THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION PUBLIC MEETING AGENDA

FEBRUARY 24, 2022

Call to Order - Joyce S. Wilkerson, President

Roll Call - Lynn Rauch, Esq., General Counsel

Approval of Minutes - January 27, 2022

Committee Reports

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

Written Testimony

- Written Testimony
  Board of Education - Other

Registered Student Speakers

- Registered Student Speakers
  Board of Education - Other

Elected Officials

- Elected Officials Speakers List
  Board of Education - Other

Registered Speakers on General Topics

- Registered Speakers List

Goals and Guardrails

- Goal 1: Reading
  Board of Education - Other
- Reading Goal 1 - Presentation
  Board of Education - Other

Responses to Questions on Action Items

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

Action Item

1. Approval of Retirements and Resignations (Updated 2.24.2022)
   Talent - Other
2. Approval of Personnel Hires - Updated 02.14.2022

Talent - Other

3. Approval of Personnel Terminations (Updated 2.24.2022)

   Talent - Other

4. Administration's Recommendation for Termination of Professional Employees (Updated 2.24.2022)

   Talent - Other

5. Contract with LinkedIn Corporation ($45,000)

   Talent - Contracts

6. Contract with Drexel University, School of Education - Paraprofessional Teacher Residency ($260,415)

   Talent - Contracts

7. Contract with Cheney University, College Unbound and LaSalle University - Paraprofessional Pathway to BA/Teacher Certification ($1,681,550)

   Talent - Contracts

8. Contract with WEX Health Inc. COBRA and Direct Bill Benefits Services ($30,000)

   Talent - Contracts

9. Amendment to Contract with Magnum Integrated Marketing - School District Recruiting Marketing Campaign ($164,500)

   Talent - Amended Contracts

10. Ratification of Acceptance for two Grants from the Pennsylvania Department of Environmental Protection (PA DEP), Alternative Fuels Incentive Grant (AFIG) Program ($600,000)

    Operations - Transportation - Other

11. Contract with Wayne Moving and Storage Company, Inc., T & N Van Service and Affiliates, All Seasons Global Solutions (ASGS) - Moving Services at various locations ($1,500,000)

    Operations - Capital Programs - Contracts

12. Capital Award For Vare-Washington School ($4,772,053)

    Operations - Capital Programs - Capital Awards

13. Change Orders With Various Vendors ($405,045)

    Operations - Capital Programs - Other

14. Contract with Various Firms for Supplemental Professional Architectural Services ($10,000,000)

    Operations - Capital Programs - Contracts

15. Contract Award with Weatherproofing Technologies, Inc for HVAC Replacement, Roofing and Masonry Project- Austin Meehan Middle School ($12,948,988)

    Operations - Capital Programs - Contracts

16. Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Grover Washington Middle School and Thomas Edison High School

Operations - Capital Programs - Other

17. Ratification to Amend Contract with DLR for Technical Specifications - Additional Time

    Operations - Capital Programs - Other

18. Ratification and Authorization of Contract with Vacant Property Security, LLC for Property Security Services - $50,000

    Operations - Procurement - Other

19. Ratification and Authorization of Purchase Order Contracting Authority - Calendar Year 2022

    Operations - Procurement - Other

20. Ratification and Authorization of Contracts with Fluidics and Devine Brothers for Boiler Burner Services - $2,000,000

    Operations - Procurement - Other

21. Amendment of Memorandum of Understanding with the City of Philadelphia

    Student Support Services - Memorandum of Understanding

22. Contracts with Various Qualified Vendors - Preschool Programs ($72,369,000)

    Academic Support - Contracts

23. AMY Northwest Middle School Schoolyard Improvement Project, Lowell Elementary School Schoolyard Improvement Project, and Add B. Anderson Elementary School Schoolyard Improvement Project - limited Joinders to Subgrant Agreement (Added 2.3.2022)

    Operations - Capital Programs - Other

24. Ratification and Authorization of Acceptance of a Donation from Wawa, Inc., for COVID-19 Testing Supplies ($2,000,000) - Added 02.07.2022 (Updated 02.10.2022)

