Support Srvs	11/04/2022	Retirement	
22213	Harper, Georgiann	Fels, Samuel High School	Special Education Assistant	05/06/2022	Retirement	
91494	Headrick, Hailey	Fell, D. Newlin School	Teacher,Full Time	06/15/2022	Resignation	
93558	Heath, Frederica	Juniata Park Academy	Food Svcs Utility Worker	02/18/2022	Resignation	
93553	Hershey, Dillon	Ziegler, William H. School	Teacher Resident	4/8/2022	Resignation	
92976	Hilberts, Elizabeth	Anderson, Add B. School	Teacher,Full Time	06/15/2022	Resignation	
73371	Hite, William	Chief Executive Office	Superintendent Of Schools	06/15/2022	Resignation	

89347	Holden, Elizabeth	Roosevelt Elementary School	Bus Attendant	03/04/2020	Resignation	
86168	Holmes, Drew	Mckinley, William School	Teacher,Full Time	03/17/2022	Resignation	
85441	Hopkins, Ami	Cook-Wissahickon School	Teacher,Full Time	06/15/2022	Resignation	
93846	Hurlock, Shakia	Brown, Joseph H. School	School Psychologist	06/15/2022	Resignation	
92914	Hutton, Alicia	Potter-Thomas School	Teacher,Full Time	06/15/2022	Resignation	
78877	Hylton, Tiffany	Hamilton, Andrew School	Teacher,Full Time	06/15/2022	Resignation	
94627	Jardine, Mikal	Strawberry Mansion High School	Special Education Assistant	03/21/2022	Resignation	
87635	Johnson, Sarine	Lamberton,Robert E. Elementary	Teacher,Full Time	03/18/2022	Resignation	
93700	Justice, Safiyyah	Finletter, Thomas K. School	Special Education Assistant	03/28/2022	Resignation	
94226	Kaplan, Jessica	Family & Student Services	Orientation And Mobility Specl	06/15/2022	Resignation	
68958	Keegan, Andrew	Finletter, Thomas K. School	Teacher,Full Time	03/18/2022	Resignation	
24891	Keller, Faith	Holme, Thomas School	Food Svcs Worker Ii	06/15/2022	Retirement	
82367	Kennedy, Lynn	Loesche, William H. School	Special Education Assistant	04/29/2022	Resignation	
76575	Koritari, Denis	Spruance, Gilbert School	Special Education Assistant	03/28/2022	Resignation	
26224	Laribo, Audrey	Catharine, Joseph W. School	Food Svcs Assistant	06/15/2022	Retirement	
94593	Lawimore, Jamil	Dick, William School	Supportive Services Asst, 4 Hr	03/28/2022	Resignation	
13428	Leslie, Joan	Lingelbach, Anna L. School	Supportive Services Asst, 4 Hr	10/31/2022	Retirement	

93217	Lewis, Morgan	Baldi Middle School	Teacher,Full Time	06/15/2022	Resignation	
14308	Leysath, Sandra	Baldi Middle School	Teacher,Spec Education	07/29/2022	Retirement	
80865	Leysath, Brittanie	Baldi Middle School	Special Education Assistant	04/22/2022	Resignation	
88373	Luppino, Molly	Taylor, Bayard School	Teacher,Spec Education	6/10/2022	Resignation	
17192	Mc Allister, Deborah	South Philadelphia High School	Special Education Assistant	06/15/2022	Retirement	
68010	Mcgill, Bobby	Passyunk Garage	Bus Chauffeur 5.25-7.75 Hrs,Pt	06/15/2022	Retirement	
22211	Mcgill, Carolyn	Furness, Horace High School	Student Climate Staff,4 Hours	06/15/2022	Retirement	
91052	Mcginnis, Beth	Lincoln, Abraham High School	Teacher,Spec Education	06/15/2022	Resignation	
87655	Mcmillian, Shelby	Office Of General Counsel	Contract Facilitator	03/22/2022	Resignation	
35898	Merriweather, Royce	Office Of School Safety	School Safety Officer	06/15/2022	Retirement	
56354	Metz, G.	Franklin, Benjamin High School	Teacher,Full Time	06/15/2022	Retirement	
8197	Misina, Patricia	Mayfair School	Student Climate Staff,5 Hours	06/15/2022	Retirement	
8365	Mitchell, Ernest	Kearny, Gen. Philip School	General Cleaner, 8 Hours	06/30/2022	Retirement	
94143	Moore, Michaela	King, Martin Luther High Sch.	Food Svcs Worker Iii	03/01/2022	Resignation	
80350	Mosher, Katherine	Evaluation, Research & Acct.	Senior Project Manager	04/22/2022	Resignation	
88607	Muhammad, Maryam	Lea, Henry C.	Teacher,Full Time	03/30/2022	Resignation	
75725	Mullen, Leah	Lowell, James R. School	Teacher,Spec Education	06/15/2022	Resignation	
85696	Murrell, Unity	Finletter, Thomas K. School	Special Education Assistant	03/25/2022	Resignation	

82060	Nally, Alexandra	Kirkbride, Eliza B. School	Teacher,Spec Education	04/19/2022	Resignation	
16471	Nelson, Renee	Mcdaniel, Delaplaine School	Bus Attendant,Six Hours	05/31/2022	Retirement	
94888	Ney, Nicole	Adaire, Alexander School	Student Climate Staff,3 Hours	04/08/2022	Resignation	
60931	Nutini, Michelle	Office Of Specialized Services	Coord,Specialized Svcs	06/01/2022	Resignation	
71647	Nuxoll, Lisa	Taggart, John H. School	Teacher,Full Time	06/15/2022	Retirement	
46717	Odonnell, Cynthia	Comly, Watson School	Teacher,Full Time	06/15/2022	Retirement	
90062	Palko, Cheri	Disston, Hamilton School	Special Education Assistant	04/08/2022	Resignation	
87664	Palmer, C'Essence	Facilities Mgmt. & Services	Ext Actvts,Non-Contract Emp-Hr	01/03/2022	Resignation	
83441	Palmer, Kayla	Kensington Health Sciences	Student Climate Staff,6 Hours	3/28/2022	Resignation	
23	Palumbo, Harry	Franklin, Benjamin High School	Teacher,Full Time	06/15/2022	Retirement	
8394	Pasley, Linda	Meredith, William M. School	Special Education Assistant	04/01/2022	Resignation	
88243	Paul, Gladimir	Feltonville Arts & Sciences	Teacher,Full Time	06/15/2022	Resignation	
8325	Payne, Stacey	Forrest, Edwin School	Teacher,Full Time	04/12/2022	Retirement	
93509	Pizzo, Anthony	Grants Fiscal Services	Financial Management Trainee	02/28/2022	Resignation	
90826	Qeisi, Ali	Mayfair School	Student Climate Staff,6 Hours	04/04/2022	Resignation	
87332	Queen, Shaunda	Office Of General Counsel	Paralegal Ii	03/25/2022	Resignation	
52503	Rainier, Joyce	Farrell, Louis H. School	Food Svcs Assistant	06/15/2022	Retirement	

90388	Ramacciotti, Cristina	Finletter, Thomas K. School	Teacher,Full Time	04/08/2022	Resignation	
76294	Ramirez, Claryne	Lawton, Henry W. School	Special Education Assistant	04/21/2022	Resignation	
77661	Reedy, Nikisha	Harding, Warren G. Middle Sch	General Cleaner, 8 Hours	03/17/2022	Resignation	
14722	Rhodes, Carol	Northeast High School	Asst Principal	02/04/2022	Retirement	
84339	Rivera, Tania	Munoz-Marin, Hon Luis School	Teacher,Full Time	06/15/2022	Resignation	
87263	Rivera, Natalie	Munoz-Marin, Hon Luis School	Teacher,Spec Education	04/08/2022	Resignation	
94920	Rivera-Suarez, Vianca	Finletter, Thomas K. School	Student Climate Staff,6 Hours	04/08/2022	Resignation	
27505	Rodriguez, Maria	Sheridan, Philip H. School	Secretary I	05/13/2022	Retirement	
94504	Rojas, Hector	Finletter, Thomas K. School	Student Climate Staff,4 Hours	04/08/2022	Resignation	
90751	Rolseth, Rebecca	Feltonville Intermediate	Teacher,Spec Education	03/25/2022	Resignation	
70587	Romano, Kelsey	Saul, Walter B. High School	Teacher,Spec Education	06/15/2022	Resignation	
12932	Rosetti, William	Transportation Services	Program Manager, Oper&Grt	07/01/2022	Retirement	
66315	Rue, Chanice	Office Of School Safety	School Safety Officer	04/04/2022	Resignation	
88061	Sassi, Robert	Roxborough High School	Teacher,Spec Education	04/18/2022	Resignation	
65243	Sessoms, Michael	Creative And Performing Arts	Food Svcs Assistant	06/15/2022	Retirement	
69080	Shillingford, Gale	Bache-Martin School	Food Svcs Worker Senior	04/22/2022	Resignation	
95055	Simms, Vernal	Office Of School Safety	School Safety Officer	03/04/2022	Resignation	

86621	Singletary, Doris	Washington, G. Bright Futures	Early Child Food Sv Wk 4.5Hrs	06/15/2022	Retirement	
89091	Small, Stephanie	Bethune, Mary Mcleod School	General Cleaner, 8 Hours	03/25/2022	Resignation	
94363	Smith, Renee	Broad Street Garage	Bus Chau Trainee,Part-Time	03/29/2022	Resignation	
83994	Smith, Brittney	West Philadelphia High School	Teacher,Full Time	06/15/2022	Resignation	
63742	Solomon, Jordan	Teaching And Learning	Senior Project Manager	04/08/2022	Resignation	
72281	Soulas, Chris	Cook-Wissahickon School	Building Engineer-Group Iii	04/26/2022	Retirement	
89688	Stewart, Monique	Fels, Samuel High School	Bus Attendant	02/25/2022	Resignation	
40533	Stroman, Tyrone	Broad Street Garage	Bus Chauffeur	04/15/2022	Retirement	
51265	Tith, Randal	Key, Francis Scott School	Supportive Services Asst, 4 Hr	06/15/2022	Retirement	
68160	Todd, Linda	Frankford High School	Student Climate Staff,5 Hours	04/01/2022	Retirement	
50283	Tokley, Octavia	Washington, George High School	Asst Principal	04/08/2022	Resignation	
46003	Torres, Anthony	Juniata Park Academy	Student Climate Staff,6 Hours	03/08/2022	Resignation	
94837	Tresilus, Isaac	Broad Street Garage	Bus Chau Trainee,Part-Time	03/29/2022	Resignation	
94882	Turner, Meghan	Northeast Community Propel Acd	Teacher,Full Time	04/18/2022	Resignation	
86574	Vargas, Miguel	Division Of College Readiness	Prog Coord,Career/College Awar	11/09/2021	Resignation	
84070	Vito, Collin	Creative And Performing Arts	Teacher,Full Time	04/08/2022	Resignation	
80548	Waites, Eric	Roxborough High School	Food Svcs Utility Worker	04/22/2022	Resignation	

64552	Walker, Tamika	Phila Learning Academy-South	Food Svcs Worker Iii	02/28/2022	Resignation	
83471	Wallace, Waldyn	Baldi Middle School	Student Climate Staff,4 Hours	03/25/2022	Resignation	
78326	Warr, Robert	Marshall, Thurgood School	Teacher,Full Time	04/26/2022	Retirement	
81005	Warren, Candace	Mayfair School	Teacher,Full Time	06/15/2022	Resignation	
95628	Watts, Lakeisha	Logan, James School	Special Education Assistant	03/29/2022	Resignation	
91566	Welton, Tierheejah	Kenderton Elementary	Special Education Assistant	04/29/2022	Resignation	
90944	Wenger-Schulman, Annie	Constitution High School	Teacher,Full Time	06/15/2022	Resignation	
80222	Wharton, Kimberly	Webster, John H. School	Food Svcs Worker Iii	06/15/2022	Resignation	
80890	White, Jevon	Office Of School Safety	School Safety Officer	03/25/2022	Resignation	
90069	White, Yamalia	Holme, Thomas School	Special Education Assistant	03/28/2022	Resignation	
71884	Wiley, Gwendolyn	Dunbar, Paul L. School	Special Education Assistant	06/15/2022	Retirement	
87469	Wolfington, Chris	Barry, John Elementary School	Teacher,Full Time	10/22/2021	Resignation	

Action Item - 5.

Title: Approval of Personnel Terminations- Updated 4.21.2022

Board of Education Meeting Date: 4/21/2022

Action under consideration

RESOLVED, by the Board of Education that the employment of the *following individuals* are terminated effective April 21, 2022, as recommended by the Superintendent.

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

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
4_21_2022 Personnel Terminations FINAL	Supporting Document

Item No. 6
4/21/2022

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 April 21, 2022:

Dominque Boddy	Bus Attendant
Marlene Edwards	School Climate Staff
Sam Silverman	TPE – Teacher
Kimberly Girini	Teacher
Diane Tomoney	Student Climate Staff
Nancy Halloran	Special Education Assistant
Korey Grice	Climate Manager

Action Item - 6.

Title: Administration's Recommendation for Termination of Professional Employees (WITHDRAWN)

Board of Education Meeting Date: 4/21/2022

Action under consideration

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

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

and be it

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

Office Originating Request: Talent

Action Item - 7.

Title: Amendment of Contract with Scenario Learning - SafeSchools Training System ($49,414) - Updated 4.8.2022

Board of Education Meeting Date: 4/21/2022

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:
Scenario Learning, LLC

Purpose:
System to provide mandatory online compliance training for employees and volunteers

Original Start Date: 7/1/2018

Current End Date: 6/30/2022

Amended End Date: 6/30/2023

Currently Authorized Compensation: $240,246

Additional Compensation:
$49,414

Total New Compensation: $289,660

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
The District seeks to continue to use the vendor's platform to provide locally, state and federally mandated compliance trainings about a variety of safety, health, security emergency management and other topics. This vendor is one of the few Pennsylvania Department of Education-approved vendors for required Pennsylvania Act 71 and Act 126 trainings. The vendor offers a comprehensive library of ready-to-use online trainings that have been

specifically designed for school and district use. Success will be measured by employees' being able to access and complete coursework required by various agencies and laws and ensuring the District is in compliance.

Related resolution(s)/approval(s):
June 21, 2018; A-2
May 30, 2019; No. 19
March 26, 2020; No. 10
January 28, 2021; No. 10
June 24, 2021; No. 16

Funding Source(s):
FY23 Operating

Office Originating Request: Talent

Action Item - 8.

Title: Contract with Communities in Schools of Philadelphia, Inc. DBA Launch of Philadelphia for HR and Fiscal Management of IT Apprenticeship Program - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
Communities in Schools of Philadelphia, Inc. DBA Launch of Philadelphia

Purpose:
To provide Human Resources and fiscal services for the District's IT Apprenticeship program, the Urban Technology Project

Start date: 7/1/2022

End date: 6/30/2027

Compensation not to exceed: $15,000,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: $3,000,000

Description:
This contract will continue the District's nationally recognized IT Apprenticeship programs, registered with the Pennsylvania Department of Labor and Industry, which include the

Computer Support Specialists (CSS) and Software Development Apprentices (SDA) as well as their precursor, the Digital Service Fellow (DSF) pre-apprenticeship Americorps program. Launch of Philadelphia will continue to provide end-to-end Human Resources and Fiscal management of the program including recruitment, onboarding, and compensation as well as fiscal management of all operational and Grant funds.

The pre-apprentice program, established in 2002, offers recent District high school graduates the opportunity to apprentice for one year within District schools that offer the Digital Literacy and Coding course and a pathway to an Apprenticeship in the District or with an employee partner as a Computer Support Specialist or Software Developer.

Related resolution(s)/approval(s):
April 30, 2020; No. 21
August 20, 2015; A-5

Funding Source(s):
Various

Office Originating Request: Information Technology

Action Item - 9.

Title: Amendment of Contract with Visual Sound for Classroom Interactive Technology and Services - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
Visual Sound, Inc.

Purpose:
Source for the purchase, installation, training and ongoing maintenance of classroom interactive panels and audio-visual systems and related classroom technology, to support hybrid and digital instruction

Original Start Date: 7/1/2017

Current End Date: 7/30/2022

Amended End Date: 7/30/2024

Currently Authorized Compensation: $67,100,000

Additional Compensation:
$16,900,000

Total New Compensation: $84,000,000

Location:
All schools

Renewal Options: No

Description:
As the result of a competitive solicitation conducted in 2017, the School District has standardized certain interactive classroom technology, allowing schools to purchase, upgrade and modernize classroom display panels and software tools, as well as to receive the professional development and support needed to effectively use this technology to integrate with existing lesson plans

and classroom instruction. The Board previously authorized award of a contract for a five-year period, from July 1, 2017 through June 30, 2022. The Request for Proposals leading to that contract provided for two one-year renewals, but that specific authorization was not previously requested. The District is seeking authority to exercise the renewal options with Visual Sound, Inc., along with the additional spending authorization. This approval will allow for the supply and installation of SMARTBoard interactive classroom display panels, audio-visual equipment including, teleconference phones, and wireless audio amplification systems, as well as related software, instructional resources, and technical support for FY23 and FY24. The additional spending authority will also permit the District to complete updating all instructional classrooms in every school with a SMARTBoard, ensure that all teachers receiving these SMARTBoards receive coaching, a dedicated Help Desk to provide tech support for all SMARTBoards, and to provide audio and visual equipment for all school-based graduations hosted at District buildings. This authorization additionally includes all purchases made by the Office of Non-Public Programs, as well as purchases made by the Office of Capital Programs for classroom modernizations, school renovations, and new school construction.

Related resolution(s)/approval(s):
May 18, 2017; A-27
April 25, 2019; No. 21

December 10, 2020; No. 18
June, 24, 2021; No. 24

Funding Source(s):

FY22-23 Operating,
FY23-24 Operation,
Capital,
Categorical,
CARES/ESSER,
Title I

Office Originating Request: Information Technology

Action Item - 10.

Title: Amendment of Contracts with Apple, Inc. and Dell Marketing, LP for the Purchase of Computers ($117,070,800)

Board of Education Meeting Date: 4/21/2022

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:
Apple, Inc.
Dell Marketing, LP

Purpose:
For the purchase of computers, tablets, Chromebooks, management software, Internet filtering, classroom management software, and related services, to maintain the District's 1:1 computer environment for students and staff

Original Start Date: 7/1/2018

Current End Date: 12/31/2022

Amended End Date: 6/30/2023

Currently Authorized Compensation: $97,070,800

Additional Compensation:
All entities will be paid out of the aggregate amount not to exceed $20,000,000, consisting of $14,000,000 already authorized by the Board as an optional extension for FY23 by Action Item No. 43, at its meeting on May 28, 2020, plus an additional $6,000,000 in requested spending authority under this Action Item.

Total New Compensation: $117,070,800

Location:

All Schools

Renewal Options: No

Description:
This contract amendment will extend the spending authorization with the School District's two computer technology suppliers for Apple and Dell-branded computers, laptops, Chromebooks, computer carts, management software, Internet filtering, and classroom management software, and accessories, including services such as etching, asset tagging, configuration, and technical support, to maintain the District's 1:1 technology environment for all students and staff.

The School District conducted a competitive solicitation in 2018, and as a result, selected product lines from both Apple and Dell as the District's standard computer and technology platforms. To maintain the District's 1:1 computing initiative for students inclusive of purchasing new Chromebooks for incoming Kindergartners, this Action Item seeks to request an additional $20,000,000 in spending authority for FY22 and FY23.

The authorized amount that is being requested under this Action Item is a "maximum amount not to exceed" and will only be used as needed and aligned to available funding sources such as federal Covid-19 CARES/ESSER funding. Spending authority will also provide a purchasing vehicle for use by the Office of Non-Public Programs that has an ongoing need to purchase such equipment for non-District schools using managed categorical funds, as well as purchases made by the Office of Capital Programs for classroom modernizations, school renovations, and new school construction.

Related resolution(s)/approval(s):
June 24, 2021; No. 25
April 30, 2020; No. 21
August 20, 2015; A-5
May 28, 2020; No. 43

Funding Source(s):
FY22 Operating, Categorical, Capital
FY23 Operating, Categorical, Capital

Office Originating Request: Information Technology

Action Item - 11.

Title: Capital Awards at Various Locations - TE Construction Services, LLC, McGoldrick Electric, Inc., John J Bee, Inc., CAD Electric, Inc. (WBE), Palman Electric, Inc., Magnum, Inc., Hyde Electric Corporation, Smith Construction, Inc. (WBE), Paramount Electrical Service, LLC (DBE), Robert Michaels and Associates, Five Star, Inc. ($10,620,118)

Board of Education Meeting Date: 4/21/2022

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:
TE Construction Services, LLC
McGoldrick Electric, Inc.
John J Bee, Inc.
CAD Electric, Inc. (WBE)
Palman Electric, Inc.
Magnum, Inc.
Hyde Electric Corporation
The Bedwell Company
Smith Construction, Inc. (WBE)
Paramount Electrical Service, LLC (DBE)
Robert Michaels and Associates
Five Star, Inc.