    Talent - Other

25. The Student Voter Education and Registration Resolution - Added 02.10.2022

    Board of Education - Other

26. Settlement of Civil Action-D.P. by and through the parents of D.P. - Added 02.17.2022

    General Counsel - Other

27. Settlement of Civil Action-James Russell - Added 2.17.2022

    General Counsel - Other

28. Acceptance of Donation from The Fund for The School District of Philadelphia and Authorization of Contract for Facilities Planning and Community Engagement ($1,300,000) - Added 2.22.2022 - Updated 2.24.2022

    Superintendent - Other

29. Contract with Various Temporary Staffing Vendors (Robert Half International, Inc. and Solomon Page Group, LLC) - No Additional Cost - Added 2.22.2022

    Talent - Contracts

Adjourn

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

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
2_24_22 Written Testimony	Supporting Document

Testimony to the Philadelphia School Board
Submitted in writing on February 24, 2022
Amber Whitaker - Parent who wants to attend a Mastery Renaissance School – denied as out of catchment

I am a parent of a kindergartener and first grader.

I am writing to you because the policy you have in place is denying my children the choice to a better school.

I was born and raised in Philadelphia and attended John Bartram High School. Overall it wasn't bad at the time but I would definitely want something better for my children. Schools just aren't the same as they used to be. Overall I do not dislike the school they are currently in, but I need something different for them.

I have been trying to enroll my children into Mastery Harrity Elementary School for a couple years now, but I live outside the catchment zone so have been told I am ineligible.

I have heard many wonderful things about the Mastery schools so that is where I want my children to go.

Why is it, that such a great school is being held back from accepting children like mine when that is the school I WANT to send them to? This is unacceptable and wrong.

Once a school has enrolled all the students from the catchment who want to attend and there is still space available, why would you as a School Board stop a family like mine from enrolling?

Isn’t the job of the School Board to make sure every child in Philadelphia has access to quality public school regardless of where we live? Your policy is doing just the opposite. It is denying me as a parent the right to enroll in a Mastery Renaissance charter school.

My question is: Will you change the school selection policy to allow parents like me to choose the best school for my children, including public Renaissance Charters like Mastery?

Please do right by our children.

Testimony to the Philadelphia School Board
Feb. 22, 2022
Submitted by Linda Thurman
Philadelphia Parent
Out of Catchment Parent Applicant – Ineligible at Gratz

Hello everyone. My name is Linda Thurman. I am a parent of a 9thth grader and a 2nd grader.

My children have attended Charter schools their whole lives. I have never had an issue applying to any charter schools prior to now. I applied for my daughter to attend Mastery Gratz High School and was told I live outside of the schools catchment zone. How is this possible when my daughter attends a Charter school further away from my house?

Gratz is a fifteen minute walk and a five minute drive away. My child can walk to and from school if she could attend there. Now I have to drive her further away than necessary to get her to and from school.

Turns out I live in the Martin Luther King School zone. But I don't want my child to go there. I want my daughter to go to Gratz. In fact Gratz is closer to my house than M.L.K.

As a parent, I should have a say in where my child goes to school. Why can't I send my child to Gratz? It is a public neighborhood school. Gratz has always enrolled students from outside its catchment as long as seats were available. And now all of a sudden you denying me the option of sending my child to Gratz. It makes no sense. No other public high school in the city is restricted in this way.

Will you please remove this policy you have put in place that is denying me the choice to send my child to a school I choose?

Kathy Geary – Parent, Renaissance Schools
Testimony to the Philadelphia School Board
January 27, 2022

Dr. Hite, President Wilkerson and members of the School Board,

My name is Kathy Geary, I am the proud grandparent of three Mastery students.

My grandson, Aaron is a senior at Gratz and I've been loving the school ever since he started in 9th grade. I love it, I love it, I love it. He loves it too!

Aaron is on the football team and college bound and the experience at Gratz Mastery has been great! Which is why it was so upsetting to hear about the unfair practices you are trying to impose on families like mine.

We live in the Northeast area. Gratz is not our neighborhood school, but my grandson was given an opportunity to attend and for that I am grateful. You are preventing the very students you have sworn to help from getting a quality education when you stop Mastery from enrolling students that do not live in the catchment. Why would you do that?