Purpose:
General, Mechanical, Plumbing, and Electrical Contracts

Start date: 4/22/2022

End date: 10/28/2023

Compensation not to exceed: $10,620,118

Separate Compensation by Vendor:
TE Construction Services, LLC – General Contract – Classroom Improvements at Lawton; $935,000
McGoldrick Electric, Inc. – Electrical Contract - Classroom Improvements at Lawton; $486,988
John J Bee, Inc. – Plumbing Contract - Classroom Improvements at Lawton; $146,750
TE Construction Services, LLC – General Contract - Classroom Improvements at Hopkinson; $905,000
CAD Electric, Inc. (WBE) – Electrical Contract - Classroom Improvements at Hopkinson; $394,425
John J Bee, Inc. – Plumbing Contract - Classroom Improvements at Hopkinson; $249,825

TE Construction Services, LLC - General Contract - Classroom Improvements at Benjamin Franklin; $580,000
Palman Electric, Inc. - Electrical Contract - Classroom Improvements at Benjamin Franklin; $191,525
Magnum, Inc. - General Contract - Classroom Improvements at Martha Washington; $619,000
Hyde Electric Corporation - Electrical Contract - Classroom Improvements at Martha Washington; $219,900
Magnum, Inc. – General Contract - Classroom Improvements at Kelley; $730,000
Hyde Electric Corporation - Electrical Contract - Classroom Improvements at Kelley; $139,900
TE Construction Services, LLC – General Contract - Classroom Improvements at Kearny; $700,100
Palman Electric, Inc – Electrical Contract - Classroom Improvements at Kearny; $219,920
The Bedwell Company – General Contract - Classroom Improvements at Patterson; $1,595,000
Five Star, Inc. – Plumbing Contract - Classroom Improvements at Patterson; $193,800
CAD Electric, Inc. (WBE) – Electrical Contract - Classroom Improvements at Patterson; $275,425
Robert Michaels and Associates – General Contract - Classroom Improvements at McDaniel; $427,770
Palman Electric, Inc – Electrical Contract - Classroom Improvements at McDaniel; $160,290
Smith Construction, Inc. (WBE) – General Contract - Classroom Improvements at Catharine; $888,000
Five Star, Inc. – Plumbing Contract - Classroom Improvements at Catharine; $126,500
Paramount Electrical Service, LLC (DBE) – Electrical Contract - Classroom Improvements at Catharine; $435,000

Location:
Kearny, General Philip School; Kelley, William D. School; Lawton, Henry W. School; Hopkinson, Francis School; Franklin, Benjamin Elementary School; Washington, Martha School; Catharine, Joseph W. School; McDaniel, Delaplaine School; Patterson, John M. School

Renewal Options: No

Description:
The Office of Capital Programs has identified various capital projects at multiple school locations based on the capital budget call and the facilities assessment report. The projects recommended for contract award were identified in the approved FY22 capital budget. The classroom renovations include: paint, replacement of acoustical ceiling tiles, LED lighting, data and electrical receptacles to accommodate new technology and window air conditioners, Interactive Panel Boards, new or refurbished cabinets and cubbies, renovation of bathrooms inside the classroom when applicable, and new or refinished flooring. The projects were publicly advertised and the lowest responsible bidders are recommended for contract award. The District design, construction, and project management teams have developed a site specific construction phasing plan in collaboration with principals and

contractors for the site improvements. This plan ensures adequate time and sufficient swing space has been identified for the safety of students and staff. The work will be monitored daily by an inspector, project manager and construction manager to ensure the contractors meet the established budget and schedule. This work is in support of the Operations Division goal of providing a safe and healthy learning environment for all students.

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

Funding Source(s):
FY 22-23 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 12.

Title: Capital Award for Schoolyard Improvements at Louis H. Farrell School ($972,000)

Board of Education Meeting Date: 4/21/2022

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:
TE Construction Services, LLC.

Purpose:
To construct playground improvements in the schoolyard of The Louis H. Farrell School

Start date: 4/22/2022

End date: 10/28/2022

Compensation not to exceed: $972,000

Location:
Farrell, Louis H. School

Renewal Options: No

Description:
The William Penn Foundation has given a grant to The Fund for The School District of Philadelphia for the purpose of developing three schoolyards at District schools into playful learning landscapes that will support early literacy. The acceptance of the grant in the amount of $2,500,000 was approved by the Board at the March 28, 2019 meeting. The Office of Capital Programs in coordination with The Fund has worked to develop design and construction documents for the three schoolyards (Farrell, Pennell, and Hunter Elementary Schools) identified by the grant. The Louis Farrell Elementary School is the first of the three schools to reach design completion. The project includes asphalt pavement repair/replacement, installation of new play structures with concrete footings and rubber safety surface, new planting beds with trees and shrubs installed, and installation of new site furnishings including benches, bike racks, and trash receptacles.

The District design, construction, and project management teams have developed a site specific construction phasing plan in collaboration with the principal and contractor for the site improvements. The plan provides for adequate time and has been identified for the safety of students and staff. The work will be monitored daily by an inspector, project manager, and construction manager to monitor that the contractors meet the established budget and

schedule. This work is in support of the Operations Division goal of providing a safe and healthy environment for all students.

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

Related resolution(s)/approval(s):
March 28, 2019; No. 20

Funding Source(s):
Capital Budget 22 -23
Great Learning Grant

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 13.

Title: Change Orders With Various Vendors ($379,565)

Board of Education Meeting Date: 4/21/2022

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 amendments of contracts to account for change order modifications to on-going construction projects at various locations, as follows:

With:

Ernest Bock & Sons, Inc.
McGoldrick Electric Inc.
Dolan Mechanical, Inc.
Smith Construction, Inc.
Mulhern Electric Company, Inc.
Murphy Quigley Company, Inc.
TE Construction Services, LLC
Allstates Mechanical, Ltd.
BSI Construction, LLC
Eagle I Electric, Inc.
Edward J. Meloney, Inc.
John J. Bee Mechanical Contractor, Inc.
Hyde Electric Corporation
The Bedwell Company
C.A.D. Electric, Inc.

Purpose:

To pay additional amounts necessitated by change orders for ongoing construction projects

Start Date: 4/22/22

End Date: Through completion dates for previously approved contracts

Compensation not to exceed: $379,565

Separate Compensation by Vendor and Locations:

Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; $39,429
McGoldrick Electric Inc. - Electrical Contract - Major Renovation and Addition at Allen, Ethan Elementary School; $13,339
Dolan Mechanical, Inc. - Plumbing Contract - Science Lab Renovations at Beeber, Dimner Middle School; $6,845
Smith Construction, Inc. - General Contract - ADA Modifications at Beeber, Dimner Middle School; $19,183
Mulhern Electric Company, Inc. - Electrical Contract - Classroom Modernization at Blankenburg, Rudolph Elementary School; $6,971

Murphy Quigley Company, Inc. - General Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $63,818
Mulhern Electric Company, Inc. - Electrical Contract - Fire Alarm Replacement at Conwell, Russell A. Middle Magnet School Annex; $1,881
TE Construction Services, LLC - General Contract - Classroom Modernization at Cramp, William Elementary School; $23,878
Allstates Mechanical, Ltd. - Mechanical Contract - Chiller Plant Replacement at Feltonville Intermediate School; $8,035
BSI Construction, LLC - General Contract - Addition and Major Renovations at Frank, Anne Elementary School; $2,716
Eagle I Electric, Inc. - Electrical Contract - Addition and Major Renovations at Frank, Anne Elementary School; $98,484
Edward J. Meloney, Inc. - Mechanical Contract - Automatic Temperature Control System Replacement at High School for the Creative and Performing Arts (CAPA); $2,591
John J. Bee Mechanical Contractor, Inc. - Plumbing Contract - Athletic Field and Stadium Renovations at Lincoln, Abraham High School; $17,750
Smith Construction, Inc. - General Contract - Plumbing Renovation Work (Bathroom) at Morrison, Andrew J. Elementary School; $16,582
Allstates Mechanical, Ltd. - Mechanical Contract - HVAC Renovation at Morton, Thomas G. Elementary School; $38,363
Allstates Mechanical, Ltd. - Mechanical Contract - ATC Replacement at Pennypacker, Samuel W. Elementary School; $8,951
Hyde Electric Corporation - Electrical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $14,283
The Bedwell Company - General Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $1,001
Ernest Bock & Sons, Inc. - General Contract - New Construction at Solis-Cohen, Solomon Elementary School; $5,153
C.A.D. Electric, Inc. - Electrical Contract - Culinary Arts Suite Renovations at Wagner, General Louis Middle School; $2,562
TE Construction Services, LLC - General Contract - Elevator Replacement at Webster, John H. Elementary School; ($12,250)

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 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.

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

Funding Source:
FY 22 Capital Budget

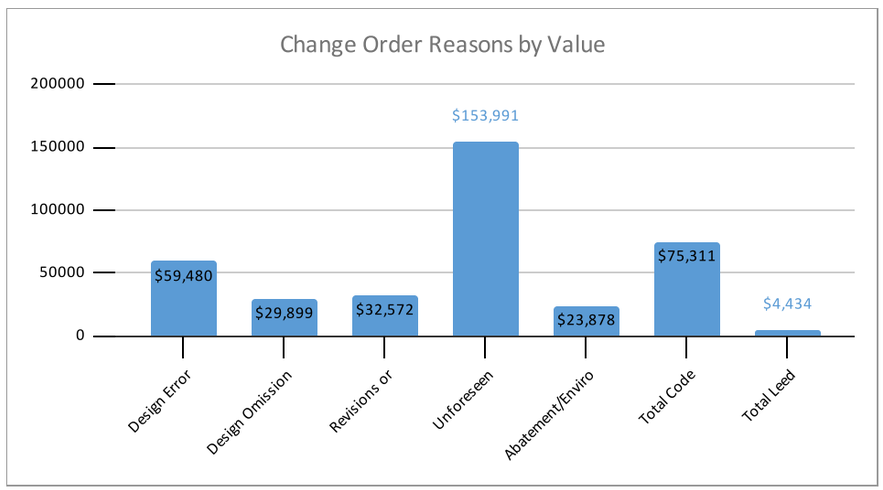
Related resolutions(s)/approval(s):
August 20, 2020; No. 10
January 28, 2021; No. 11
June 24, 2021; No. 26
April 22, 2021; No. 18
April 22, 2021; No. 16
December 10, 2020; No. 19
April 22, 2021; No. 16
January 28, 2021; No. 11
January 28, 2021; No. 11
April 22, 2021; No. 17
May 27, 2021; No. 32
December 10, 2020; No. 19
March 25, 2021; No. 20
April 30, 2020; No. 22
October 18, 2018; No. 7
April 22, 2021; No. 17

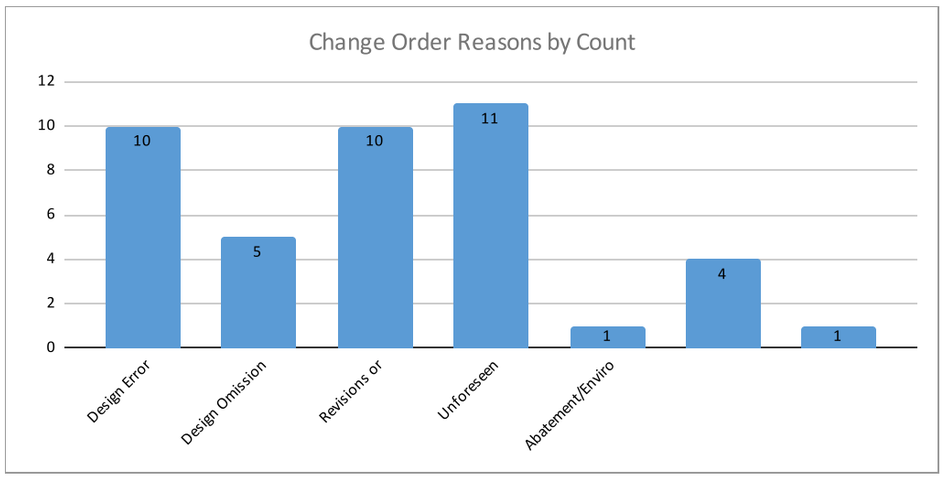
Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Change Order Analysis 4.21.22	Supporting Document

OFFICE OF CAPITAL PROGRAMS-CONTRACT COMPLIANCE		
Analysis of the Change Orders Approved from April 24, 2022		
Reason for Change Order	**Amount**	**# of CO's**
Design Error	$59,480	10
Design Omission	$29,899	5
Revisions or additions in scope requested by the School Distric	$32,572	10
Unforeseen Conditions	$153,991	11
Abatement/Environmental Requirement	$23,878	1
Total Code Compliance Requirement	$75,311	4
Total Leed Requirement	$4,434	1
Total	**$379,565**	**42**





(Details Below)

CO Number	Contractor	Location	Type Of Work	Description of Change	Explanation	Reason	Board Date	Requested	Negotiated	Savings
18	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to furnish and install sixty (60) square feet of cermic wall tile. at exposed cafe ramp walls.	School District Request. Tile was added to match the other finishes, and provide a washable surface in the cafeteria.	Requested by School District	4/21/2022 Thursday	$1,624.00	$1,624.00	$0.00
19	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to furnish and install an additional two hundred forty nine (249) square feet of ceramic wall tile to the new gypsum wallboard (GWB) walls in the kitchen. Then demolish the existing screen enclosure.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Ceramic tile was added to match the new walls.	Design Error (s)	4/21/2022 Thursday	$4,604.00	$3,101.00	$1,503.00
20	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to fabricate, furnish and install twenty three (23) additional beams, re-work eighteen (18) specified beams, and provide new submittals and shop drawings for this work.	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. Steel beams were required to structurally support around the floor openings.	Design Omission (s)	4/21/2022 Thursday	$19,427.00	$18,686.00	$741.00
21	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to prepare the glazed block kitchen walls to receive 1/2" backer board and the specified ceramic wall tile (CWT).	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The glazed block wall had to be primed, so the ceramic wall tile would properly adhere to the surface.	Design Error (s)	4/21/2022 Thursday	$11,584.00	$11,584.00	$0.00
22	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide labor, material and equipment necessary to submit additional charges to upgrade the toilet partitions from the specified Global to Scranton as per LEED requirements.	Additional work implemented to remediate an existing unforeseen condition. Thes changes were implemented to meet the LEED certification requirements.	LEED Requirement	4/21/2022 Thursday	$4,434.00	$4,434.00	$0.00
6	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor material and equipment necessary to furnish and install two (2) temporary 208V, 3 phase circuits using five hundred (500) feet of #10/4 MC cable for roof top units KX-1 and HVU-1 wired from panel KP located in the kitchen.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Temporary power was required for electrical service in the kitchen.	Design Error (s)	4/21/2022 Thursday	$3,510.00	$3,510.00	$0.00
7	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to remove and relocate two (2) wireless access point boxes, classroom speaker and phone to the opposite side of room door #2.	School District Request. The wall devices need to be relocated, since they were in conflict with the new wall.	Requested by School District	4/21/2022 Thursday	$2,131.00	$2,131.00	$0.00
8	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to furnish and install conduit and wiring for one (1) new dedicated 20A duplex receptacle for the copier located in the fover of room 215.	School District Request. Electrical power is required for the relocated copy machine, to accommodate phasing and space changes.	Requested by School District	4/21/2022 Thursday	$2,729.00	$2,729.00	$0.00
9	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to remove and relocate approximately five (5) feet away, an existing light fixture located in the closet of room 104.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. This light fixture was labeled 'ETR' existing to remain on drwaing E-103, however it was in conflict with the increased specified shaft wall installed by the GC.	Design Error (s)	4/21/2022 Thursday	$1,531.00	$1,378.00	$153.00
10	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to remove two (2) wireless access points and two (2) existing speakers from the wall in the kitchen, then reinstall, after ceramic wall tile is installed.	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. These devices had to be removed to allow the contractor to prepare the glazed brick wall to install the new ceramic wall tile.	Design Omission (s)	4/21/2022 Thursday	$668.00	$668.00	$0.00
11	McGoldrick Electric Inc.	Allen, Ethan Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to furnish and install one (1) 30A/240V and three (3) 20A/120V temporary receptacles to power food service equipment at their temporary location in the corridor.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The electrical power should of been included with this portion of the construction phase.	Design Error (s)	4/21/2022 Thursday	$2,923.00	$2,923.00	$0.00
1	Dolan Mechanical, Inc.	Beeber, Dimner Middle School	Plumbing Contract - Science Lab Renovations	Provide the labor, material and equipment necessary to install plumbing riser connections, further than shown on drawings. This includes sixty (60) feet of three 3 inch pipe and related fittings moved to the closest riser.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Additional piping was required to connect to actual riser.	Design Error (s)	4/21/2022 Thursday	$6,845.00	$6,845.00	$0.00
15	Smith Construction, Inc.	Beeber, Dimner Middle School	General Contract - ADA Modifications	Provide the labor, material, and equipment necessary to patch the existing concrete floor in an unfinished chase area, approximately nine (9) feet x eight (8) feet.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Patching was required to ensure a level surface for the new floor tile.	Design Error (s)	4/21/2022 Thursday	$1,101.00	$1,000.00	$101.00
16	Smith Construction, Inc.	Beeber, Dimner Middle School	General Contract - ADA Modifications	Provide labor, materials and equipment to build temporary walls along with temporary doors on the Girl's side of the area, in order to turn the gymnasium over to the School District.	Additional work implemented at the request of the school district to ensure project completeness at this location. For the student's use, while separating the space from the construction activities in the basement level area.	Requested by School District	4/21/2022 Thursday	$17,676.00	$17,676.00	$0.00
17	Smith Construction, Inc.	Beeber, Dimner Middle School	General Contract - ADA Modifications	Provide labor, materials and equipment necessary to have the subcontractor deliver material on second shift. This involves door schedule A-800 related materials being delivered after hours.	School District Request. The project work was scheduled to nights after award. This was to minimize interference with the students education.	Requested by School District	4/21/2022 Thursday	$507.00	$507.00	$0.00
1	Mulhern Electric Company, Inc.	Blankenburg, Rudolph Elementary School	Electrical Contract - Classroom Modernization	Provide labor, material and equipment necessary to install four (4) electrical circuits from panel "B" in basement to panel in Library.	Additional work implemented to remediate an existing unforeseen condition. The circuits were relocated to the electrical panel with available spaces.	Unforeseen Conditions	4/21/2022 Thursday	$4,502.00	$4,502.00	$0.00
2	Mulhern Electric Company, Inc.	Blankenburg, Rudolph Elementary School	Electrical Contract - Classroom Modernization	Provide labor, material and equipment necessary to relocate two (2) electrical circuits from panel "B" and relocate to panel in IMC office.	Additional work implemented to remediate an existing unforeseen condition. The new cafeteria required circuits for electrical power. This was the nearest panel that would accommodate the breakers and the three phase electrical power.	Unforeseen Conditions	4/21/2022 Thursday	$2,469.00	$2,469.00	$0.00
1	Murphy Quigley Company, Inc.	Blankenburg, Rudolph Elementary School	General Contract - New Cafeteria	Provide labor, material and equipmrnt necessary to remove approximately twenty five (25) linear feet of rusted angle frame from floor. Furnish and install new angle frame at all trenches crossing the corridor, patch concrete, and top with diamond plate covers.	Additional work implemented to remediate an existing unforeseen condition. Replacement of deteriorated angle and concrete was required for structural stability of the area.	Unforeseen Conditions	4/21/2022 Thursday	$66,398.00	$63,818.00	$2,580.00
1	Mulhern Electric Company, Inc.	Conwell, Russell A. Middle Magnet School Annex	Electrical Contract - Fire Alarm Replacement	Provide the labor, material and equipment necessary to remove existing junction box for module tamper flow switches, and replace with NEMA-4 weatherproof junction box. Re-install module inside the box.	Additional work implemented to remediate an existing unforeseen condition. Excessive moisture caused electronic devices to fail, which required a weatherproof junction box.	Unforeseen Conditions	4/21/2022 Thursday	$2,217.00	$1,881.00	$336.00
3	TE Construction Services, LLC	Cramp, William Elementary School	General Contract - Classroom Modernization	Provide the labor, material, and equipment necessary to remove existing wall in room 113, due to asbestos paint, major removal. In addition, use HEPA dust shroud drill for installation of electrical conduit supports, due to asbestos paint discovered throughout the school.	Additional work implemented at the request of the school district to facilitate the coordination of ongoing abatement activities.	Abatement/Environmental Requirement	4/21/2022 Thursday	$29,214.00	$23,878.00	$5,336.00
6	Allstates Mechanical, Ltd.	Feltonville Intermediate School	Mechanical Contract - Chiller Plant Replacement	Provide labor, materials and equipment necessary to supply temporary air condition units in the facility.	Additional work implemented to remediate an existing unforeseen condition. Additional units were needed to provide temporary air condition (A/C), due to removal of cooling tower.	Unforeseen Conditions	4/21/2022 Thursday	$8,035.00	$8,035.00	$0.00
1	BSI Construction, LLC	Frank, Anne Elementary School	General Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install an additional forty eight (48) square feet of marker boards and an additional two hundred thirty two (232) square feet of tack boards throughout seven (7) classrooms.	School District Request. Required tack board and marker board sizes were revised to accommodate additional smart boards.	Requested by School District	4/21/2022 Thursday	$2,716.00	$2,716.00	$0.00
4	Eagle I Electric, Inc.	Frank, Anne Elementary School	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to furnish and install 3/4" EMT conduit and wire, core drill twenty (20) locations, and provide new time clocks, seven (7) day switches. Replace existing lamps with LED's as required. This will update the exterior flood lighting system.	Additional work implemented to remediate an existing unforeseen condition. The existing exterior flood lights were controlled by the emergency circuit. This had to be corrected, so they would communicate with the new time clocks. The updated lighting will provide safety and security around the exterior of the school.	Unforeseen Conditions	4/21/2022 Thursday	$53,300.00	$48,613.00	$4,687.00
5	Eagle I Electric, Inc.	Frank, Anne Elementary School	Electrical Contract - Addition and Major Renovations	Provide labor, material and equipment necessary to remove conduit and cable from building "A" crawl space, remove fire alarm devices, including conduit and cable from the two (2) trailers. Provide conduit and fire alarm cable, fire alarm devices, and all testing/proorgraming for the new system.	School District Request. The existing fire alarm system was removed and a new system installed, since the two were not compatible. The fire alarm system is required by code.	Code Compliance Requirement	4/21/2022 Thursday	$56,615.00	$49,871.00	$6,744.00
1	Edward J. Meloney, Inc.	High School for the Creative and Performing Arts (CAPA)	Mechanical Contract - Automatic Temperature Control System Replacement	Provide labor, material and equipment necessary to replace faulty fan contactors at twenty three (23) fan powered junction boxes.	Additional work implemented to remediate an existing unforeseen condition. The existing fan contactors are defective and will prevent the existing equipment from operating with the new building automation system (BAS).	Unforeseen Conditions	4/21/2022 Thursday	$2,591.00	$2,591.00	$0.00
1	John J. Bee Mechanical Contractor, Inc.	Lincoln, Abraham High School	Plumbing Contract - Athletic Field and Stadium Renovations	Provide the labor, material and equipment necessary to rough in underground plumbing and install additional concrete support for new chair carrier installation.	Additional work implemented to remediate an existing unforeseen condition. Existing chair carriers were intended to be used to support the new plumbing. However, after exposing the existing chairs, they were determined to be deteriorated and unusable. Replacement was required to support new plumbing fixtures.	Unforeseen Conditions	4/21/2022 Thursday	$18,584.00	$17,750.00	$834.00
4	Smith Construction, Inc.	Morrison, Andrew J. Elementary School	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to infill the existing chase floor behind the wet walls in all three (3) boy's stacked bathrooms.	Additional work implemented to remediate an existing unforeseen condition. After the Contractor demolished the existing wet walls, it was discovered that the chase floor was approximately 8" below the existing bathroom floor. In order for the water closet carriers to sit correctly and flush, the chase floor had to be infilled to match existing conditions.	Unforeseen Conditions	4/21/2022 Thursday	$12,082.00	$12,082.00	$0.00
5	Smith Construction, Inc.	Morrison, Andrew J. Elementary School	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to install a decorative tile design on the new wet walls, in both the boy's and girls bathrooms on all three (3) floors.	Additional work implemented to remediate an existing unforeseen condition. The tile design was revised to enhance the aesthetics of the areas.	Unforeseen Conditions	4/21/2022 Thursday	$5,268.00	$4,500.00	$768.00
9	Allstates Mechanical, Ltd.	Morton, Thomas G. Elementary School	Mechanical Contract - HVAC Renovation	Provide labor, material and equipment necessary to disconnect piping to hot water (HW) pumps that was incorrect on the flow diagram and re-pipe correctly.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The provided flow diagram was incomplete and this change was required to ensure adequate flow to the boilers.	Design Error (s)	4/21/2022 Thursday	$14,778.00	$14,778.00	$0.00
10	Allstates Mechanical, Ltd.	Morton, Thomas G. Elementary School	Mechanical Contract - HVAC Renovation	Provide labor, material and equipment necessary to install two (2) gas regulators to lower PGW supplied gas pressure to new boilers. This is to include two (2) flanged three inch pressure reducing valves, shut off valves, required fittings, and all connection modifications to the six inch main line.	Additional work implemented to remediate an existing unforeseen condition. Although PGW originally stated that they could lower the provided pressure from 20" to 14", they later came back and stated that they were unable to do this, so the MC had to install regulators to enable the pressure be low enough to safely operate the new boilers.	Code Compliance Requirement	4/21/2022 Thursday	$14,882.00	$14,882.00	$0.00
11	Allstates Mechanical, Ltd.	Morton, Thomas G. Elementary School	Mechanical Contract - HVAC Renovation	Provide labor, material and equipment necessary to remove two (2) 3" gas pressure regulators and two (2) gas pressure reducing valves. This includes removal of any associated piping connections and the reworking of the remaining pipe, per PGW.	Additional work implemented to remediate an existing unforeseen condition. PGW is no longer able to deliver the promised 20" of constant pressure. A constant pressure of 14" is all that can be supplied contradictory to PGW previous directive.	Code Compliance Requirement	4/21/2022 Thursday	$8,703.00	$8,703.00	$0.00
1	Allstates Mechanical, Ltd.	Pennypacker, Samuel W. Elementary School	Mechanical Contract - ATC Replacement	Provide labor, material and equipment necessary to install right angle valves, since straight valves do not fit the application. COR includes credit for the original straight valves and the additional cost for the right angle valves.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Right angle valves were required for proper clearances and operation.	Design Error (s)	4/21/2022 Thursday	$8,951.00	$8,951.00	$0.00
6	Hyde Electric Corporation	Pratt, Anna B. Elementary School	Electrical Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to relocate indoor unit (split system a/c unit) from penthouse into the elevator machine room.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. Pre-certification inspection reported that the indoor a/c unit had to be relocated from the penthouse to the machine room in order to pass inspection.	Code Compliance Requirement	4/21/2022 Thursday	$1,855.00	$1,855.00	$0.00

7	Hyde Electric Corporation	Pratt, Anna B. Elementary School	Electrical Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to install 3/4" conduit and wire from panel "PV-1" on the first floor, to Unit Ventilator - 209 on the 2nd floor.	Additional work implemented to rectify design error(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. While core drilling the 2nd floor penetration, at a revised location, for the exhaust pipe, a electrical circuit was severed. This circuit had to be repaired to restore power.	Design Error (s)	4/21/2022 Thursday	$5,410.00	$5,410.00	$0.00
8	Hyde Electric Corporation	Pratt, Anna B. Elementary School	Electrical Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to add two (2) individual electrical circuits to power four (4) new hot water heaters and one (1) circulation pump.	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. Electrical circuits were required to supply power to each unit for proper operation.	Design Omission (s)	4/21/2022 Thursday	$4,897.00	$4,897.00	$0.00
9	Hyde Electric Corporation	Pratt, Anna B. Elementary School	Electrical Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to remove and relocate existing two 2" conduit and wire.	School District Request. Due to the existing location, the conduit was installed at increased height, for safety concerns of personnel.	Requested by School District	4/21/2022 Thursday	$2,121.00	$2,121.00	$0.00
14	The Bedwell Company	Pratt, Anna B. Elementary School	General Contract - Major Renovation Phase 2	Provide the labor, material and equipment necessary to provide a thirty (30) yard dumpster, so that SDP labor could remove trash and debris from the sub-basement.	School District Request. The existing trash and debris had to be removed from the sub-basement. This was a fire hazard and currently impeding the construction progress.	Requested by School District	4/21/2022 Thursday	$1,001.00	$1,001.00	$0.00
110	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to remove specified tack board, from Principal's conference room, patch gypsum wallboard (GWB) wall and re-install tack board in room B107.	School District Request. Tack board had to be relocated, since a future smart board is scheduled to be installed on the same wall.	Requested by School District	4/21/2022 Thursday	$938.00	$938.00	$0.00
111	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to perform additions and revisions to head, sills and jamb of windows "W16" in art room and "W17" at stairs.	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. Revisions were implemented to enhance the area.	Design Omission (s)	4/21/2022 Thursday	$3,086.00	$3,086.00	$0.00
112	Ernest Bock & Sons, Inc.	Solis-Cohen, Solomon Elementary School	General Contract - New Construction	Provide labor, material and equipment necessary to provide two (2) additional thirty (30) yard dumpsters.	School District Request. The dumpsters were necessary to dispose of the District's trash and debris, that was not part of the construction scope of work.	Requested by School District	4/21/2022 Thursday	$1,129.00	$1,129.00	$0.00
1	C.A.D. Electric, Inc.	Wagner, General Louis Middle School	Electrical Contract - Culinary Arts Suite Renovations	Provide the labor, material, and equipment necessary to relocate the existing fire alarm horn/strobe device to the right side of the new soffit/cabinetry area, including testing of the existing fire alarm.	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. Additional electrical work required due to conflict between existing fire alarm device and new casework.	Design Omission (s)	4/21/2022 Thursday	$2,805.00	$2,562.00	$243.00
2	TE Construction Services, LLC	Webster, John H. Elementary School	General Contract - Elevator Replacement	Provide the labor, material and equipment necessary to provide a credit for the refurbishing and re-use of certain elevator equipment components, in lieu of the specified new equipment.	Additional work implemented to remediate an existing unforeseen condition. The exposed elevator components, were still in good condition and refubished at a cost savings to the School District.	Unforeseen Conditions	4/21/2022 Thursday	($10,000.00)	($12,250.00)	$2,250.00

Action Item - 14.

Title: No Cost Action Item and Right of Entry with Noresco-Comprehensive Energy Audit at Various Schools [FAILED - 4.21.2022]]

Board of Education Meeting Date: 4/21/2022

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 no-cost Service Agreement and a Right of Entry as follows:

With: Noresco

Purpose: To perform comprehensive energy audits to determine what energy conservation measures might be installed under a Guaranteed Energy Savings Agreement

Start Date: 4/22/2022

End Date: 9/30/22

Compensation: This is a no cost service agreement

Location(s):
Washington, Grover Jr. Middle School; Locke, Alain School; Hackett, Horatio B. School; Franklin, Benjamin Elementary School; Clemente, Roberto Middle School; Ellwood School; Randolph, A. Philip Career and Technical High School; Randolph, A. Philip Career and Technical High School; Kirkbride, Eliza B. School; Heston, Edward School; Loesche, William H. School

Description:
The School District plans to construct energy saving improvements at select schools under the Guaranteed Energy Savings Agreement (GESA) utilizing ESSER funding. In order to determine the project scope and finalize a project cost, a comprehensive energy audit is required. The School District proposes to contract with Noresco to perform up to ten school audits pursuant to a Right of Entry agreement. The professional team of Noresco architects, engineers, construction managers, and contractors will evaluate the condition of the existing building systems and deploy data loggers to track each building's performance, buildings' temperatures, and occupied hours pursuant to the Right of Entry. These activities will assist Noresco in calculating the guaranteed savings and related building improvements resulting in savings, and cost for the GESA projects.

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

Office Originating Request: Operations - Capital Programs

Action Item - 15.

Title: Amendment of Contract with Genuine Parts Company - Yellow Bus and Non-Bus Fleet Parts (RFP-538)($1,650,000)

Board of Education Meeting Date: 4/21/2022

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:
Genuine Parts Company

Purpose:
Bus parts and supplies for the Broad Street Garage Consignment Shop

Original Start Date: 6/16/2017

Current End Date: 6/30/2022

Amended End Date: 6/30/2023

Currently Authorized Compensation: $7,961,000

Additional Compensation:
$1,650,000

Total New Compensation: $9,611,000

Location:
Broad Street Garage

Renewal Options: No

Description:
The Division of Transportation contracts with Genuine Parts Company (GPC) to provide parts and supplies to the School District's garages. Examples of the items provided include tires, oil filters, brakes, engine oil, and windshield wipers. These parts are used to maintain and complete repairs to the District's yellow bus and non-bus fleet. Transportation is seeking to extend the contract with GPC for one year. The value of this extension is $1,650,000.

Transportation is opting to extend the contract because we are pleased with the level of service we are receiving. GPC makes a vast array of parts available to District garages on demand or within a short amount of time. This reduces the amount of inventory the District is required to keep on hand. Due to supply chain issues, parts shortages, and price hikes we are requesting a 10% increase over the prior year's authorization during the extension. GPC will continue to be evaluated via ongoing feedback from garage personnel and through quarterly management meetings with GPC.

Guard Rail Supported: Guard Rail 1 - Every school will be a safe, welcoming, and healthy place for all students, staff, and community to learn. Our schools will be physically safe and clean with an inclusive environment. Students will have access to social, emotional, and mental health supports.

Related resolution(s)/approval(s):
June 15, 2017; A-85
June 27, 2019; No. 46
April 23, 2020; No. 38

Funding Source(s):
FY23 Operating Fund

Office Originating Request: Operations - Transportation

Action Item - 16.

Title: Contract with Atriade, LLC for Comprehensive Assessment of School District of Philadelphia CCTV Systems

Board of Education Meeting Date: 4/21/2022

Action under consideration

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

With:
Atriade, LLC

Purpose:
Comprehensive assessment of Philadelphia School District CCTV systems for safety and security purposes

Start date: 4/22/2022

End date: 6/30/2023

Compensation not to exceed: $190,000

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
The Office of School Safety is responsible for safety and security across the School District, including security technology infrastructure and systems. The School District uses CCTV camera systems across all schools and administrative offices for building security and safety. In consultation and partnership with the Office of Capital Programs and Office of Information Technology, it has been determined that for long-term planning and effective organization and management of CCTV systems across the School District, a comprehensive assessment of all CCTV installations is required. This assessment is particularly necessary as systems are transitioned from outdated, and difficult and costly to maintain analog systems to digital systems.

Atriade, LLC will assess current CCTV installations across the School District, analyze the

short and long-term system needs and goals related to scalability and management of a unified digital CCTV environment, make recommendations on upgrading remaining analog systems to digital systems, and make recommendations on deploying an enterprise Video Management system (VMS).

This contract aligns directly with Guardrail 1, in support of safe schools.

Funding Source(s):
FY22 Capital Funds
FY23 Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 17.

Title: Contract with Municipal Emergency Services, Inc. for School Safety Uniforms

Board of Education Meeting Date: 4/21/2022

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:
Municipal Emergency Services, Inc.

Purpose:
Supplier of uniforms for School Safety personnel

Start date: 4/22/2022

End date: 6/30/2023

Compensation not to exceed: $260,000

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: $200,000

Description:
The Office of School Safety requires a supplier for uniforms for School Safety personnel on an as-needed basis. Supplying uniforms is essential in ensuring that School Safety staff are regularly wearing the appropriate attire while supporting District schools and administrative offices. Uniforms will be requested from the supplier on an as-needed basis in the event of new hires, uniform updates, or replacement uniforms for existing staff.

The purchase of uniforms is necessary for regular School Safety operations. School Safety personnel support Guardrail 1 in their work fostering safe, secure, and supportive learning

environments.

Funding Source(s):
FY22 School Safety Operating
FY23 School Safety Operating

Office Originating Request: Operations - School Safety

Action Item - 18.

Title: Contract with Hyde Electric Corporation for security camera system installation

Board of Education Meeting Date: 4/21/2022

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:
Hyde Electric Corporation

Purpose:
Security equipment installation

Start date: 4/22/2022

End date: 12/31/2022

Compensation not to exceed: $466,000

Location:
John Hancock Demonstration School; Watson Comly School; Jay Cook Elementary School; William H. Loesche Elementary School

Renewal Options: No

Description:
In 2018-2021, the School Reform Commission and Board of Education authorized the acquisition of wiring and conduit to support installation of closed circuit television camera systems, authorized the installation of acquired and District-supplied electronic surveillance equipment, and extended the time for installation, to promote the safety and security of students, staff, property, and visitors in and on school facilities. As installation is still not complete, given unforeseen circumstances resulting from, among other things, environmental concerns and the COVID-19 pandemic, as well as challenges faced by the vendor, the District is seeking authorization to re-engage Hyde Electric Corporation to complete final work in the installation of CCTV systems. Hyde previously began work on the systems in these schools, and the budget for the original work has not changed. The District is incurring no additional costs for the installation activity.

This safety and security system installation work is aligned with Guardrail 1 - Welcoming and Supportive Schools.

Related resolution(s)/approval(s):
October 18, 2018; No. 14
April 30, 2020; No. 41
April 22, 2021; No. 23

Funding Source(s):
FY22 Capital Funds
FY23 Capital Funds

Office Originating Request: Operations - School Safety

Action Item - 19.

Title: Contract with Children's Crisis Treatment Center

Board of Education Meeting Date: 4/21/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to increase the amount of spending on a contract the Board previously authorized the School District to execute and perform, subject to funding, as follows:

With: Children's Crisis Treatment Center (CCTC)

Purpose: Additional funding for previously authorized services to rectify an error

Start Date: 8/1/2021

End Date: 6/30/2025

Currently authorized compensation not to exceed: $259,000

Additional compensation: $20,000

Total new compensation not to exceed: $279,000

Location:
At CCTC acute partial facility

Description: At the Board meeting on September 23, 2021, the Board approved Action Item No. 17, ratifying and authorizing the School District to contract with Children's Crisis Treatment Center (CCTC) for $259,000. After that Board approval, the District discovered that the $259,000 amount in the action item was incorrect and should be $20,000 higher ($5,000 per year for 4 years) to reflect the negotiated cost for the service and to employ a full-time, highly qualified teacher at CCTC's acute partial program to provide students with at least two hours of instruction, according to students' medical and educational needs, while students are in treatment, consistent with legal requirements regarding provision of academic instruction to students to minimize loss of learning while they are in treatment.

CCTC will maintain academic records, including assessments data, and will support students' transition into care and back to school by sharing relevant academic information and recommendations for behavioral supports and services. The teacher will participate in professional development on instructional practice, participate in training sessions required

for continued certification in elementary education and special education, and PSSA test administration.

The evidence that supports this approach shows that providing academic support, social activities, and access to a teacher while students are hospitalized minimizes learning loss and reduces difficulty with school re-entry upon discharge. Contracting with CCTC provides an investment in academic instructional support Board of Education Goals 1 & 2 and Guardrail 1.3. This support allows students to continue to build their academic skills while also receiving needed mental/behavioral health care support.

Related Action Items:
September 23, 2021; No. 17
August 16, 2018; No. A-6

Office Originating Request: Student Support Services

Action Item - 20.

Title: Contracts with pre-approved law firms for Title IX, harassment and discrimination investigations

Board of Education Meeting Date: 4/21/2022

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: Any outside counsel law firm which the Board of Education has separately approved as qualified for retention by the Office of General Counsel
Purpose: To create a pool of qualified investigators to investigate Title IX complaints as well as harassment and/or discrimination complaints and in certain cases to also make determinations
Start Date: 4/22/2022
End Date: 6/30/2026
Compensation not to exceed: All entities will be paid out of an aggregate amount not to exceed $200,000 a year for 4 years, and no one firm will be engaged for an amount to exceed $100,000 in any fiscal year.
Location(s): All Schools; Administrative Offices
Renewal Options: Yes
Number of Options: 2
Duration of each option to extend: Years: 1 Months: 0
Maximum compensation authorized per option period: $200,000
Description:
In August 2020, Title IX federal guidelines were released. The District entered into two limited contracts with outside investigators at law firms, as Title IX regulations require an independent investigator, as well as an independent decision maker. As the District was virtual a great deal of the time for the SY20-21, the number of Title IX cases was minimal. As students returned for SY21-22, the number of cases increased. In order to remain in compliance with Federal Title IX regulations, independent investigators are needed for all Title IX formal complaints. Investigators from this pre-approved pool will also be assigned to investigate other egregious or complicated complaints of discrimination and harassment as needed. All reports of discrimination and harassment must be investigated to ensure students are safe and supported.
In order for students to realize their potential, schools must be welcoming and safe and assuring thorough and independent investigations of claims of discrimination and harassment is part of that effort.
Related resolution(s)/approval(s):
June 27, 2019; No. 23

Office Originating Request: Student Support Services

Action Item - 21.

Title: Ratification to Authorize Additional Funds for a LCA to Investigate Title IX Claims ($25,999)

Board of Education Meeting Date: 4/21/2022

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: Hangley, Aronchick, Segal & Schiller

Purpose: To ratify authorization for additional funds in the amount of $6,000, for payment under the already existing Limited Contract Agreement No. 2347, for the purpose of investigating Title IX complaints

Start Date: 9/1/2021

End Date: 8/31/2022

Original compensation not to exceed: $19,999

Additional compensation to exceed: $6,000

Total compensation not to exceed: $25,999

Location(s):
All schools

Description: In August 2020, new Title IX federal guidelines were released. The District entered into a limited contract with an outside investigator at a law firm, as Title IX regulations require an independent investigator, as well as an independent decision maker. As the District was virtual a great deal of the time for the SY20-21, the number of Title IX cases was minimal. As students returned for SY21-22 the number of cases have increased.

As a result of new federal guidelines published, the District needs to complete a thorough and unbiased investigation of all Title IX complaints. The number of investigations needed and the cost for those investigations in the 2021-2022 school year exceeded the projected amount allowable in a limited contract agreement.

Related resolution(s)/approval(s):
June 24, 2021; B5 (LCA contract no. 2347)

Anchor Goal(s) Supported:
Guardrail 2: Enriching and Well-rounded School Experiences

Funding Source: FY21-22 Operating

Office Originating Request: Student Support Services

Action Item - 22.

Title: Acceptance of Services from and Memorandum of Understanding (MOU) with Albert Einstein Medical Center - Pre-K Nutrition Education Program

Board of Education Meeting Date: 4/21/2022

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: 10/1/2022

End date: 9/30/2024

Value of Services not to exceed:$1,750,000

Location:
Citywide deployment

Renewal Options: No

Description:
While obesity rates for children ages 2-5 have been falling incrementally on a national level, Pennsylvania is one of just three 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.

The Families Understanding Nutrition (FUN) curriculum incorporates literacy and math activities, and its staff is trained on how to combine literacy and math in their 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. These activities help

students build the vocabulary they will need to reach their grade-level goals in future years. In addition, FUN provides funding for teachers and students to prepare healthy recipes. These activities help reinforce literacy skills through reading the recipe, and also teach basic quantitative skills that will form a foundation to help them satisfy math and science requirements. FUN staff work with District teachers on how to promote healthy habits in other aspects of their day, including modeling healthy behaviors at mealtimes. Healthy eating and physical activity concepts help ensure students receive a well-rounded education. FUN staff work with Early Childhood personnel to provide appropriate books and other needed food-related activities that enhance the day-to-day pre-k experience. FUN also provides information for parents on the foods that are tasted along with simple recipes they can make at home. Each site has at least one caregiver nutrition workshop each year that focuses on good nutrition for preschoolers.

Success of FUN programming can be measured in several ways. Integrated into the lessons, activities, and observations are numerous opportunities to assess the following:

1. Ability of participating children to identify the foods we taste as we progress through the year;
2. Increase in language used to describe the food;
3. Increase in the numbers of students who are willing to taste new foods;
4. Demonstrated knowledge of basic food safety: washing fruits and vegetables before eating, washing hands before eating, etc.;
5. Degree of integration of food activities in creative play; and
6. Ability of participants to identify ways of becoming and staying healthy.

These objectives are also measured by conversation with children and teachers, as well as objective classroom observations. Ongoing meetings with teachers and pre-k leadership allow for a focus on their priority learning domains as well as ways of integrating nutrition into their curricular programming. This has helped teachers do more hands-on food activities with children which increases chances of children tasting more foods.

The FUN program was initiated due to commentary from day care providers that their students had limited exposure to fruits and vegetables. In developing the program, it was essential to connect to creativity, hands-on activities, and literacy, as well as other cognitive skills (e.g., recognizing colors/shapes, exploring all five senses) critical to pre-k, and to acknowledge the results of a high-profile Harvard University study that found that parents with food insecurity were not buying fruits or vegetables because they did not want to waste money on foods that their children might not like.

The first year of the FUN program was measured by children’s willingness to explore new foods. In Einstein's year-end presentation to the American Public Health Association, the idea that children will not taste or enjoy unknown fruits and vegetables was shown to be incorrect. The children were in fact willing to touch, smell, and eventually taste the foods, including Brussel sprouts, which received a 95% positive score.