Mastery provides a good education, which is why I chose to put my children in Mastery because of the opportunity. It is improper, immoral and discriminatory to even suggest stopping anyone from attending any school, but especially Gratz. The school is warm and inviting. They've been nothing but supportive of me and my family. For health reasons, my grandson is doing virtual learning and they have been very accommodating. They offer mentoring and when the Gratz community lost students to gun violence they provided counseling. Gratz cares about the African American community.

Gratz is a big school with lots of space. Why would you even think to close the enrollment and prohibit students from attending if there are seats available. It's just not fair.

Will you please reconsider and change your policy that will hurt children like my grandson Aaron.

Testimony to the Philadelphia School Board
2-24-22
Donna Holliday, Parent
William D.Kelley Public School

Hello everyone. My name is Donna Holliday, I am the grandparent of a 6th grader at William D.Kelley Public School.

He currently attends William D.Kelley Public School in North Philadelphia since that is where he attended previously to being placed in my care. My grandchild will be moving up to middle school next year.

I have applied for my grandson to attend Mastery Pastorius-Richardson Elementary School since it's close to home.

However, I was informed that due to my address he did not qualify to attend that school.

I am very confused. Why can't a school that is a three minute drive from my house accept my grandson? Why are you imposing policies on the Mastery Renaissance schools – that are PUBLIC schools – that don't permit them to serve my grandbaby? Shouldn't that be my choice?

I find this policy unfair and discriminatory. Please change this policy and let parents and guardians like me select any public school, including Renaissance charter schools for our children.

DWIGHT EVANS
3RD DISTRICT, PENNSYLVANIA

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Congress of the United States
House of Representatives
Washington, DC 20515

COMMITTEE ON WAYS AND MEANS:
HEALTH SUBCOMMITTEE
OVERSIGHT SUBCOMMITTEE
WORKER AND FAMILY SUPPORT SUBCOMMITTEE

COMMITTEE ON SMALL BUSINESS:
ECONOMIC GROWTH, TAX, AND CAPITAL ACCESS SUBCOMMITTEE
OVERSIGHT, INVESTIGATIONS, AND REGULATIONS SUBCOMMITTEE

CONGRESSIONAL BLACK CAUCUS
CONGRESSIONAL BIPARTISAN HBCU CAUCUS
CONGRESSIONAL CAUCUS ON BLACK-JEWISH RELATIONS
CONGRESSIONAL PROGRESSIVE CAUCUS
GUN VIOLENCE PREVENTION TASK FORCE
TASK FORCE ON POVERTY, INCOME INEQUALITY, AND OPPORTUNITY
LGBTQ+ EQUALITY CAUCUS
EXPAND SOCIAL SECURITY CAUCUS

February 18, 2022

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

Dear Board of Education Members:

I write today to extend my support for the Philadelphia School Board's adoption of a Voter Registration Policy or Resolution. I applaud the actions of the many students and teachers who have given testimony during school board hearings on this important issue. I also appreciate the school board's willingness to create such a policy.

Voting is one of the pillars of democracy. It is the easiest and most accessible way to participate in the democratic process. However, youth are the least likely of all age groups to vote. Encouraging and assisting high school students to register to vote can help boost voter participation. Studies show that voting in one election increases the chances of voting in a future election. This is especially important in diverse communities like Philadelphia. In the November 2020 election, 65 percent of white voters nationwide aged 18-24 were registered to vote as compared to 55 percent for Black individuals of the same age.

The disparities were even greater for those coming from low-income households. Individuals aged 18-24 coming from households making less than $30,000 per year were registered to vote at percentages ranging from 39 percent to 53 percent. Those of the same age range coming from households making $50,000 or more had voter registration percentages ranging from 60 percent to 79 percent.[1]

Unfortunately, many states across the country have been enacting laws to make registration and voting more difficult, such as limiting early voting and absentee voting, requiring IDs, purging voter rolls, and decreasing the number of polling places. These laws go against the fundamental basis of democracy and everything that we have fought for during our decades-long fight against voter suppression.