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.

Related resolution(s)/approval(s):
April 30, 2020; No. 12

Office Originating Request: Academic Support

Action Item - 23.

Title: Memorandum of Understanding with National Math + Science Initiative - STEM Education ($250,000) - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
National Math and Science Initiative

Purpose:
Teacher training, content workshops, curricular and classroom resources, and networking, as well as online study sessions (both live and on-demand) for Advanced Placement students

Start date: 4/24/2022

End date: 6/30/2023

Value of Services not to exceed:$250,000

Location:
High School of The Future

Renewal Options: Yes

Number of Options: 2

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

Description:
The objectives of this partnership are to advance STEM mastery and to support Philadelphia students with graduating from high school well prepared for college and/or a career. As such, the Childhood Resilience Foundation (CRF) will facilitate a partnership between the School District and the National Math + Science Initiative (NMSI). Through this partnership, teachers and leaders at High School of the Future, including Advanced Placement (AP) teachers in Math, Science, and English as well as Math, English, Biology, and Chemistry non-AP teachers will receive training, content workshops, curricular and classroom resources as well

as opportunities to meet teachers across the country in content specific cohorts to share best practices, discuss challenges, and make meaningful connections. Additionally, NMSI coaches will facilitate online study sessions (both live and on-demand) for AP students.

In alignment with the District's Goals & Guardrails, this partnership will support High School of the Future's efforts to increase the percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology). Also, related to college and career readiness, this partnership will support the effort to increase the number of students who enroll in AP courses and earn qualifying scores on AP exams. Teacher practice and student outcomes will be closely monitored with a focus on equity. Program activities will be adjusted as needed to help ensure that achievement gains take place across demographic and economic groups. Student performance data from all three state high school assessments (Algebra, Literature, and Biology) and AP exams (number of students who take AP exams and earn qualifying scores) will be used to measure the success of the partnership. CRF and NMSI will work closely with school leadership teams to set specific goals that are relevant based on the school's academic strategy and school improvement plan.

Since 2007, NMSI has served over 2,000 K-12 schools and 55 colleges and universities to impact 65,000 teachers and 2 million students across 38 states. NMSI's flagship College Readiness Program has been studied in various settings, producing a growing body of evidence that indicates increases in the effectiveness of teachers as measured by raising the probability that students will take and earn qualifying scores on AP exams and significant and longer-term positive postsecondary and economic impacts. According to data from the College Board and the National Student Clearinghouse, between 2015 and 2019, NMSI schools across the country saw an increase from 7,566 AP qualifying scores in the year before NMSI programming to 13,253 AP qualifying scores in the third year of NMSI programming. This is an increase of 75.2%, which compares to a national average of only 13.7% during that same time. The increases were even larger for minority groups at NMSI schools: a 99.6% increase for Black students (from 448 to 894), and a 114.6% increase for Latino students (from 1,009 to 2,165). For female students, there was an increase of 71.5% (from 3,893 to 6,675). Additionally, NMSI students outpace national averages on key post-secondary metrics across demographic groups. Between 2015 and 2019, 50% of NMSI students earned a postsecondary degree within four years, compared to a national average of only 41%; and 35% of NMSI students earned a postsecondary degree in STEM, which is nearly double the national average of 18%.

The Childhood Resilience Foundation is a 501(c)(3) nonprofit organization dedicated to the education and protection of Philadelphia youth. The Foundation will facilitate the partnership between the School District and NMSI to help ensure that students and their families are adequately resourced and motivated to participate in the educational opportunities set forth by the partnership. CRF will supplement NMSI programming with mentorship-focused career and personal development exercises and opportunities. Based in Philadelphia, CRF will manage external communications and facilitate the community's engagement in the partnership.

NMSI AND CRF worked with the Office of Academic Supports to engage high school leaders around this partnership opportunity and High School of the Future expressed interest and committed to supporting its success.

Office Originating Request: Academic Support

Action Item - 24.

Title: Amendment of Contract with Cornerstone OnDemand, Inc. – Professional Development and Evaluation Tool - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
Cornerstone OnDemand, Inc.

Purpose:
Professional development and educator evaluation tool for teachers, principals and non-instructional professionals

Original Start Date: 8/18/2017

Current End Date: 6/30/2022

Amended End Date: 6/30/2024

Currently Authorized Compensation: $1,607,360

Additional Compensation:
$842,000

Total New Compensation: $2,449,360

Location:
All Schools; Administrative Office(s)

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: Each option at a fixed amount of

110% of the prior year's amount

Description:
To deliver on our promise to provide all students an education that allows them to thrive, succeed and lead in a global society, we must identify what great teachers and leaders are, evaluate teachers and leaders against core competencies and skills, and provide teachers and leaders with targeted professional development.

The Educator Effectiveness System established a statewide, comprehensive rating system for teachers, administrators and non-teaching professional employees based on traditional classroom observations and multiple measures of student achievement. Every year, the School District evaluates and develops over 300 school leaders, 9,000 teachers, and 800 non-instructional staff members. Act 13 of 2020 (Act 13), which revised the Educator Effectiveness process used to evaluate professional employees in PreK-12 education across Pennsylvania beginning in the 2021-22 school year, requires that all educators are evaluated on multiple measures of effectiveness. Furthermore, Act 13 requires that the District establish and maintain a permanent record system containing ratings for each employee, as well as regular reporting of aggregate evaluation data results to the Pennsylvania Department of Education. To comply with these regulations, and facilitate a timely, high-quality educator evaluation system, the District requires a proven technology solution.

Cornerstone provides the District with a platform to deliver critical compliance training and subsequent tracking. Examples of training include Act 126, Act 71, District Policy 252, and Threat Assessment Training for school staff. In addition, the District is now able to create its own online learning content that is directly compatible with Cornerstone's technical specifications to enhance professional learning across many content areas and groups of stakeholders. This functionality provides flexibility and customization to meet the needs of the District.

Cornerstone OnDemand Inc. has a proven track record of partnering with institutions to deliver programs and solutions that help leaders understand each employee's knowledge and abilities to easily and effectively align organizational talent to institutional requirements and execute training and learning initiatives to address any skills gaps.

Related resolution(s)/approval(s):
August 17, 2017; A-2

Funding Source(s):
FY22-23 Operating and Categorical
FY23-24 Operating and Categorical

Office Originating Request: Academic Support

Action Item - 25.

Title: Acceptance of Donations of School-Based Programs and Services - School Partner Agreement Process - Added 3.31.2022

Board of Education Meeting Date: 4/21/2022

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 the donation of school-based programs and services from, and to execute and perform School Partner Agreements with, various organizations, as follows:

Purpose:
To provide programs and services in District schools at no cost to the District; increase compliance of those organizations with District policies, procedures and relevant legislation; and collect more detailed information about partner programs' scope of work and intended impact

Start Date: 7/1/2022

End Date: 6/30/2023

Location(s):
All schools

Description:
This re-authorizes the written agreement (School Partnership Agreement or "SPA") that standardizes and streamlines the over 1,000 separate and distinct school-based partnerships providing school-based programs and services at no cost to schools or the District. The SPA includes a set format for the scope of work that collects needed information about the program or service including type of program, number of schools and students served, program frequency and intensity, and intended impact, especially as related to District anchor goals. The SPA also collects required information such as liability insurance certificates and clearances as well as clarifies all pertinent terms and conditions.

Nine years ago, the District established the Office of Strategic Partnerships (OSP) to improve the way the District and schools engage with the many external organizations that offer programming and services at no cost to the District or schools. Since the 2015-2016 school year, OSP and the Office of Research and Evaluation have conducted an annual survey (School Census) with each school principal to learn about school-based external supports and programs, including partners and fee-for-service programs. From the School Census, the District has learned of close to 2,000 separate and distinct programs based in schools each year. As OSP continues to build out its portfolio and expand upon its work, a major focus has been establishing a more standardized and efficient onboarding process for school-based external partner organizations.

OSP collaborated with the Office of General Counsel to create a streamlined legal

agreement that both standardizes the information contained in the scope of work for donated services and creates a platform to collect necessary compliance documentation required by the District. This increases the number of organizations with which the District has executed legal agreements and creates a centralized process for collecting accurate data regarding the location and nature of school-based partnerships. This work also dovetails with cross-departmental efforts initiated by OSP to create an efficient process for collecting necessary documentation like clearances for partner program staff and certificates of general liability insurance. Finally, this agreement process will give the District the opportunity to collect existing third-party evaluation data for partner programs that have such evaluations. Collecting this information through a centralized process will enable the District to expand its understanding of the role of partners in helping to address District goals and priorities.

Goal(s) Supported: Every student will graduate ready for college or career; Every student will read on or above grade level
Guardrails Supported: Guardrail 1 – Welcoming and Supportive Schools; Guardrail 2 - Enriching and Well-rounded School Experiences; Guardrail 4 – Addressing Racist Practices

Additional Goal(s) Supported: Further matching and alignment of partner resources according to school needs and priorities

Office Originating Request: Superintendent

Action Item - 26.

Title: Authorization of School Bus Purchases from Various Vendors ($8,000,000) - Added 3.31.2022

Board of Education Meeting Date: 4/21/2022

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:
Rohrer Bus, Inc. (Thomas Built Buses, Inc.)
Wolfington Body Company, Inc. (IC Bus, Inc.)
Brightbill Transportation, Inc. (Blue Bird Corporation)
The Lion Electric Company

Purpose:
Purchase of electric school buses

Original Start Date: 3/26/2021

Current End Date: 6/30/2022

Amended End Date: 12/31/2023

Currently Authorized Compensation: $3,500,000

Additional Compensation:
$8,000,000

Total New Compensation: $11,500,000

Location:
Broad Street Garage
Passyunk Garage

Renewal Options: No

Description:
The Department of Transportation Services ("Transportation Services") provides yellow school bus transportation to eligible students attending District managed schools. The District currently operates a fleet of 331 yellow school buses. Of this total, 93.6% (310) are diesel, 4.8% (16) are unleaded fuel, and 1.6% (5) are electric-powered buses. These buses are utilized daily at maximum capacity for the transport of approximately 5,000 students across approximately 200 routes to and from school, as well as servicing day trips and athletic programs. The average age of the District's bus fleet is 13 years. However, the average age of the 200 oldest buses is 15 years.

Combined with allocated Capital funds and existing and pending grants, Transportation plans to purchase 21 additional electric buses. The electric buses will replace older diesel buses. This will enable the Office of Transportation Services to continue to fulfill the District's mission of providing safe and efficient transportation.

Electric school buses will provide cleaner, healthier air to our students and communities. Additionally, the awarded funds will be used to assist the District with the cost of replacing diesel school buses that have been targeted for replacement due to age, reliability and maintenance costs.

Guard Rail Supported: Guard Rail 1 - Every school will be a safe, welcoming, and healthy place for all students, staff, and community to learn. Our schools will be physically safe and clean with an inclusive environment. Students will have access to social, emotional, and mental health supports.

Related resolution(s)/approval(s):
March 25, 2021; No. 28

Funding Source(s):
Capital Funds 2022
Capital Funds 2023
Grant Funds 2022
Grant Funds 2023

Office Originating Request: Operations - Transportation

Action Item - 27.

Title: Contract with Various Vendors - Alternative Education Programs ($222,690,000) - Added 4.4.2022 - AS AMENDED

Board of Education Meeting Date: 4/21/2022

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:
Big Picture Philadelphia
Camelot Schools of Pennsylvania, L.L.C.
Community College of Philadelphia
International Education and Community Initiatives d/b/a One Bright Ray, Inc.
Liguori, Inc.
Ombudsman Educational Services
Opportunities Industrialization Centers of America
Youth Empowerment Services d/b/a YESPhilly

Purpose: Suppliers to provide Opportunity Network (i.e., alternative education) school programs for students

Start date: 7/1/2022

End date: 6/30/2027

Compensation not to exceed: $222,690,000

Maximum compensation by vendor over five years is:
Big Picture Philadelphia $14,400,000
Camelot Schools of Pennsylvania, L.L.C. $99,200,000
Community College of Philadelphia $7,150,000
International Education and Community Initiatives d/b/a One Bright Ray, Inc. $69,900,000
Liguori, Inc. $9,000,000
Ombudsman Educational Services $3,240,000
Opportunities Industrialization Centers of America $10,800,000
Youth Empowerment Services d/b/a YESPhilly $9,000,000

Location:
Various locations throughout Philadelphia

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period:
Big Picture Philadelphia - $5,760,000
Camelot Schools of Pennsylvania, L.L.C. - $39,680,000
Community College of Philadelphia - $2,860,000
International Education and Community Initiatives d/b/a One Bright Ray, Inc. - $27,960,000
Liguori, Inc. - $3,600,000
Ombudsman Educational Services - $1,296,000
Opportunities Industrialization Centers of America - $4,320,000
Youth Empowerment Services d/b/a YESPhilly - $3,600,000

Description:
The District currently educates nearly 3,000 students through its Opportunity Network through contracted school programs. The programs specialize in educating out-of-school youth, students who have not been successful in traditional school settings, students with life challenges who require intensive school-based supports, students significantly at risk of dropping out, those subject to disciplinary transfer or expulsion, and students returning from adjudicated placements.
The District sought proposals for high quality academic programs that educate out-of-school youth or young adults, students significantly at risk of dropping out, students subject to disciplinary transfer or expulsion, students whose learning was disrupted as a result of the COVID-19 pandemic, students not making adequate progress in traditional school settings, and students returning from adjudicated placements. The District is seeking authority to contract with various providers of alternative education programs that are needed to ensure that the nearly 3,000 students currently enrolled in Opportunity Network contracted school programs will continue to receive educational services with no interruption.

According to the National Center for Education, the overall national high school graduation rate for SY2019-2020 was 86%. However, Philadelphia trends below the national average. The District's Office of Research and Evaluation's Summary of 2019-20 High School Graduation Rates in Philadelphia (April 2021) found the School District's graduation rate trailing at 73%, although this is a 4-percentage point increase from the year before. Despite the previous year's increase, researchers remain concerned about the potential impact school closures (due to the ongoing COVID-19 pandemic) will have on graduation rates for SY2020-2021. Recent information from the Brookings Institute suggests that other large cities across the country have already seen a decrease in graduation rates and even student class assignment completion rates. Furthermore, limited data from SY2019-20 across multiple large urban cities suggest high absenteeism rates, and while definitive dropout and retention rates are still being released across the nation, there is concern that stressors caused by the pandemic will drive these numbers up as students become increasingly disengaged, and manage distractions at home that limit their ability to focus and dedicate time to coursework.

Among Philadelphia's 16-24 year-old population, 25% are disconnected from work and school. These young people are not engaged in "human capital building" activities necessary

for long-term labor market success. In turn, Philadelphia's economy is adversely impacted through lower tax contributions and increased publicly financed benefits and incarceration costs. Between SY2017-2018 and SY2020-2021, more than 5,900 Philadelphia youth and adults received direct referrals and enrollment counseling from the Opportunity Network's Re-engagement Center to enroll in an Opportunity Network program to earn their high school diploma.

In consideration of this demand and citywide need, it is imperative that the School District continue to invest in Opportunity Network programs that offer students a second chance to earn a high school diploma. Programs not only seek to increase the high school diploma completion rate, for example, by awarding close to 1900 high school diplomas in the first three years of the current contract, but they also utilize strategies for improving students' foundational literacy and mathematics skills that are highly sought after in the labor market and higher education. In addition, a small learning environment, low student to case manager ratios, focus on social-emotional learning (SEL), and postsecondary bridging programs are contractually required components for Opportunity Network programs. These components, among others, help to ensure that our students receive a comprehensive and supportive education aimed at preparing them for successful experiences after program completion or graduation.

Proposals were sought for high quality academic programs that educate out-of-school youth or young adults, students significantly at risk of dropping out, students subject to disciplinary transfer or expulsion, students whose learning was disrupted as a result of the COVID-19 global pandemic, students not making adequate progress in traditional school settings, and students returning from adjudicated placements. These programs provide students with educational experiences and other supports that prepare them for high school graduation and postsecondary success. In most instances, students will earn their diplomas while attending these programs. In some instances, however, students will transition to a diploma-granting program or school upon completion of their behavioral goals. Typically, Opportunity Network students are significantly behind on the path to promotion or graduation (defined as two or more years behind age-appropriate grade level), and need programming that simultaneously teaches both foundational skills and advanced concepts via a teaching model of acceleration in lieu of remediation. The School District's current portfolio of Opportunity Network educational options includes an array of program types and offers a diversity of instructional models and schedules to provide students with a "best" fit to support their academic success and broaden the academic opportunities available to students. Opportunity Network programs address the diverse learning needs of students including special education students and English learners, provide students with personalized supports, and prepare students for postsecondary success.

Black and Latino students historically have higher dropout rates and lower graduation rates compared to White and Asian students. The majority of students enrolled in the Opportunity Network are Black or Latino (67% Black; 26% Latino for 2021-22SY). Our school programs seek to reduce the impact of these disproportional dropout rates by increasing graduation

rates for these historically marginalized students through reengaging students and providing them with the opportunity to earn a high school diploma in a highly supportive school environment. This outcome supports the Board's College & Career Goal (every student graduates ready for college and careers).

Opportunity Network contracted programs prioritize healthy school climates and restorative school cultures. In the most recent year reported (2019-20SY), the Network had an overall 94% Climate Score (source: https://schoolprofiles.philasd.org/opportunity/altedprogressreport), as calculated by the District Performance Office. Specifically, only 0.1% of Opportunity Network students have one or more out of school suspensions for SY2021-22 (Source: Qlik). These measures of student and parent engagement - inclusive of attendance, suspension and survey results - reflect the Opportunity Network's alignment to several Board guardrails including Welcoming and Supportive Schools, Partnering with Parents/Family Members, and Addressing Racist Practices. The last is a point of pride and focus for the network as we work to address that Black and Latino students have historically received a disproportionate amount of school disciplinary consequences while simultaneously supporting the School District's only transition programs for students receiving disciplinary transfers.

Opportunity Network contracted programs work to ameliorate academic, social, and psychological barriers, and "provide access to the resources that support academic learning and student led innovation". Although these programs are small in size, ranging from 90 to 400 students, 100% of currently contracted programs have at least a 1:100 behavioral/case management staff to student ratio.

Opportunity Network contracted programs also work to maintain learning environments that are "supportive and inclusive of the most marginalized groups within the school community".

The success of these contracts will be measured using a formal three-part annual evaluation structure that is contractually based. The three-part annual evaluation includes an Operational Walkthrough, Instructional Walkthrough and Alternative Education Progress Report (AEPR) for each program. Taken together, these evaluations provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, program expansion, and District support. Reports are issued for each formal evaluation component and summarize a program's performance based on a set of contractually-based standards and requirements.

The success of these contracts has been and will continue to be measured using a formal three-part annual evaluation structure that is contractually based. The three-part annual evaluation consists of an Operational Walkthrough, an Instructional Walkthrough and an Alternative Education Progress Report (AEPR). Reports are available on the School District's Opportunity Network webpage for each formal evaluation and summarize a program's performance based on a set of contractually-based standards and requirements (https://www.philasd.org/opportunitynetwork/evaluations/).

Key measures of success include: 1,893 graduates over a three-year period from SY2017-2018 through SY2019-2020; students earned a combined total of 3,049 high school credits over a three-year period from SY2017-2018 through SY2019-2020; 71% three-year average Climate Score for the Opportunity Network on the AEPR, which measures student and parent engagement.

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

Zolkoski, et al. (2016) found that protective factors associated with alternative education programs can offset the negative effects of a student's home and community environments. The authors identified three protective factors that are also cornerstone features of Opportunity Network contracted programs: (a) having caring teachers, (b) positive and supportive learning environment, and (c) small student–teacher ratio. Results also suggested that alternative education students demonstrate greater levels of resilience and success in adulthood compared to similar students who did not attend alternative schools.

In their study of alternative high schools in New York City, Baum-Tuccillo, et al. (2020) found that 82% of students reported that their alternative school helped them overcome personal obstacles. Nearly 90% of students reported that they gained a higher sense of purpose and belief in their own success when attending their alternative high school, and only 45% reported the same when asked about their experience at their previous traditional high school. In addition, students reported that their alternative high school helped them to develop skills for setting goals, finishing what they start, and managing their time.

The District engaged providers through a public solicitation process, before which the Opportunity Network engaged internal stakeholders in a feedback session seeking feedback regarding: (1) What changes, if any, would they like to see with our partnership? (2) What concerns, if any, did they have? (3) What initiatives or policies would they like to see alternative education programs represented in (or an increase in representation)? and (4) What challenges, if any, have they encountered in delivering services to the programs? If this action item is approved, then the feedback we received from District colleagues will be incorporated into the new 5-year contracts.

Office Originating Request: Schools

Action Item - 28.

Title: Mastery Charter School - Shoemaker Campus – Application for Charter Renewal - Added 4.13.2022 (Updated 4.29.2022)

Board of Education Meeting Date: 4/21/2022

Renewal Term: July 1, 2021 through June 30, 2026

Amendment: None

Description: Mastery Charter School - Shoemaker Campus applied for renewal of its charter in the 2020-21 school year. A renewal evaluation of this charter school was completed by the Charter Schools Office in 2020-21, and the latest Annual Charter Evaluation with renewal recommendation was completed in 2021 (ACE-R - Renewal Recommendation). The CSO has recommended a five-year renewal, effective July 1, 2021. The renewal does not include any school-specific conditions. The Board of Education will consider this application for charter renewal.

*Final Action Item No. 28 Mastery Charter School - Shoemaker Campus attached - Updated 4.29.2022

Office Originating Request: Board of Education

ATTACHMENTS:

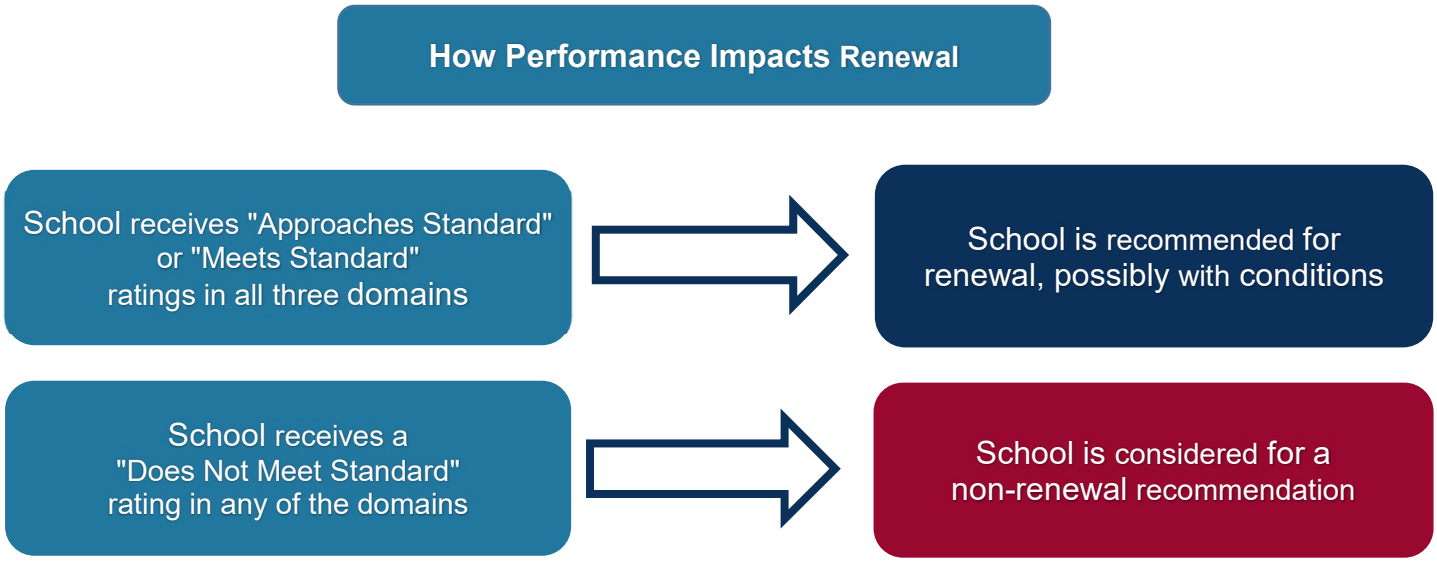
Description	Type
Mastery Charter School - Shoemaker Campus - ACE-R Report	Supporting Document
Mastery Charter School - Shoemaker Campus - FINAL	Supporting Document

REPORT PURPOSE

This report is the primary means by which the Charter Schools Office (CSO) of The School District of Philadelphia (District) presents its findings and recommendations regarding a charter school's application for charter renewal to the Board of Education. At the end of each charter term, Pennsylvania requires charter school authorizers to conduct a comprehensive review of a charter school's performance during that term.

The CSO bases its recommendation to renew a charter for a subsequent charter term on a comprehensive review of the current charter term across three domains: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The Charter School Performance Framework provides a detailed outline of the standards and categories that the CSO evaluates within each domain. Each domain receives a rating of "Meets Standard," "Approaches Standard," or "Does Not Meet Standard" based on points and ratings received. The Charter School Performance Framework also outlines the point and rating system.

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the CSO will review all evidence and data underlying the ratings to determine whether it will recommend a charter school for non-renewal.



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SCHOOL OVERVIEW

General Information

Address	5301 Media St., 19131
Phone	267-296-7111
Website	https://www.masterycharter.org/shoemaker
Network	Mastery Schools
History	Opened in 2006
Current Term	2016-17 to 2020-21
Admission	Citywide with Neighborhood Preference
Mission	*"All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams."*

Leadership, Grades Served, and Enrollment History

School Year	School Leader	Grades Served	Total Enrollment *(as of October 1)*	Authorized Enrollment
2016-17	Sharif El-Mekki	7-12	787	730
2017-18	Sharif El-Mekki	7-12	773	730
2018-19	Sharif El-Mekki	7-12	774	760
2019-20	Meaghann Lawson	7-12	738	760
2020-21	Meaghann Lawson	7-12	769	760

Pennsylvania School Performance Profile Scores

School Year	This School	Charter School Average	District School Average
2016-17	61.1	57.6	53
2017-18	54.6	57.8	54.8
2018-19	52.9	58.6	54.1
2019-20	N/A	N/A	N/A

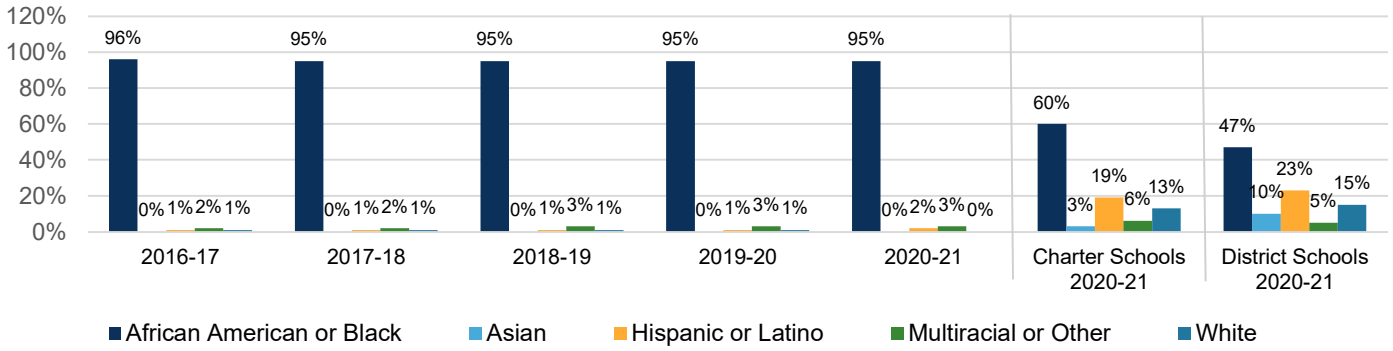
Similar Schools Groups

Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%).
Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.

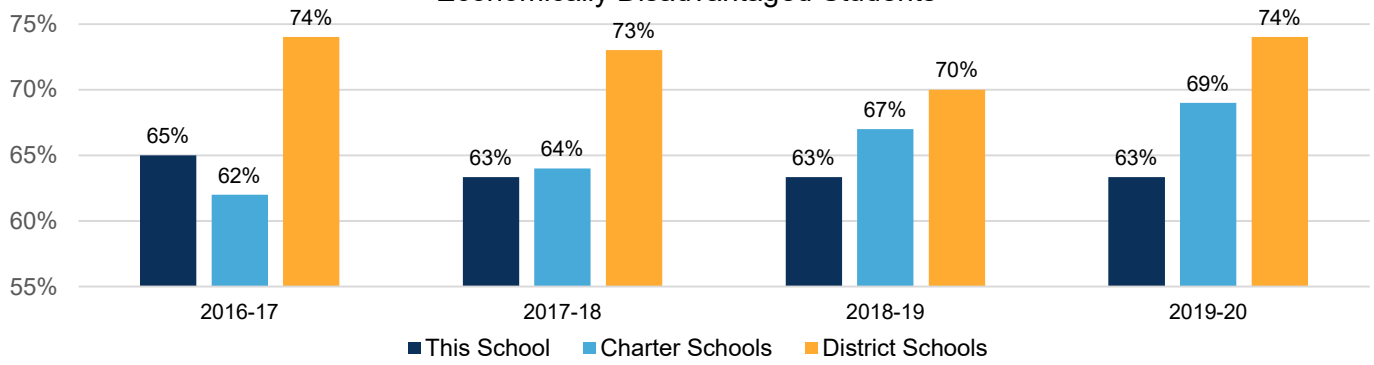
K-8 Similar Schools:
Freire Charter School, KIPP West Philadelphia Preparatory Charter School, Mastery Charter School at Gratz, Mastery Charter School at Lenfest, Mastery Charter School at Pickett
HS Similar Schools:
First Philadelphia Preparatory Charter School, Freire Charter School, KIPP DuBois Charter School, Mastery Charter School at Hardy Williams, Mastery Charter School at Lenfest

Student Demographics

Race and Ethnicity

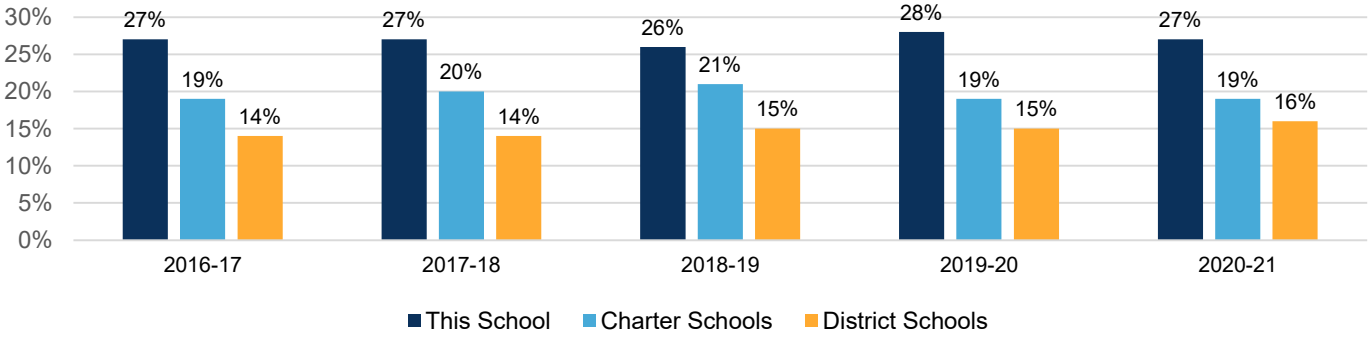


Economically Disadvantaged Students

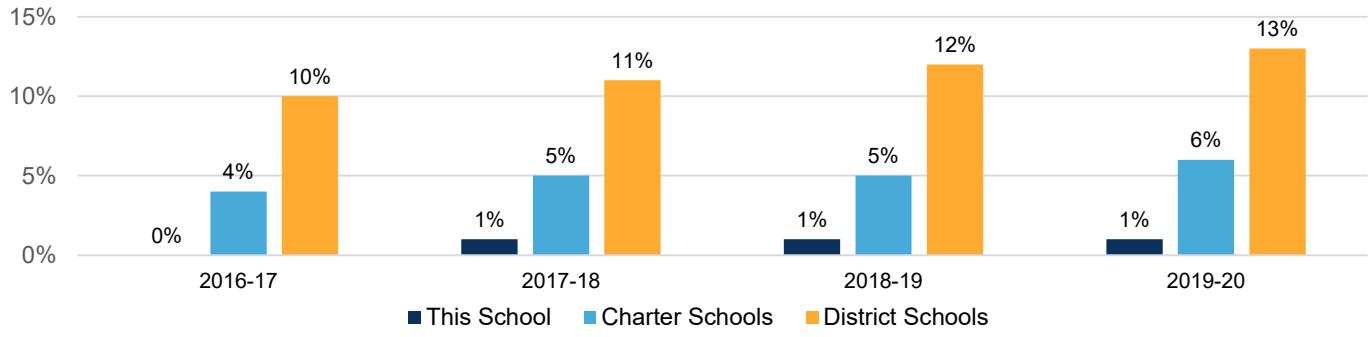


Note: Economic disadvantage data was first collected in 2016-17 via PEARS Site Eligibility Reports.

Students with Disabilities



English Learners



Note: Reports include four years of data because EL status is verified in the fall of the subsequent school year.

EXECUTIVE SUMMARY OVERVIEW

The Executive Summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. The length of a charter term is typically five years for charter schools in Pennsylvania. The table below summarizes school performance information for all years of the charter term for which data is available across the three domains evaluated at renewal: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability.

The tables below summarize whether the Charter School meets the standard (▲), approaches the standard (■) or does not meet the standard (▼) during the charter term. The Charter School Performance Framework outlines the point allocation for the standards and categories evaluated within each domain.

Renewal Recommendation: Five-year Renewal

Academic Success — **K - 8 Domain Rating: Meets Standard** — **9 - 12 Domain Rating: Approaches Standard**

Category	Standard	SY 2016-17				SY 2017-18				SY 2018-19				SY 2019-20			
Proficiency		ELA	Math	Science		ELA	Math	Science		ELA	Math	Science		ELA	Math	Science	
	PSSA	▲	■	▼		▲	■	▼		▲	▼	▼		N/A	N/A	N/A	
		Literature	Algebra I	Biology		Literature	Algebra I	Biology		Literature	Algebra I	Biology		Literature	Algebra I	Biology	
	Keystone	▲	■	▼		▲	■	▼		■	▼	▼		N/A	N/A	N/A	
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8
	PSSA All Students	▲	▲	N/A	▲	▲	▲	N/A	▼	▲	▲	N/A	▼	N/A	N/A	N/A	N/A
	PSSA Lowest	▲	▲	N/A	▲	▲	▲	N/A	▲	▲	▲	N/A	▲	N/A	N/A	N/A	N/A
		Literature	Algebra I	Biology		Literature	Algebra I	Biology		Literature	Algebra I	Biology		Literature	Algebra I	Biology	
	Keystone All Students	▲	▼	▼		▲	▲	▼		▲	▲	▲		N/A	N/A	N/A	
	Keystone Lowest	▲	▲	▲		▼	▲	▲		▲	▲	▲		N/A	N/A	N/A	
Attendance		K - 8		HS		K - 8		HS		K - 8		HS		K - 8		HS	
	95%+	▲		▲		▲		▲		▲		▲		N/A		N/A	
	Chronic Absenteeism	▲		▲		▲		▲		▲		▲		N/A		N/A	
Postsecondary Readiness		HS				HS				HS				HS			
	Graduation	▲				▲				▲				N/A			
	SAT/ACT	■				▼				■				N/A			
	Matriculation	▲				▲				■				N/A			

Symbol Key							
▲	Full Credit	■	Half Credit	▼	No Credit	N/A	Not Applicable

Points Earned by Category and School Year								
	SY 2016-17		SY 2017-18		SY 2018-19		SY 2020-21	
	K-8	HS	K-8	HS	K-8	HS	K-8	HS
Proficiency	6 / 10	3.75 / 7.5	6 / 10	3.75 / 7.5	4 / 10	1.25 / 7.5	N/A	N/A
Growth	8.5 / 8.5	3.75 / 7.5	7.25 / 8.5	5 / 7.5	7.25 / 8.5	7.5 / 7.5	N/A	N/A
Attendance	5 / 5	5 / 5	5 / 5	5 / 5	5 / 5	5 / 5	N/A	N/A
Postsecondary Readiness	N/A	4.5 / 5	N/A	4 / 5	N/A	4 / 5	N/A	N/A

EXECUTIVE SUMMARY

Organizational Compliance and Viability			Domain Rating: Meets Standard
Category	**Points Earned**	**Points Possible**	**Rating**
Mission and Educational Program	0	15	N/A
Special Education	10	10	▲
English Learners	10	10	▲
Enrollment	15	15	▲
Student Discipline	10	10	▲
Personnel	5	10	■
Food, Health, and Safety	10	10	▲
Board Governance	15	15	▲
Timely Reporting	5	5	▲

Financial Health and Sustainability				Domain Rating: Meets Standard
Financial Health Category	**FY17**	**FY18**	**FY19**	**FY20**
Total Margin (% of Revenue)	▲	▲	▲	▲
Current Ratio	▲	▲	▲	▲
Average Days Cash on Hand	▲	▲	▲	▲
Net Position (% of Revenue)	▲	▲	▲	▲
Non-Restricted Fund Balance	■	▲	▲	▲
Debt Ratio	▲	▲	▲	▲
Debt Service Coverage Ratio	▲	N/A	▲	▲
Fiscal Management Category	**FY17**	**FY18**	**FY19**	**FY20**
Audit Findings	▲	▲	▲	▼
Delinquency and Default	▲	▲	▲	▲
PSERS	▲	▲	▲	▲
Financial Transactions	Not Rated			
Related Parties	Not Rated			
Payroll	Not Rated			

Academic Success Domain Rating: Meets Standard

PROFICIENCY

Proficiency rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their proficiency rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups. *Please note that state tests were not administered during the 2019-20 school year due to the COVID-19 pandemic.*

PSSA Proficiency: 53% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			**Math** Grades 3 - 8			**Science** Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2016-17	47%	34%	36%	15%	13%	19%	17%	23%	23%
2017-18	49%	41%	41%	15%	14%	21%	20%	25%	27%
2018-19	40%	38%	39%	11%	12%	22%	28%	30%	33%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Proficiency: 39% of points possible

Keystone Proficiency Rates									
	Literature			**Algebra I**			**Biology**		
Points Possible:	2.5 per year			2.5 per year			2.5 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2016-17	58%	47%	48%	36%	34%	38%	20%	29%	36%
2017-18	58%	42%	54%	36%	27%	43%	15%	23%	40%
2018-19	37%	37%	51%	23%	26%	40%	12%	22%	38%
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

GROWTH

The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). Schools earn full credit for overall and lowest performing AGIs at or above -1, the minimum score reflecting evidence that the school met the growth standard, and no credit for AGIs below -1, which indicates that there was evidence that the school did not meet the growth standard. *Please note that state tests were not administered during the 2019-20 school year due to the COVID-19 pandemic.*

PSSA Growth: 90% of points possible

PSSA Average Growth Indexes								
	ELA Grades 4 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2016-17	4.44	1.53	7.74	2.52	N/A	N/A	0.11	2.96
2017-18	1.05	0.79	2.53	0.71	N/A	N/A	-2.87	0.62
2018-19	1.61	-0.51	2.21	3.27	N/A	N/A	-1.50	0.38
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Keystone Growth: 72% of points possible

Keystone Average Growth Indexes						
	Literature		Algebra I		Biology	
Points Possible	1.875 per year	0.625 per year	1.875 per year	0.625 per year	1.875 per year	0.625 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2016-17	4.14	0.04	-3.13	1.15	-5.02	0.51
2017-18	-0.64	-1.49	0.76	0.88	-1.80	0.30
2018-19	0.28	-0.77	0.61	1.64	2.46	2.22
2019-20	N/A	N/A	N/A	N/A	N/A	N/A

PA Department of Education Growth Measure				
< -2.0	**-2.0 to -1.0**	**-1.0 to 1.0**	**1.0 to 2.0**	**> 2.0**
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

Note: Prior to SY2017-18, the Pennsylvania Department of Education (PDE) provided the AGI for the Lowest Performing 20% of students. Beginning in SY2017-18, PDE calculated the rate for the Lowest Performing 33% of students.

ATTENDANCE

Attendance rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools.

Schools earn full credit if their 95%+ attendance rate (the percentage of students attending 95% or more instructional days) meets or exceeds both Similar Schools and District Schools and earn half credit for meeting or exceeding only one of the comparison groups.

Schools earn full credit if their chronic absenteeism rate (the percentage of students attending fewer than 90% of instructional days) is lower than both Similar Schools and District Schools and half credit if it is lower than one comparison group.

Please note that 2019-20 attendance data reflects attendance through March 13, 2020 and is for informational purposes only.

Grades K-8: 100% of points possible

95%+ Attendance Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2016-17	56%	42%	41%
2017-18	50%	49%	47%
2018-19	55%	49%	53%
2019-20	60%	55%	61%

Chronic Absenteeism Rates			
Grades K - 8			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2016-17	19%	31%	33%
2017-18	23%	23%	28%
2018-19	20%	26%	24%
2019-20	18%	21%	19%

Grades 9-12: 100% of points possible

95%+ Attendance Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2016-17	58%	30%	28%
2017-18	50%	41%	43%
2018-19	52%	40%	41%
2019-20	55%	50%	54%

Chronic Absenteeism Rates			
Grades 9 - 12			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2016-17	19%	41%	51%
2017-18	23%	30%	36%
2018-19	24%	33%	38%
2019-20	25%	28%	28%

POSTSECONDARY READINESS

Postsecondary readiness rates are compared to two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their attendance rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

Postsecondary Readiness: 83% of points possible

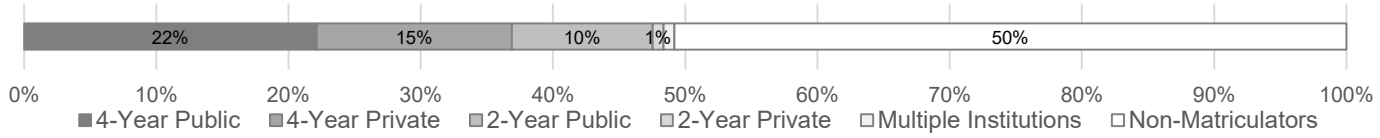
High School Graduation Rates			
Points Possible:	3 per year		
School Year	This School	Similar Schools	District Schools
2016-17	86%	82%	79%
2017-18	89%	80%	79%
2018-19	88%	77%	77%
2019-20	89%	87%	72%

SAT & ACT College Ready Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2016-17	8%	3%	21%
2017-18	3%	5%	20%
2018-19	4%	3%	20%
2019-20	3%	3%	19%

First-Fall College Matriculation Rates			
Points Possible:	1 per year		
School Year	This School	Similar Schools	District Schools
2016-17	81%	63%	56%
2017-18	70%	62%	50%
2018-19	52%	54%	47%
2019-20	48%	46%	42%

Non-Evaluative Postsecondary Readiness Information			
AP, IB, and NOCTI Participation and Performance			
	This School	Similar Schools	District Schools
Participation Rate	N/A	N/A	N/A
Performance Rate	N/A	N/A	N/A

College Matriculation by Institution Type (Class of 2020)



Organizational Compliance and Viability Domain Rating: Standard

Mission and Educational Plan

For the 2020-21 renewal cohort, the Mission and Educational Program component was not evaluated as a result of inability to conduct in-school reviews due to the COVID-19 pandemic.

Document Review

As a component of the comprehensive renewal evaluation, the Charter Schools Office reviews schools' records and compiles data from prior annual reports to evaluate Organizational Compliance and Viability standards for Special Education, English Learners, Student Discipline, Enrollment, Personnel, Timely Reporting, Food, Health, and Safety, and Board Governance.

Special Education	Meets Standard (10/10)		
Child Find Notice. Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Screening. Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	
Monitoring. Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	
Tiered Instruction. Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	
IEP Progress Monitoring. Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	
Secondary Transition. IEPs include transitional services for all students ages 14 – 21, if applicable.	▲	Evaluated at Renewal	
IEP Timeliness. Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	
BSE Findings. The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	N/A	Evaluated at Renewal	The School will be undergoing BSE cyclical monitoring review process on January 18, 2021.