[1] https://www.census.gov/data/tables/time-series/demo/voting-and-registration/p20-585.html.

The Voting Rights Act of 1965 required states with a history of discrimination to get pre-clearance from the Department of Justice before implementing voting laws. A 2013 U.S. Supreme Court decision removed this requirement. Therefore, I voted for the House-passed John Lewis Voting Rights Advancement Act, which would restore the full protections of the original, *bipartisan* Voting Rights Act of 1965. The bill has been sitting in the Senate since September of last year. Therefore, this January, I wrote a letter to President Biden and Senate leadership urging the Senate to take immediate action on the bill and pass it.

I also support the Automatic Voter Registration Act, which would automatically register individuals to vote at their states' departments of motor vehicles; and the Voter Empowerment Act, which would permit same-day voter registration and online voter registration. However, until Congress is able to pass these bills, we need to make sure we are doing everything we can to encourage young people to register to vote.

Schools providing education and resources to students on voter registration is the first step in getting youth from all backgrounds to participate in democracy. I appreciate your consideration of this important matter.

Sincerely,



Dwight Evans
Member of Congress

Zimbra [redacted]@philasd.org

Overcrowding at Carver E&S as a result of poorly planned lottery

From : Miriam Hill [redacted] Mon, Feb 21, 2022 07:22 PM

Subject : Overcrowding at Carver E&S as a result of poorly planned lottery

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
DO NOT CLICK links or open attachments unless you recognize the sender and are expecting the email.

Hello,

I'm writing to ask how Carver E&S is supposed to accommodate the 300 students accepted through the lottery when there are about 200 spots in the high school.

Carver's principal shared these numbers at our last HSA meeting. My fellow Carver parents and I do not understand how the school can accept that many students. This appears to be yet another error in the district's poorly planned execution of the new lottery. It also means that the district held out hope to students with the promise of a wait list that does not actually exist at Carver. Students were given numbers on a wait list, then told by Karen Lynch that some schools, including Carver, would not take any children off the wait list because they were over-enrolled.

This may sound like a small thing, but it's not because it adds to the immense stress that the district's new admissions process placed on children and families who, as we already know, are immensely stressed by the pandemic. Carver middle schoolers always had a reasonable expectation that they could attend Carver high school. The district stole that commitment from them with minimal public discussion (I"m not convinced there was any public discussion), then failed to explain why it could not continue the tradition of giving Carver middle-schoolers preference for admission to the high school. There was no good reason not to continue this policy, especially at a school like Carver that in Joyce Wilkerson's own words, achieved diversity in a way that is unmatched in the city.

But at least there was the hope of a wait list - or so we thought. Now we know there is no wait list and the possibility of 100 extra kids in the high school.

As Chalkbeat reported, most of the 24 Carver middle-schoolers who were wait-listed are Black. How can you claim this policy is anti-racist?

Here is the
Chalkbeat story: https://philadelphia.chalkbeat.org/2022/2/17/22939435/lottery-special-admissions-process-opportunity-hurting-black-students-science-high-school.

Sincerely,

Miriam Hill, mom of a Carver middle-schooler

Ms. Carlin Williamson, Parent
Mastery Wister Elementary School
Testimony submitted to the Philadelphia School Board
Thursday, February 24, 2022

Hello, my name is Carlin Williamson and my son Tylore is a 4th grader at Mastery Wister Elementary School. I am also an active member of the Mastery Parent Action Team that helps to advocate for quality education for our children. I have enjoyed sending Tylore to Wister for the past three years and have seen tremendous growth in him as a person and academically. This is why I am sending this written testimony to share my disagreement with the proposed new charter agreements that the School Board is trying to push through. These agreements are unfair to Renaissance Charter Schools and they increase inequity by denying parents the choice to select the public school they want for their child.