ORGANIZATIONAL COMPLIANCE
English Learners

English Learners	Meets Standard (10/10)		
ESL Policy. English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
EL Timely Evaluation. English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
ESL ACCESS. English Learners are administered the ACCESS assessment annually.	▼	2017 ACE	50% of English Learners (1 of 2) were not provided the ACCESS for ELLs Evaluation.
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
EL Identification. School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
EL Notification. School notifies parents/guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
EL Exiting. School exits students from the ESL program when they meet the appropriate exit criteria.	▲	Evaluated at Renewal	

ORGANIZATIONAL COMPLIANCE
Enrollment

Enrollment	Meets Standard (15/15)		
Enrollment Policy. Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant lottery preferences.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Student Application. Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Enrollment Materials. Enrollment materials only require proof of age and address, home language survey, immunization record, and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Enrollment Accessibility. School accepts at least two sources of documentation to demonstrate proof of age and address.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Lottery Process. School selects students at random except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	▲	Evaluated at Renewal	
Enrollment Process. Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
Renaissance Enrollment Process. Renaissance charter schools only enroll first time entering students who reside in or attend approved feeder schools and siblings if implementing sibling preference.	N/A	Evaluated at Renewal	Applies to Renaissance Charter Schools only.

ORGANIZATIONAL COMPLIANCE
Student Discipline

Student Discipline	Meets Standard (10/10)		
Code Due Process. The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Manifestation Determination. Student Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Truancy Policy. School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Renaissance-District Alignment. Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	N/A	2017 ACE	Applies to Renaissance Charter Schools only.
	N/A	2018 ACE	Applies to Renaissance Charter Schools only.
	N/A	2019 ACE	Applies to Renaissance Charter Schools only.
	N/A	2020 ACE	Applies to Renaissance Charter Schools only.
Expulsion Process. Implemented compliant due process procedures for students recommended for expulsion.	▲	Evaluated at Renewal	
Manifestation Determination Practice. School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	Evaluated at Renewal	School did not recommend any students with disabilities for expulsion during the charter term.

ORGANIZATIONAL COMPLIANCE
Personnel & Timely Reporting

Personnel	Approaches Standard (5/10)		
Certified ESL Teachers. ESL teachers are directly employed and appropriately certified.	▲	2017 ACE	100% of ESL teachers were appropriately certified.
	▲	2018 ACE	100% of ESL teachers were appropriately certified.
	▲	2019 ACE	100% of ESL teachers were appropriately certified.
	▲	2020 ACE	100% of ESL teachers were appropriately certified during the 2019-20 school year.
Certified SPED Teachers. Special education teachers are appropriately certified.	▼	2017 ACE	At least one Special Education teacher was not appropriately certified.
	▲	2018 ACE	100% of Special Education teachers were appropriately certified.
	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
	▲	2020 ACE	100% of Special Education teachers were appropriately certified.
Certified Instructional Leader. Instructional Leader is appropriately certified.	▲	2017 ACE	At least one instructional leader was appropriately certified.
	▲	2018 ACE	At least one instructional leader was appropriately certified.
	▲	2019 ACE	At least one instructional leader was appropriately certified.
	▲	2020 ACE	At least one instructional leader was appropriately certified.
Checks and Clearances. Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▲	Evaluated at Renewal	

Timely Reporting	Meets Standard (5/5)		
Timely Annual Report. Submits complete annual report information by August 1, annually.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Timely Financial Audit. Submits final, audited financial statements by December 31, annually.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	

ORGANIZATIONAL COMPLIANCE
Food, Health, and Safety

Food, Health, and Safety	Meets Standard (10/10)		
Food Safety. School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	▲	2017 ACE	
	▼	2018 ACE	2 of 2 inspections were noncompliant.
	▲	2019 ACE	2 of 2 inspections were compliant.
	▲	2020 ACE	1 of 1 inspection was compliant.
Health Services Policy. School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Emergency Preparedness. School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Water Quality. School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	N/A	2017 ACE	Standard was not evaluated.
	N/A	2018 ACE	Standard was not evaluated.
	▲	2019 ACE	
	▲	2020 ACE	
Mandated Health Services. School ensures all required student health exams and screenings occur annually in the appropriate grades.	▲	Evaluated at Renewal	
Certified School Nurse. A certified school nurse is available for an appropriate number of students at the school.	N/A	Evaluated at Renewal	Data Unavailable
Food Service Program. School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	▲	Evaluated at Renewal	
Insurance Coverage. School meets requirements for insurance coverages and amounts during the charter term.	▲	Evaluated at Renewal	
Certificate of Occupancy. School has a valid certificate of occupancy for all buildings.	▲	Evaluated at Renewal	

ORGANIZATIONAL COMPLIANCE
Board Governance

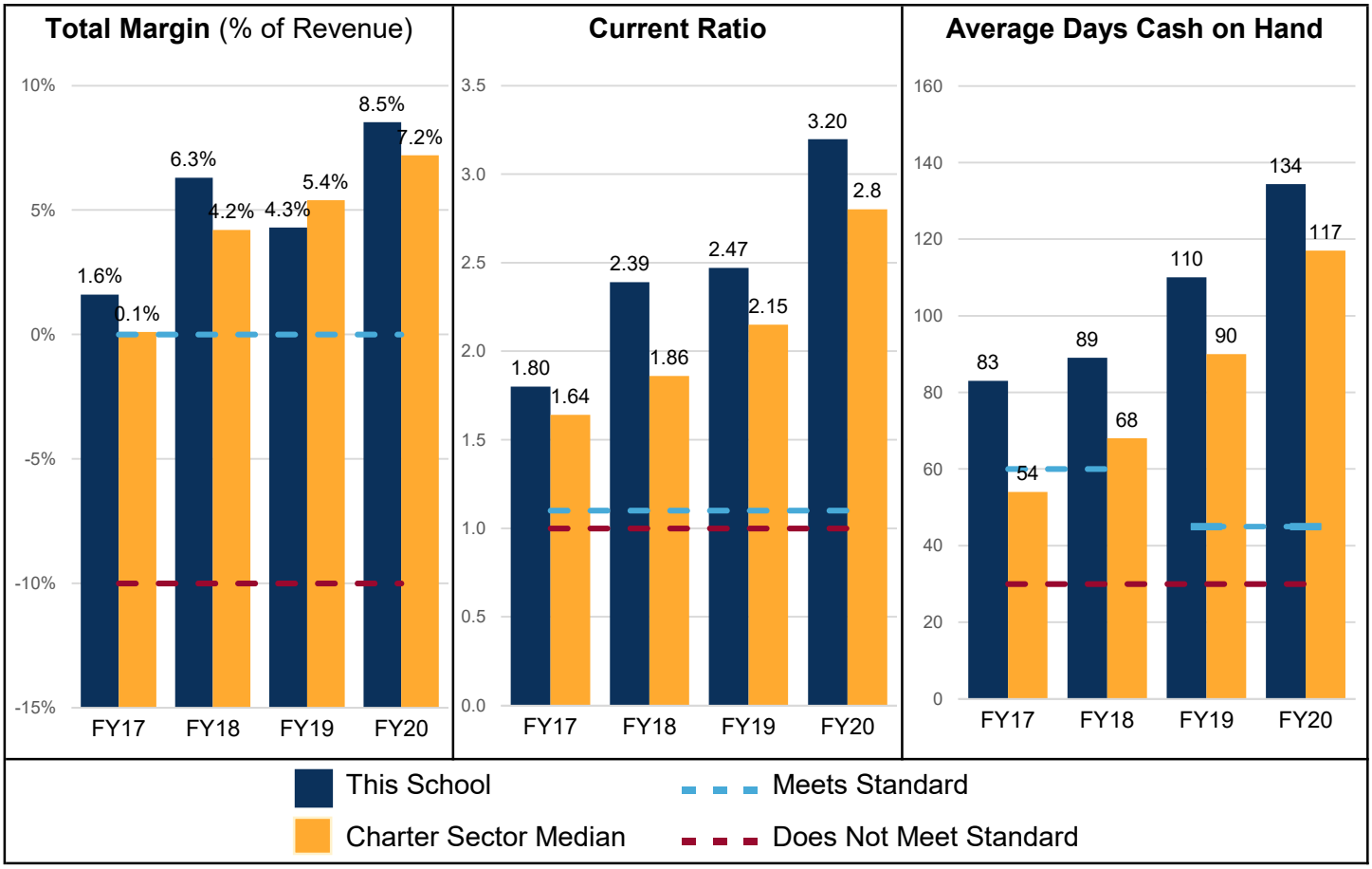
Board Governance	Meets Standard (15/15)		
Sunshine Act. Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Board Oversight. Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Board Accessibility. The school provides a reasonable opportunity for members of the public to comment.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Statements of Financial Interest. Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	▲	2017 ACE	
	▲	2018 ACE	
	▼	2019 ACE	4 Statements of Financial Interest were incomplete.
	▲	2020 ACE	
Ethics Act. Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
Bylaws Contents. Bylaws are drafted in a manner consistent with Charter School Law and the school's charter.	▲	Evaluated at Renewal	
Board Structure. Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Financial Health and Sustainability Domain: Meets Standard

Financial Health

Evaluative metrics measured the Charter School's short-term and long-term financial health over each of the four fiscal years of available data. Metrics that do not meet the standard are displayed in red.

Financial Health	Meets Standard		
Short-Term Metrics			
Fiscal Year	**Total Margin (% of Revenue)**	**Current Ratio**	**Average Days Cash on Hand**
FY17	1.6%	1.80	83
FY18	6.3%	2.39	89
FY19	4.3%	2.47	110
FY20	8.5%	3.20	134

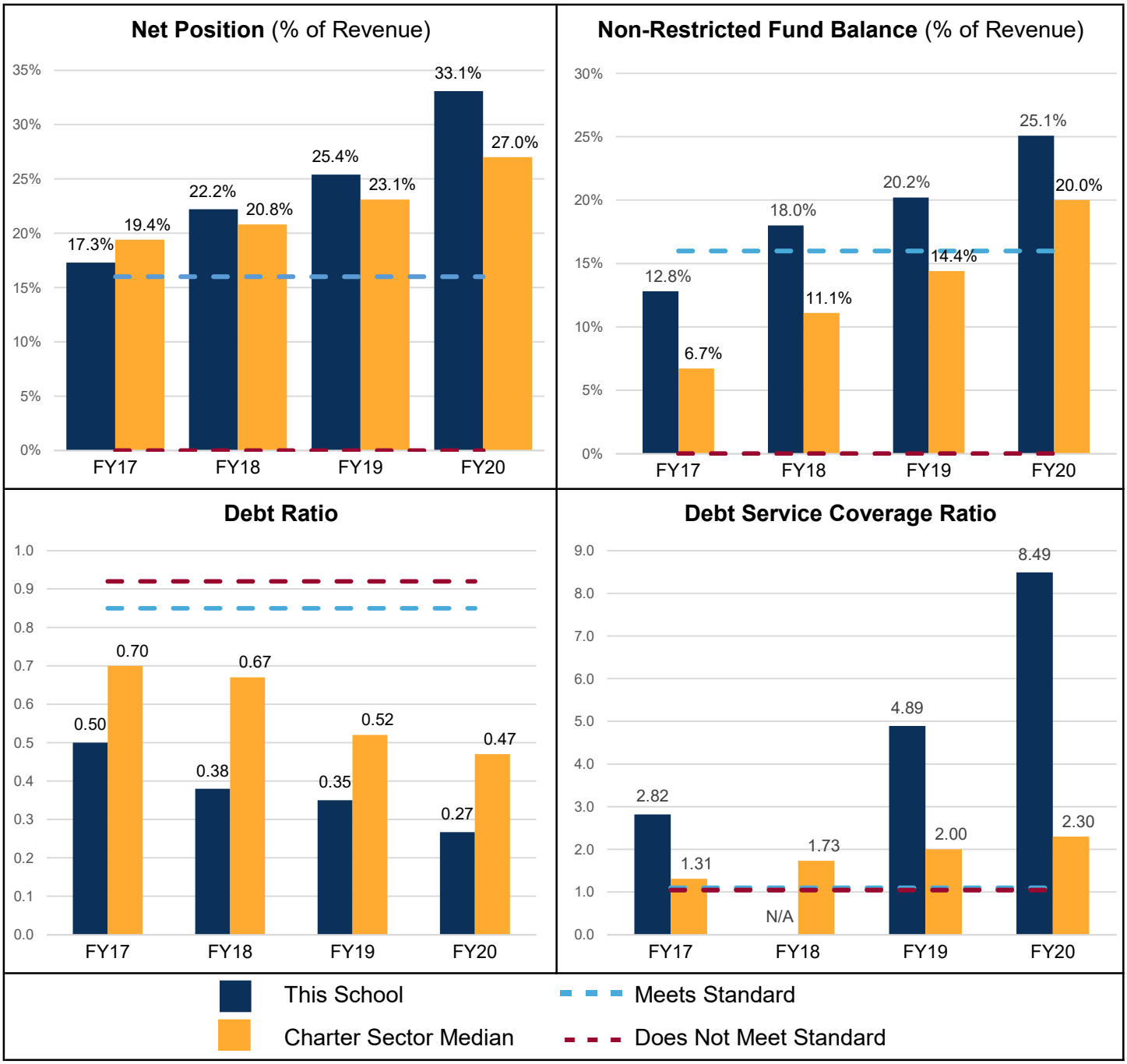


FINANCIAL HEALTH AND SUSTAINABILITY
Financial Health

Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance	Debt Ratio	Debt Service Coverage Ratio*
FY17	17.3%	12.8%	0.50	2.82
FY18	22.2%	18.0%	0.38	N/A
FY19	25.4%	20.2%	0.35	4.89
FY20	33.1%	25.1%	0.27	8.49

Note: Negative Debt Service Coverage Ratios are displayed as 0.



Fiscal Management

The Office of Auditing Services (OAS) of the School District of Philadelphia supports the assessment of fiscal management.

Fiscal Management	Meets Standard		
Compliance Requirements Reviewed by CSO			
Audit Findings. No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▼	2020 ACE	Significant Deficiency: The internal control structure did not prevent the incomplete reporting of February 2019 PSERS covered payroll information and employer contributions by the required deadline.
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
PSERS. No missed payments to PSERS that exceed the lower of 1% of revenues or $100,000.	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
	▲	2020 ACE	
Compliance Requirements Reviewed by Office of Auditing Services			
Financial Transactions. No major findings related to accounting practices.	Not Rated	Evaluated at Renewal	The final evaluation was not provided by the Office of Auditing Services.
Related Parties. Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	Not Rated	Evaluated at Renewal	The final evaluation was not provided by the Office of Auditing Services.
Payroll. No significant findings related to payroll transactions.	Not Rated	Evaluated at Renewal	The final evaluation was not provided by the Office of Auditing Services.

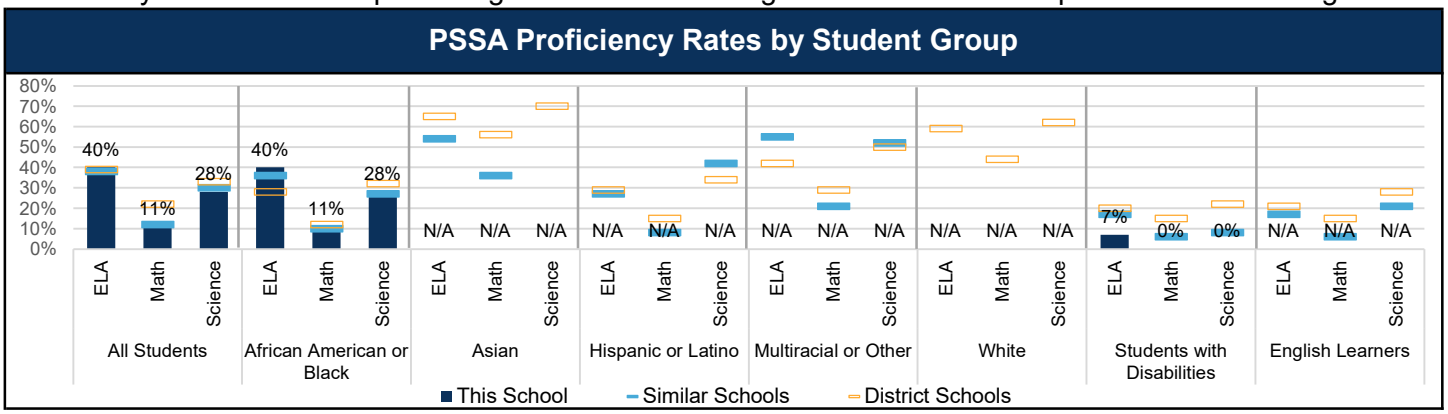
EQUITY AND CLIMATE OVERVIEW

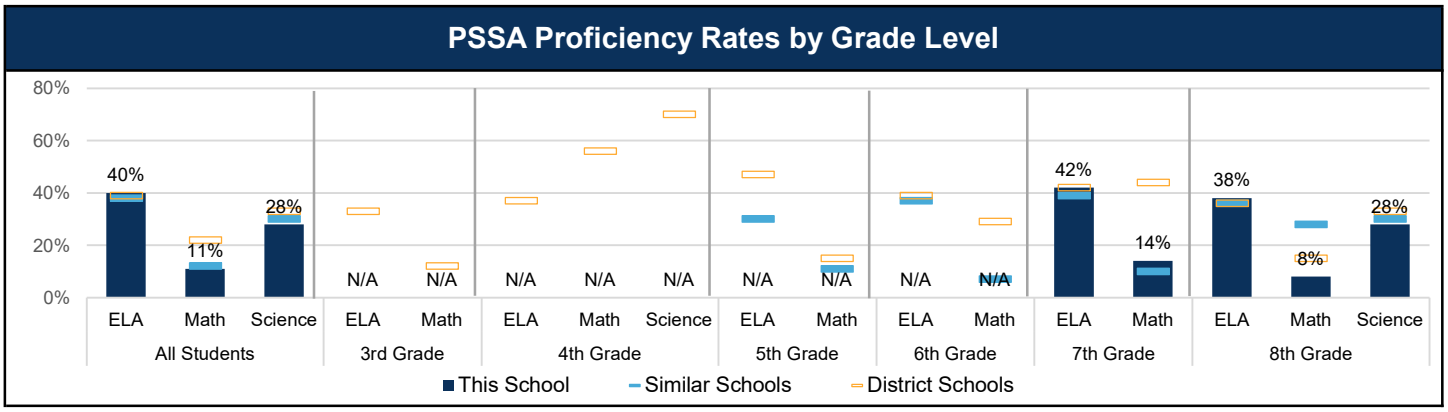
The Charter Schools Office reports additional indicators of Equity and School Climate for informational purposes. When possible, graphs present information disaggregated by student group and grade level to reflect students' experiences throughout their tenure at the school. Similar School and District School rates provide context.

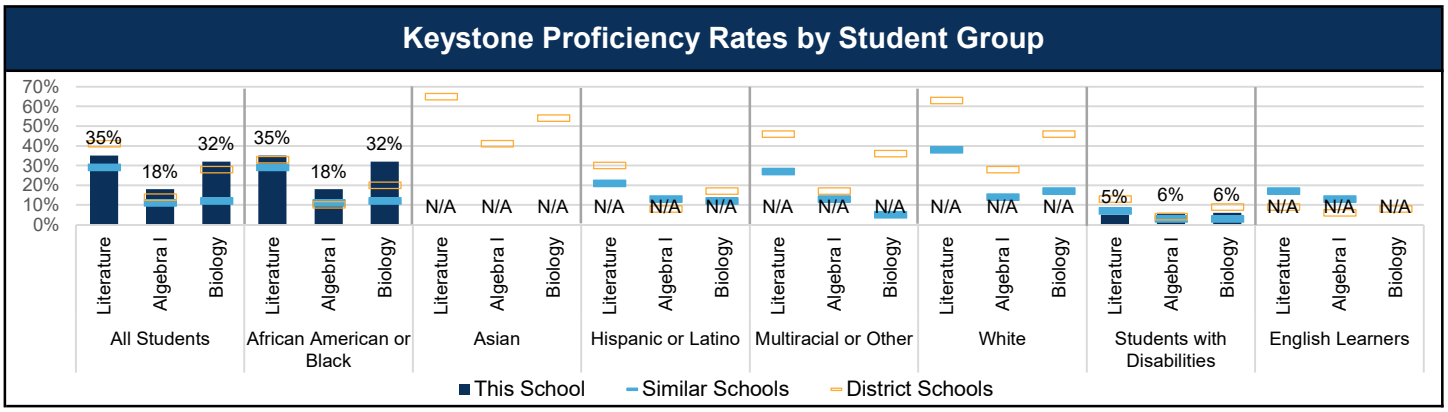
The CSO recognizes that there are multiple dimensions to both equity and climate, many of which are not captured in this report. The CSO encourages stakeholders to use this data, along with other resources, to gain insights into students' experiences, assess the school environment's fairness, and, if neccessary, to make adjustments that promote positive experiences and successful outcomes for all students.

PROFICIENCY (SY 2018-19)

Proficiency rates reflect the percentage of students scoring in the advanced and proficient score categories.