As I understand it the School District is trying to create a policy that would restrict the enrollment to Renaissance Charter Schools to only allow students in the area where they live to enroll and no student outside that area will be allow to enroll, even when there is space available. This is not fair because this rule does NOT apply to District neighborhood schools. Anyone can see how this is a direct attack at Renaissance Charter Schools and an attempt to deny families the right to enroll their children at a quality school even if they don't live in the area. This restriction is wrong and hurts the academic opportunities mainly for many Black and Brown children. It also appears to be a targeted attempt to decrease enrollment at charter schools in order to increase enrollment at District schools. Please do not play this political game with the future of our children's education.

So as a concerned parent I am asking for the School Board to allow Renaissance Schools to follow that same enrollment rules at District schools. Please resend and amend the current charter agreements so that they are equitable for all parents and schools. If this agreement is not amended it will cause nothing but problems for several families throughout the city, problems that would be devastating to their child's future. Please don't let this happen.

Thank you,

Ms. Carlin Williamson
Mastery Wister Elementary
Mastery Parent Action Team

Zimbra [redacted]**@philasd.org**

Board Comments

From : Mono, Jessica M [redacted] Wed, Feb 23, 2022 09:38 AM
Subject : Board Comments
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
DO NOT CLICK links or open attachments unless you recognize the sender and are expecting the email.

Our daughter is an 8th grade student at Masterman. She has had all As for her entire school career, consistently scored in the 95-99th percentiles in PSSAs and scored a 25.2 on the recent writing admissions exam.
She applied to 4 special admit high schools. On the first day of the high school selection process our daughter learned she was waitlisted at all 4 schools with the following waitlist spots:

Central: 674
Masterman: 189
Bodine: 198
Palumbo: 148

At the conclusion of the 2 week waitlist period our daughter was not offered a spot at any of the schools she applied to and was eligible for. Her current waitlist numbers are:

Central : 605
Masterman: 151
Bodine: 195
Palumbo: 140

When the new high school selection process was announced parents were told by staff at Masterman and the Philadelphia School District Administration, that although every student might not get their first choice for high school, there would be a spot for every child in the 8th grade in Philadelphia who wanted to attend a special admit high school.

When our daughter was waitlisted at all of the schools she applied to, we reached out for guidance and advocacy about next steps from our school principal. She did not offer to advocate on behalf of our daughter and replied:
"If you continue to advocate for your child and engage other district stakeholders please remember that it is not accurate to say that your child doesn't have a high school, but rather she doesn't have a high school that she/ you want." This by implication means my daughter should now attend her neighborhood school- Furness HS.

Requests were made for my daughter and other students in her situation who were not offered admission in the first round of the process to be given priority during the waitlist selection period and these requests were denied.

I am a life long resident of Philadelphia who graduated from Central High School. My husband and I are typical middle class parents who cannot afford private school and are at the mercy of the Philadelphia School District. We believe that it is the mission of the PSD to help all children reach their maximum academic potential. Please help us understand how attending Furness HS will meet our daughter's academic potential? Is this equity?

Sincerely,

Jessica and Brian Mono
[redacted]

Zimbra [redacted]@philasd.org

Comments on February Action Item #25

From : Deborah Grill [redacted] Tue, Feb 22, 2022 04:40 PM
Subject : Comments on February Action Item #25
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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February 22, 2022

Dear Board Members:

I am writing in support of Action Item #25, The Student Voter Education and Registration Resolution. I firmly believe that public schools are the foundation of a democratic society, and it is only fitting that they should not only teach about participatory democracy and civic responsibility, but also provide eligible students with the means to take part in the most fundamental step in the democratic process by assisting them to register to vote.

While this resolution is a step in the right direction, I urge you to take it one step further and make Student Voter Education and Registration a District policy, and make civics instruction part of every school curriculum, not just high school. Students at all levels need to be made aware of the importance of making their voices heard and the available means to do so. It is especially important now as our democracy is being threatened by attempts to suppress the vote and undermine civic institutions.

Thank you for considering this resolution. I look forward to seeing it incorporated into policy in the near future.

Respectfully,
Deborah Grill
Alliance for Philadelphia Public Schools

Zimbra [redacted]@philasd.org

Board Comments,

From : Meagan Murray [redacted] Tue, Feb 22, 2022 06:14 PM
Subject : Board Comments,
To : covid19info@philasd.org, jwilkerson@philasd.org, jdanzy@philasd.org, lehinton@philasd.org, mfixlopez@philasd.org, mmccolgan@philasd.org, rstreater@philasd.org, lsalley@philasd.org, cethompson@philasd.org, schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
DO NOT CLICK links or open attachments unless you recognize the sender and are expecting the email.