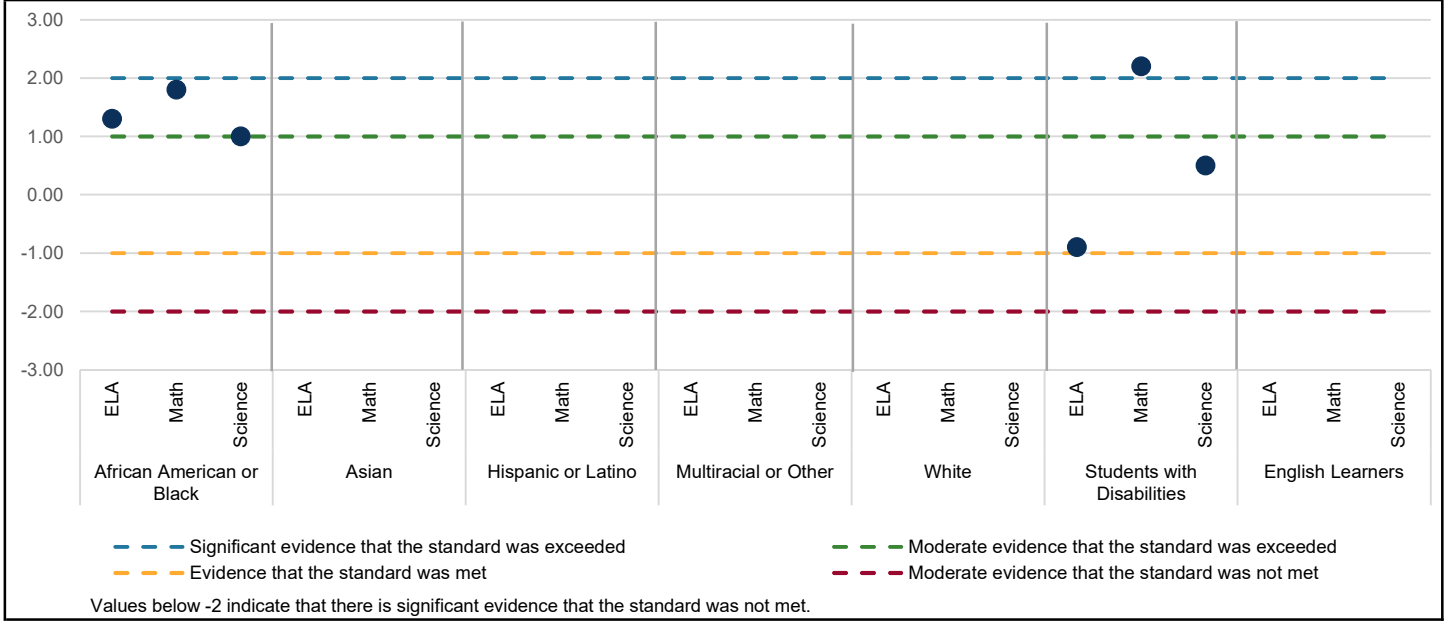




AVERAGE GROWTH INDEXES (AGI)

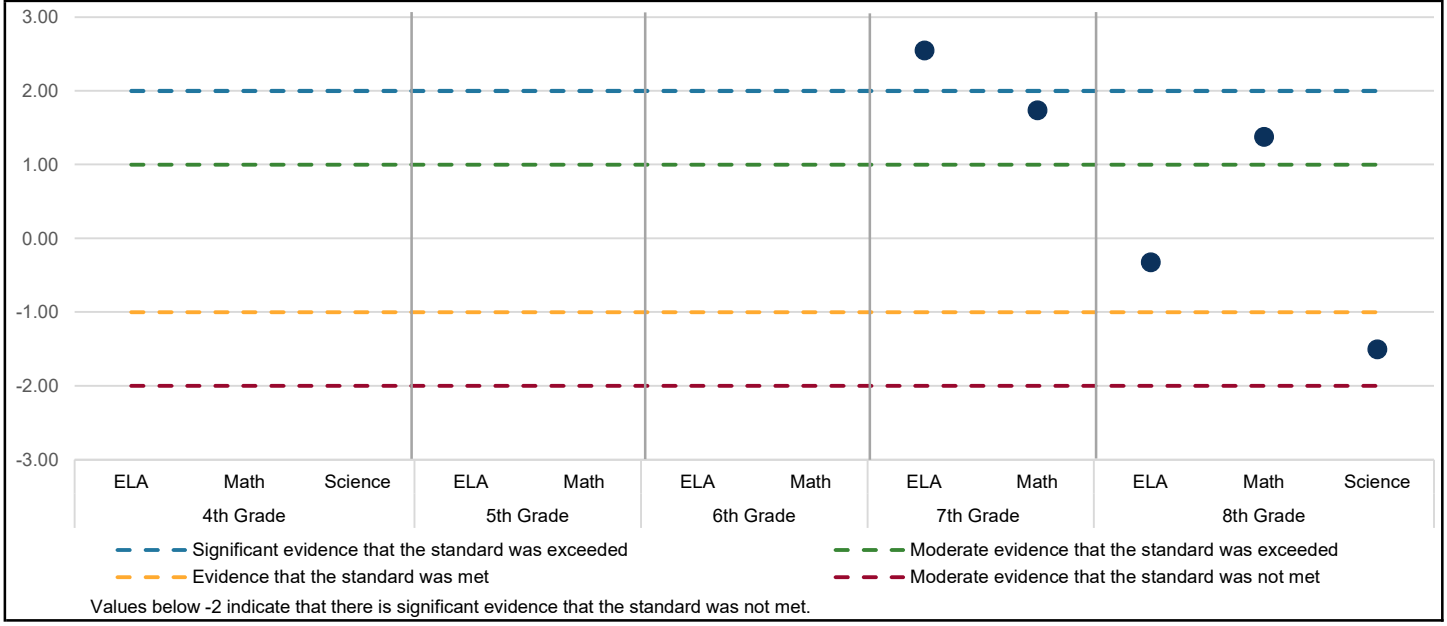
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3. The most recent available data (from the 2018-19 school year) is reflected below.

AGI by Student Group (PSSA & Keystone Combined)



Values below -2 indicate that there is significant evidence that the standard was not met.

PSSA AGI by Grade Level



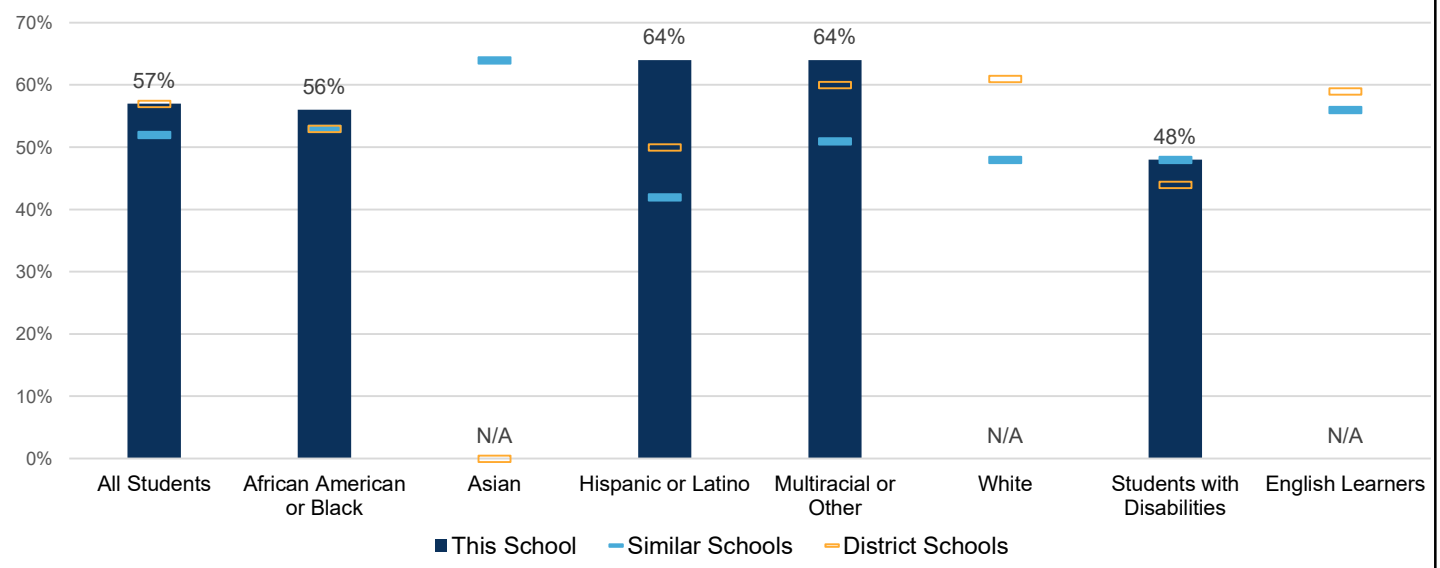
Values below -2 indicate that there is significant evidence that the standard was not met.

PA Department of Education Growth Measure				
< -2.0	**-2.0 to -1.0**	**-1.0 to 1.0**	**1.0 to 2.0**	**> 2.0**
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

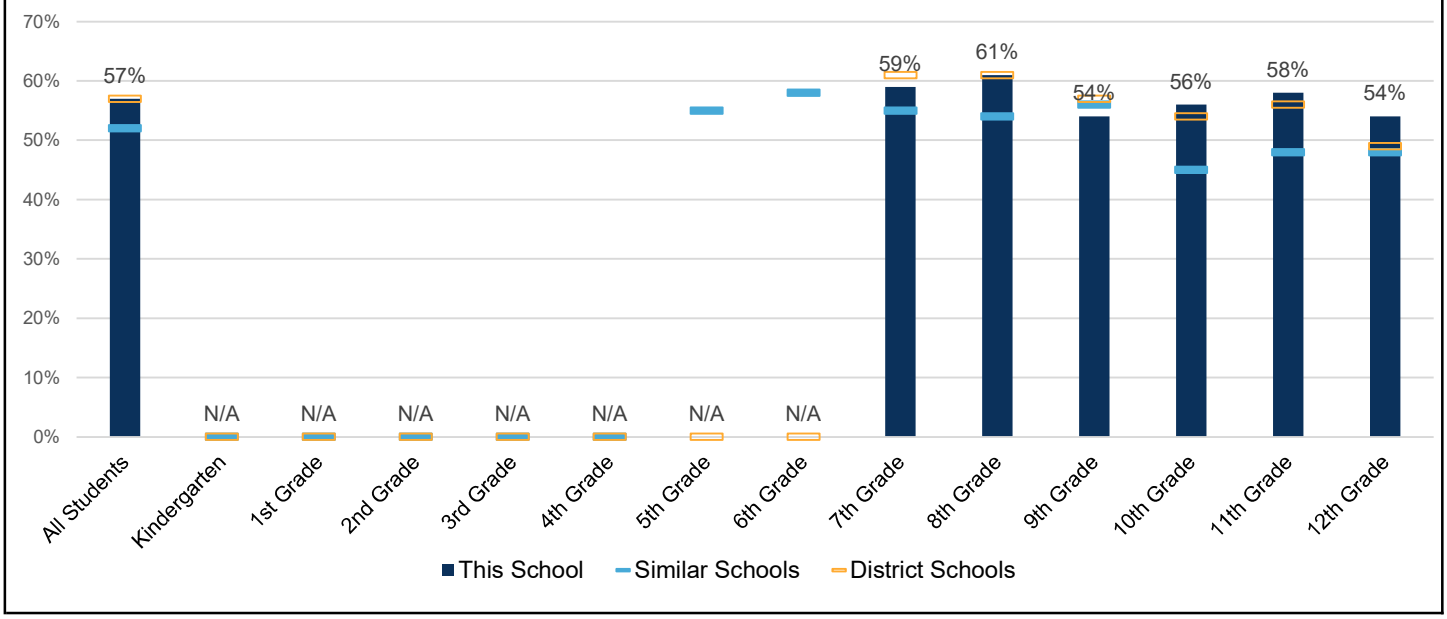
REGULAR ATTENDANCE

Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.

Regular Attendance Rates by Student Group



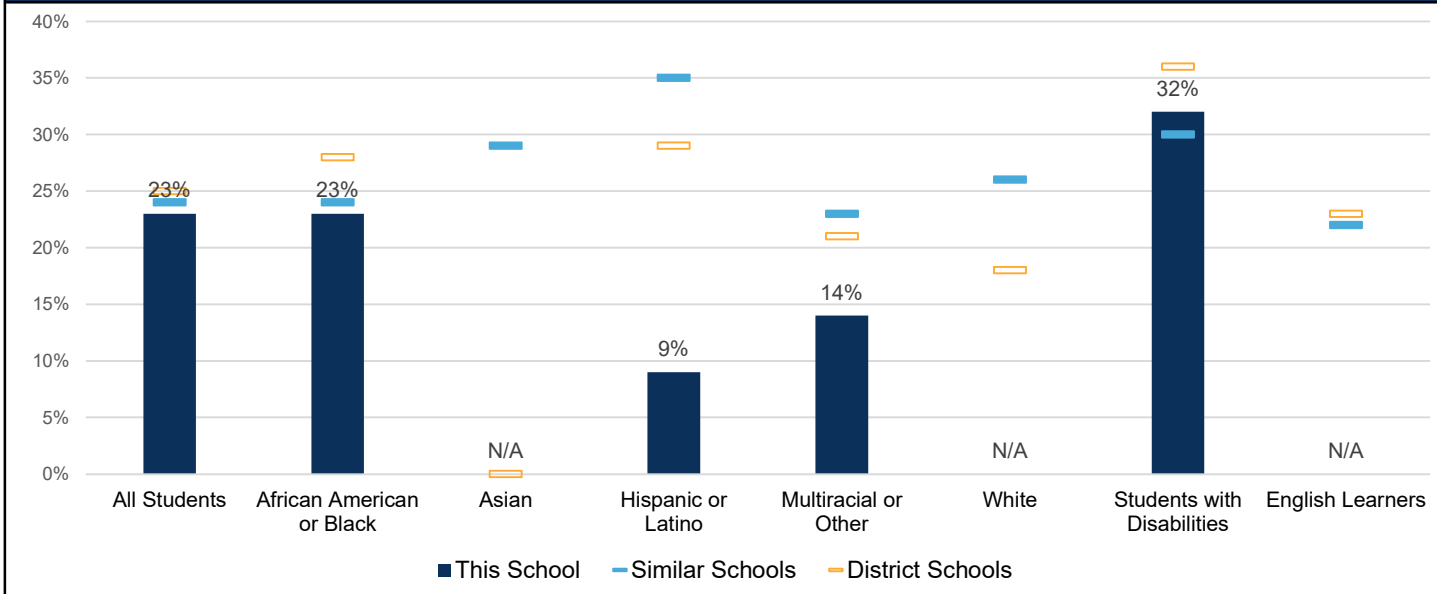
Regular Attendance Rates by Grade Level



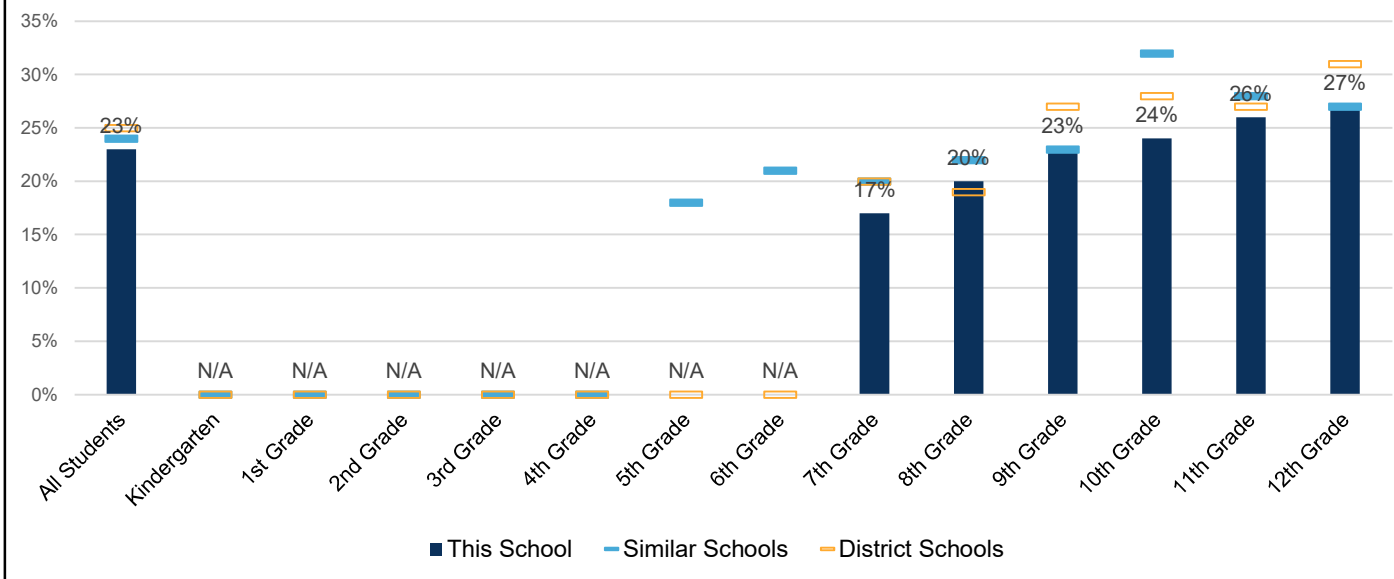
CHRONIC ABSENTEEISM

Chronic Absenteeism rates reflect the percentage of students that were not present for 10% or more school days. This is equivalent to missing at least one day of school every two weeks in a 180-day school year.

Chronic Absenteeism Rates by Student Group

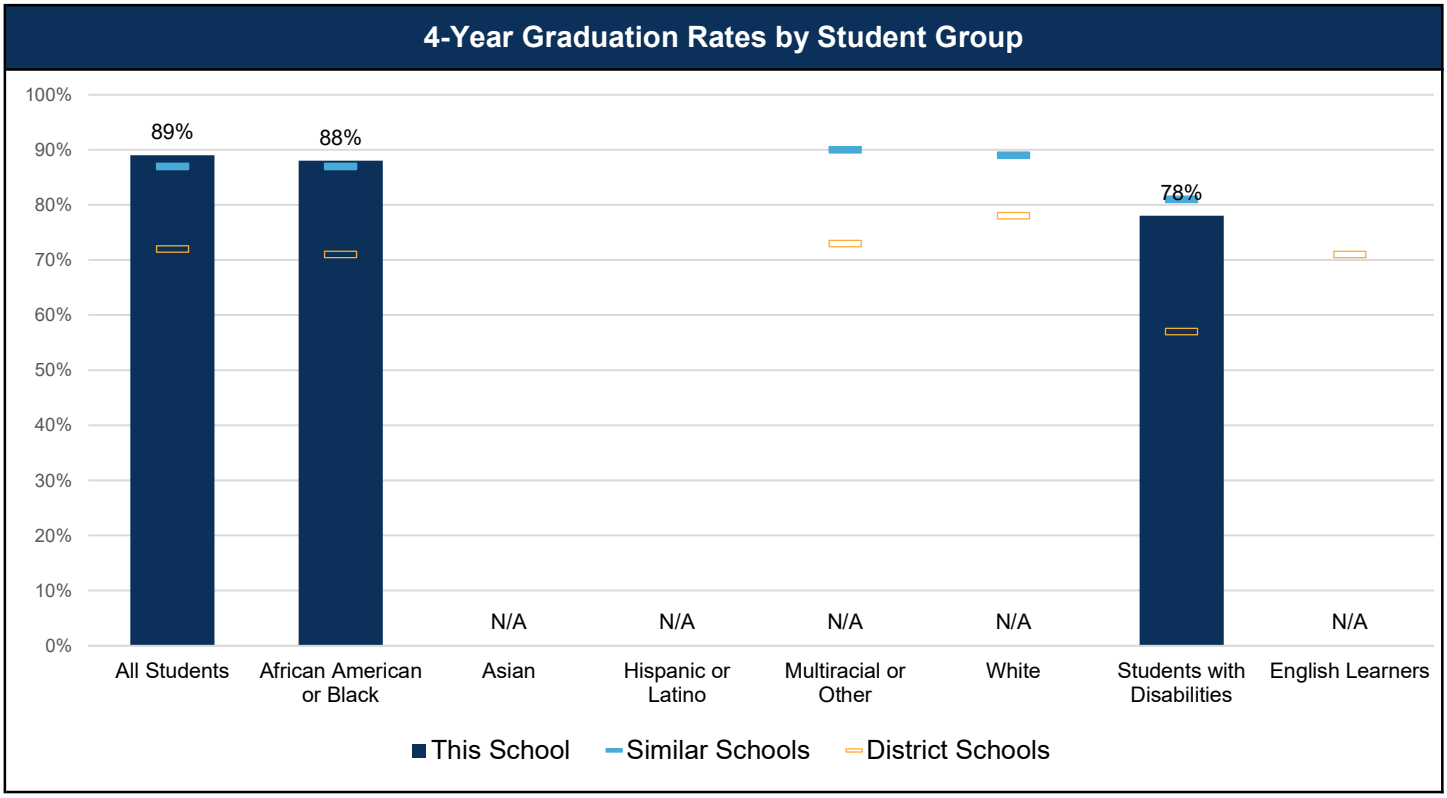


Chronic Absenteeism Rates by Grade Level



GRADUATION

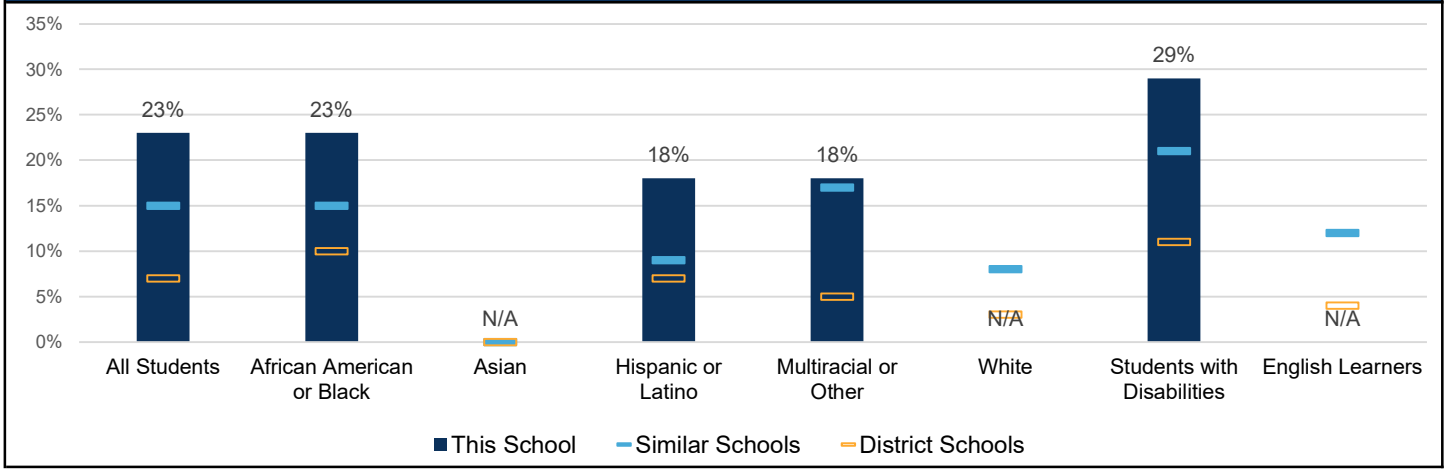
Graduation rates reflect the percentage of students in the school's adjusted 9th grade cohort that graduated within 4 years.



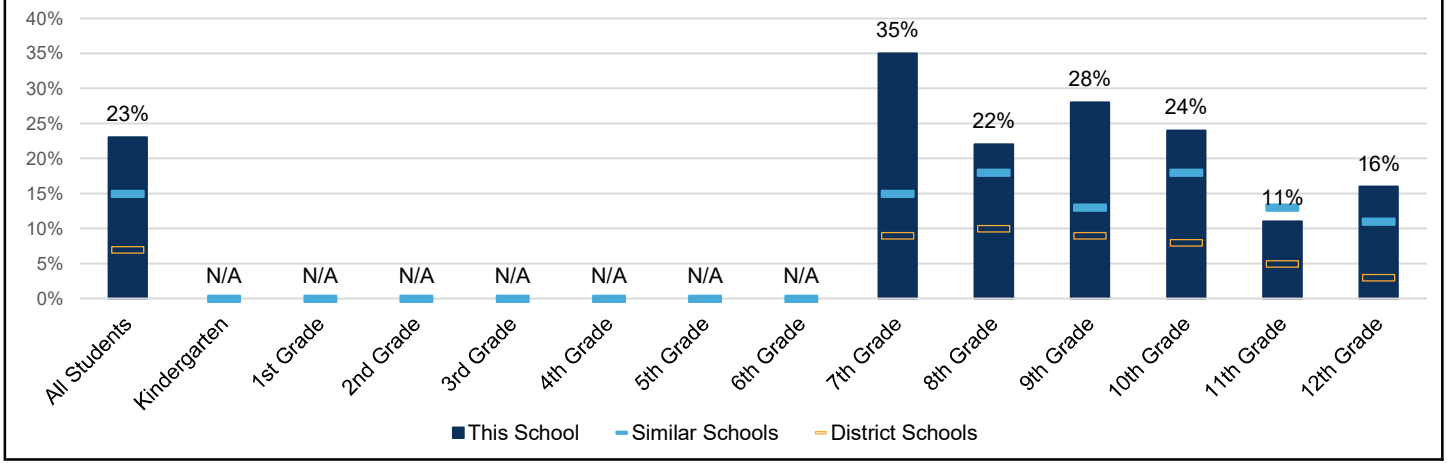
SUSPENSION

Student suspension rates reflect the percentage of the charter school's students that received at least one out-of-school suspension.

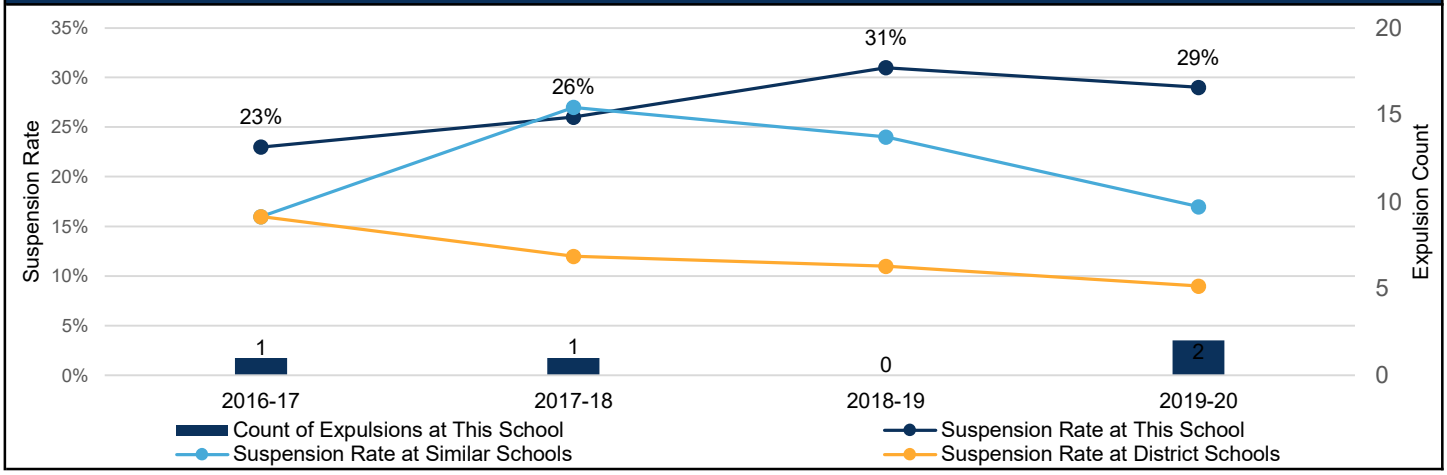
Suspension Rates by Student Group



Suspension Rates by Grade Level



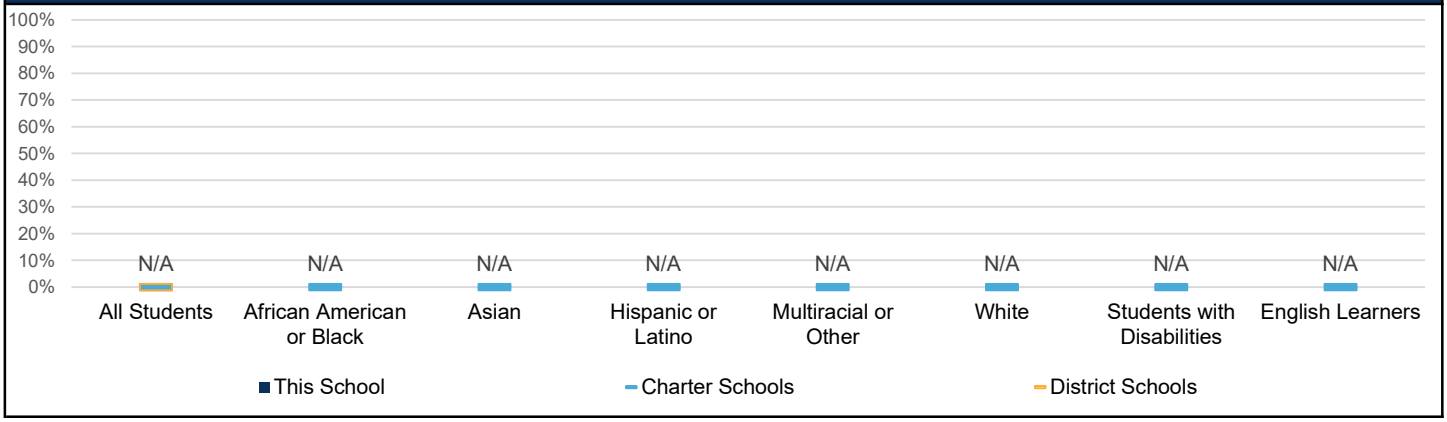
Suspension Rate and Expulsion Trends



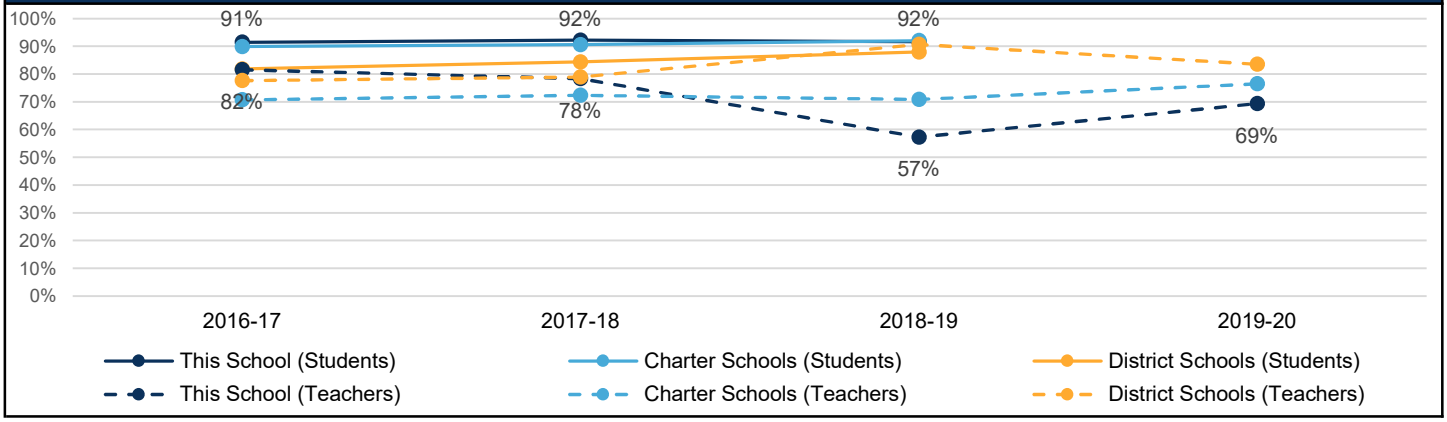
RETENTION

Student retention rates reflect the percentage of students who were enrolled in the charter school at the beginning of the school year and remained enrolled through the beginning of the following school year. Similarly, teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year.

Student Retention Rates by Student Group

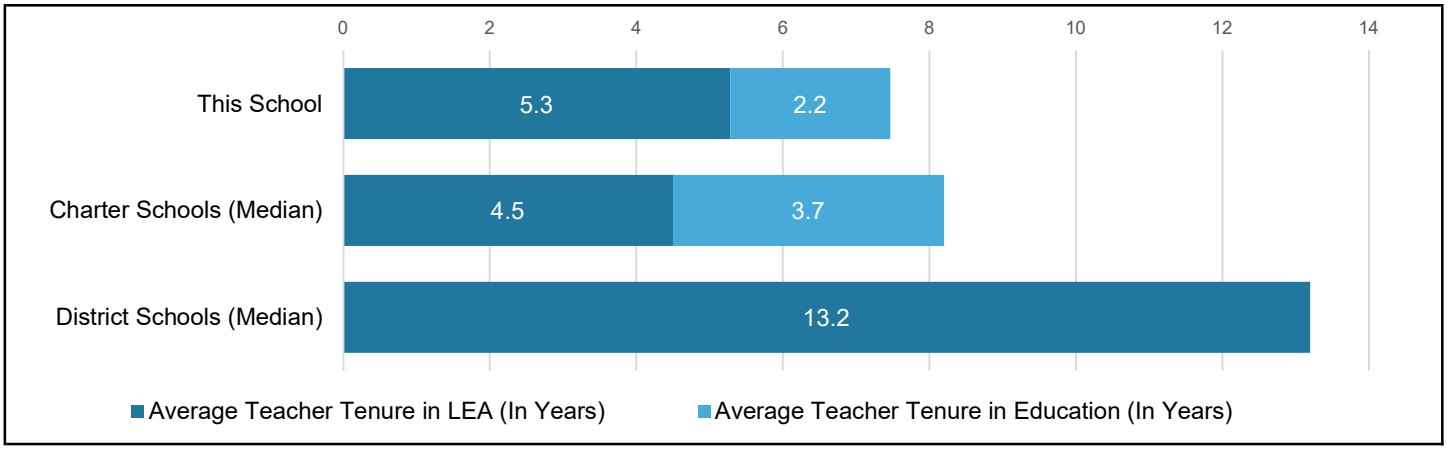


Student and Teacher Retention Rate Trends



TEACHER TENURE

The graph below reflects Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



Metric Information

Authorized Enrollment - The maximum number of students a school is allowed to enroll per their charter agreement.

Average Days Cash on Hand - The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt.

Chronic Absenteeism - The percentage of students attending fewer than 90% of school days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Current Ratio - The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year.

Debt Ratio - The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.

Debt Service Coverage Ratio - Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest, and lease payments.

District Schools Rate - Rate calculated based on all students in District Schools enrolled in the same grades as those served by the Charter School.

First Fall College Matriculation Rate - The percentage of students matriculating into post-secondary institutions in the first fall following high school graduation. Matriculation data is provided by the National Student Clearinghouse.

Graduation Rate - The percentage of students in the 9th grade adjusted cohort that graduate within 4 years. All calculations are based on student records entered into the School District of Philadelphia's student information system by the Charter School.

Growth - The average growth index (AGI) for each student group, based on the PA Department of Education's Growth Measure.

Net Position - How much a school is worth as a percentage of its total annual revenue, calculated as net position divided by total revenue.

Non-Restricted Fund Balance - How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue.

Proficiency Rate - The percentage of students scoring in the proficient or advanced categories of the PSSA/Keystone exam in math/Algebra I, ELA/Literature and science/Biology. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11th grade accountability method.

Regular Attendance - The percentage of students attending 95% or more instructional days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Retention Rate - The percentage of students attending the Charter School at the end of a school year that re-enroll in the fall (excluding students in terminal grades).

SAT/ACT College Ready Rate - The percentage of students scoring at or above the threshold for college-readiness, as determined by the ACT and the College Board.

Similar Schools Rate - Rate calculated based on all students in the school's Similar Schools Group enrolled in the same grades as those served by the charter school.

Suspension Rate - The percentage of students receiving one or more out-of-school suspensions.

Total Margin - The percentage of a school's total annual revenue not spent, calculated as change in net position divided by total revenue.

Action Item #28

Re: Mastery Charter School – Shoemaker Campus – Application for Charter Renewal

WHEREAS, pursuant to the Charter School Law, 24 P.S. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") of the School District of Philadelphia ("School District") granted a charter ("Charter") to the Board of Trustees of MASTERY CHARTER SCHOOL - SHOEMAKER CAMPUS ("Charter School") to operate a charter school for a five-year term commending in 2006; and

WHEREAS, the SRC renewed the Charter for a five-year term in 2011 and in 2019 for a five-year term commencing July 1, 2016; and

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

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

RESOLVED, that the Board of Education hereby RENEWS the Charter School's Charter, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year term commencing on July 1, 2021 and ending on June 30, 2026, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

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

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

2. The Board of Trustees shall elect Board officers, shall hold Board members to established term lengths and limits, shall ensure that the Board has the minimum required number of Board members, and shall fill open Board seats in a timely fashion, in

accordance with the Charter School's Bylaws. The Charter School's website must include a list of all individuals serving on the Board of Trustees and include direct email addresses for each individual. On an annual basis, the Charter School shall provide to the School District an updated list of the members of the Board of Trustees either by Epicenter or any subsequent School District system.

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

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

a. shall include provisions on: (i) application deadlines; (ii) enrollment preferences, order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, and to monitor any specified enrollment targets; (iv) lottery dates, and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;

b. shall provide that the application will be made clearly and plainly available on the Charter School's website in English, Spanish, and any additional language the Charter School deems appropriate without any barriers to enrollment requiring technology;

c. shall provide that families will have at least four (4) weeks to complete and submit enrollment packets in person or digitally after lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;

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

e. shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, the Charter School shall accept new students from the waiting list in

appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and

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

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

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

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

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

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

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

and be it

FURTHER RESOLVED, the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in Grade 7 to Grade 12 with a maximum of 760 students during the Term of the Charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades including Kindergarten, without Board of Education approval by action item; and be it

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

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

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

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

4. During the Term of the Charter, changes to the Charter School Performance Framework may be made as a result of changes to Applicable Laws or changes to charter school data availability and minor changes may be made as a result of needed adjustments to academic, financial and organizational assessment criteria. The Charter

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

Action Item - 29.

Title: Settlement of Civil Action - J.O. o/b/o V.O. v. The School District of Philadelphia, et al. - Added 4.14.2022

Board of Education Meeting Date: 4/21/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Office of General Counsel, to execute and perform a settlement agreement, subject to funding, as follows:
With: J.O. and C.O., individually and o/b/o V.O.
Purpose: To settle claims of J.O. and C.O. individually and o/b/o V.O. against the School District
Settlement amount: $175,000
Settlement Agreement Date: On or after 4/22/2022
Location: Administrative Office(s)
Description: J.O. and her husband C.O. filed an administrative complaint against the District with the Pennsylvania Human Relations Commission on October 28, 2020, alleging state civil right violations. This action item seeks approval of a settlement of $175,000, in exchange for a full and complete general release of all claims against the District. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of contested allegations.
Funding Source: FY22 Operating

Office Originating Request: General Counsel

Action Item - 30.

Title: Settlement of Civil Action - L.S., et al. v. The School District of Philadelphia, et al. - Added 4.14.2022

Board of Education Meeting Date: 4/21/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Office of General Counsel, to execute and perform a settlement agreement, subject to funding, as follows:

With: L.S., individually and as the representative of the estate of P.S.

Purpose: To settle claims of L.S. and the estate of P.S. against the School District in a civil action

Settlement amount: $1,500,000

Settlement agreement date: On or after 4/22/2022

Location: Administrative Office(s)

Description: L.S. filed a federal court complaint against the School District in the United States District Court for the Eastern District of Pennsylvania on March 11, 2021, alleging civil right violations and state law claims. This action item seeks approval of a settlement of $1,500,000, in exchange for a full and complete general release of all claims against the District. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of contested litigation.

Funding Source: FY 22 Operating

Office Originating Request: General Counsel

Action Item - 31.

Title: Authorization of Increased Outside Counsel Fees for FY22 ($1,400,000) - Added 4.14.2022

Board of Education Meeting Date: 4/21/2022

Action under consideration

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the General Counsel or her designee, to increase payments in Fiscal Year 2022 made for outside legal services to previously approved firms, subject to funding, as follows:

Payments to:
Ahmad & Zaffarese, LLC
Archer & Greiner, P.C.
Assigned Counsel Incorporated
The Axelrod Firm, PC
Baker Botts LLP
Ballard Spahr LLP
Bazelon Less & Feldman, P.C.
Bennett, Bricklin & Saltzburg, LLC
Brustein & Manasevit, PLLC
Charles F. Forer Alternative Dispute Resolution Services
Company Counsel LLC
Cozen O'Conner P.C.
Dilworth Paxson LLP
Eckert Seamans Cherin & Mellott, LLC
Fineman, Krekstein and Harris, P.C.
Fox Rothschild LLP
Goldberg, Miller, & Rubin, P.C.
Greenberg Traurig, LLP
Griesing Law, LLC
Hangley Aronchick Segal Pudlin & Schiller
King, Spry, Herman, Freund & Faul, LLC
Kolber & Randazzo, P.C.
Landau, Hess, Simon, & Choi
Levin Legal Group, P.C.
Manko, Gold, Katcher & Fox LLP
Marshall Dennehey Warner Coleman & Goggin
McNichol, Byrne, & Matlawski., P.C.
Montgomery, McCracken Walker & Rhoads, LLP
Pietragallo Gordon Alfano Bosick & Raspanti, LLP
Rudolph Garcia, Attorney at Law
Schnader Harrison Segal & Lewis, LLP
Sweet Stevens Katz & Williams, LLP
The Law Office of Benjamin N. Gialloreto
Troutman Pepper Hamilton Sanders LLP
Turner Law, P.C.
Welsh & Recker P.C.

Wilson Elser, Moskowitz, Edelman & Dicker LLP
Wisler Pearlstine, LLP

Purpose: Increased authorization for outside counsel legal fees and costs in FY22

Start date for FY22 increase: 4/22/2022

End date for FY22 increase: 6/30/2022

Existing authorized compensation for FY22 not to exceed: $5,200,000, with all entities to be paid out of the total aggregate amount

Additional compensation for FY22 not to exceed: $1,400,000

New total FY22 compensation not to exceed: All entities will be paid from the FY22 new aggregate amount of $6,600,000.

Location(s): Administrative Offices

Description:
The Office of General Counsel (OGC) attempts to handle as many matters in-house as possible and to reduce reliance and expenditures on outside counsel. OGC accordingly retains outside counsel on an as-needed basis 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 the School Reform Commission. The types of matters and extent of needed outside legal services fluctuate and are not susceptible of precise estimation. Outside legal services are retained to provide or assist in providing legal services in various matters based on, among other things, expertise, complexity, and resource capacity and technology capabilities. No firm or lawyer is entitled to receive any District legal work. OGC seeks reduced hourly rates, with firms often significantly reducing their billing rates for District matters, or under alternative, flat, and capped fee arrangements, and through pro bono representation in some instances.

In June 2019, the Board authorized OGC to spend $4,250,000 per year for FY20-FY22 on outside legal services following a Request for Qualifications in 2019. In March 2021, the Board authorized an increase to $5,750,000 for FY21, of which OGC spent under $5,500,000. For FY22, OGC has again projected an annualized need to spend more in fees and costs than the initially authorized amount for various reasons, such as need for specific expertise in highly technical and regulated areas, document-intensive matter support, medical and maternity leaves, vacancies, and hiring challenges notwithstanding concerted efforts to fill all vacancies. Those vacancies have accounted for salary and benefits savings in OGC of approximately $600,000 in FY22. OGC asked the Board to authorize spending of an additional $950,000 for outside counsel in FY2022, which the Board approved on March 24, 2022. OGC is returning to the Board to seek an additional $1,400,000 for FY22, to account for payments made to outside counsel firms for services needed by other offices (some of which were also necessitated by vacancies and leaves) that were not captured prior to the March request given a misunderstanding by OGC around interpretation of budget coding and reporting functions in the ERP system. It is important to note that the total costs were already contemplated in the budget across all departments, but that insufficient authorization existed within OGC, which is responsible for all outside counsel contracts, to enable payment of those funds. This request is needed to adjust authorization so that amounts are appropriately accounted for as coming from the outside counsel budget. Senior staff in OGC and Finance/Budget have met to evaluate the

circumstances leading to the confusion, and have identified and are addressing the reason for the misunderstanding. This action item does not request a change to the amount previously requested by OGC and authorized by the Board on March 24, 2022, for spending on outside counsel for FY23, of $5,000,000.

Related Action Items:
June 27, 2019; No. 23
November 21, 2019; No. 10
January 30, 2020; No. 21
February 27, 2020; No. 51
August 20, 2020; No. 10
March 25, 2021; No. 19
March 24, 2022; No. 13

Funding Source(s): Operating

Office Originating Request: General Counsel