Good afternoon,

My name is Meagan Murray and I reside at [redacted]. As a student in Philadelphia, I am upset and disappointed at the stark disparity between public and private school treatment and resources as it pertains to the COVID-19 epidemic. This disparity is overtly racist and classist. Below, please find further complaints and demands.

In the absence of a plan, families and school staff members deal with confusion and chaos on a daily basis. We receive mixed messages about when our students need to go home and isolate and when they can return. We get texts and emails about school closures late the night before the school closes, leaving us with little time to plan. We don't know if our students are getting tested for COVID-19 because schools are running out of tests or don't have people able to administer tests.

It is clear: with 100 schools closed and counting, the current plan for dealing with COVID-19 in our schools is not working. But despite that, we see no updated plans from the leaders entrusted to navigate a path forward. We are told to wait and see what happens. As leaders sit on their hands and watch the cases in schools rise, our students, families, teachers and staff members hear the message loud and clear that our health and safety does not matter.

We demand the following from the District and the city to keep everyone in Philadelphia's public schools safe:

1. Updated plans and quarantining protocols
2. Transparency and communication around what is happening in schools
3. Modern, functioning, and well-maintained HVAC systems in every school
4. Increased testing and high-quality masks, provided for free to all students & school staff members

It's time for the School District of Philadelphia, the Board of Education, the Mayor, and City Council to step up and ensure that Philadelphia's public schools are safe for students in the midst of the continuing and worsening COVID-19 pandemic. Cases are at an all-time high in the city, and yet the district's current health and safety plan was last revised in August, months before the emergence of the Omicron variant of COVID-19.

--
Meagan Murray
She/Her/Hers

Testimony to the Philadelphia School Board
Feb. 24, 2022
Equines Brown, Parent

Hello everyone. My name is Equines Brown, I have a 5th grader that attends General George Meade School in North Philadelphia.

I was born in Philadelphia. As a teenager, I attended Mastery Thomas High School and have to say I am really happy I did. Thomas is an amazing school. As all Mastery Schools are. Their teachers are different. They really care. I thrived at Mastery and I would love my child to attend a Mastery school too.

I have been applying for my son to attend Mastery Charter Schools for 5 years. As a single mother I want the best for my child. I have been informed that due to my address he did not qualify to attend the school because we are out of the catchment area. I believe as a Philadelphia public school parent that I should be able to apply to all public schools, including Renaissance schools like Mastery. I can apply to any district school but your policy doesn't allow me to select a Renaissance school, like Mastery. Why not treat all parents equally and let Mastery's Renaissance schools play by the same enrollment rules as all the district schools.

Please, please, please, will you change this policy that's taking away my right to choose a good education for my child?

Zimbra [redacted]@philasd.org

Written Testimony for Feb 24th Meeting/Grades are Important

From : Graig Saloom [redacted] Wed, Feb 23, 2022 08:20 AM

Subject : Written Testimony for Feb 24th Meeting/Grades are Important

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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The board has heard considerable testimony and public comment concerning the changes to this year's special admissions school selection process, much of which has focused on the expectations of current 8th grade students and implicit or explicit promises made by various magnet schools regarding 9th grade admissions. I will not comment on those issues here as they have been thoroughly covered. Having now gone through the process with my 4th grader I think it is critically important that the board acknowledge and appreciate another, and perhaps more insidious, issue brought on by the changes to the selection process, one that is central to the core mission of motivating and evaluating students. There is no other way to say it other than that there is no longer any incentive whatsoever for students in Philadelphia public schools to strive to produce A-quality work in 1st through 8th grades. To be clear, as long as a student earns at least all B minuses in 4th and 8th grades, further achievement will not benefit them one bit in the special admissions selection process, provide them access to honors track courses at their existing schools, or provide any other performance-based benefit. Under a lottery system a student with all B minuses is on exactly equal footing - or better footing if they live in certain zip codes - than a student with all A pluses. Whatever goals the district hoped to achieve by changing the selection process, this intended or unintended result is surely at odds with the ideals of hard work, quantitative evaluation, and striving for excellence that parents, students, and school systems have applied to public school for a hundred years. What message of mediocrity is the district sending to current students as they prepare themselves for the competition they will face in high school, college, and their job search? What message is the district sending to prospective parents about what it values? As my daughter asked me recently, "why do I need to do all this work to get As".....and I didn't have a good answer.

Zimbra [redacted]**@philasd.org**

Board comments

From : Amy Green [redacted] Wed, Feb 23, 2022 10:11 AM
Subject : Board comments
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Dear School Board Members,

I'm writing as a citizen of Philadelphia, with children in the public schools, to express my large disappointment with how the new admissions process to certain high schools has been handled. From the beginning, information provided to parents was unclear and with much important data missing. For example, I never received a response to my question about what zip codes were given preference, and exactly how this was handled in the admissions process. The new system seems to have been together in a haste and without any thought of parents, families and children in our school system. 8th graders were left in a very stressful situation during the process, and many still are. I have many questions I would have liked to have answered, but no one seemed to know the answers. This is quite shocking. My 7h grader was just advised by the school counselor that they could choose one correct sentence and write it over and over again to get a top score on the written entrance test. This sure does not seem like a good test to use for picking children for high school.

These are just some quick thoughts. Thank you for listening.

Best regards,
Amy Green
[redacted]
~~~
**SUND by Amy**
Amy von Sydow Green MD, MS, RD
[redacted]
~~~

CITY COMMISSIONERS OFFICE

SETH BLUESTEIN
CITY COMMISSIONER

CITY HALL ROOM 134
PHILADELPHIA, PA 19107
(215) 686 - 3464

The School District of Philadelphia
Board of Education
440 N. Broad St., Suite 101
Philadelphia, PA 19130

Dear Board of Education,

My name is Seth Bluestein and I submit this letter today as one of three City Commissioners responsible for running elections in Philadelphia. I am writing in support of The Student Voter Education & Registration Resolution.

I'm grateful to PA Youth Vote for their efforts at engaging young Philadelphians and pushing for an expanded social studies education. Implementing a more robust civics curriculum in our public schools will greatly benefit our students in navigating the challenges facing them and their communities. With the help of their teachers, students have stepped up in the past few years to help empower and educate their peers to combat dangerous misinformation about voting and explore what it means to be engaged in the democratic process. It is our shared responsibility to engage with our students, help answer their questions, and provide them with the tools they need to reject attempts at fostering disillusionment about the power they have to create meaningful change.

As a product of Philadelphia's Central High School, I know first-hand how powerful early civics education can be. I look forward to working with the School District of Philadelphia, the Board of Education, and our educators as we develop the next generation of voters, ensuring that a well-informed electorate furthers the future of our thriving republic.

Sincerely,

Seth Bluestein
City Commissioner

Zimbra [redacted]@philasd.org

Board Comments

From : Jerry Li [redacted] Wed, Feb 23, 2022 10:58 AM

Subject : Board Comments

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Equity and Fairness for All (Board Comments).

All students deserved equity and Fairness. Stop depriving the civil rights of the qualified students. Offer increased enrollment, but keep qualified students in their school.

Jason Li
[redacted]

Zimbra [redacted]@philasd.org

Written Testimony for 2/24 Action Meeting/please confirm receipt. Thank you.

From : karel kilimnik [redacted] Wed, Feb 23, 2022 11:29 AM

Subject : Written Testimony for 2/24 Action Meeting/please confirm receipt. Thank you.

To : Board of Education <SchoolBoard@philasd.org>

WARNING: This message originated from outside the School District of Philadelphia.
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I have followed the Board's Superintendent Search closely since it was announced last October.. Let us not forget that this Board was selected and appointed by Mayor Kenney behind closed doors. This secrecy has continued during this entire process. The Board's latest update raises many questions. How many finalists will there be? In Board member Egea-Hinton's email she stated that they will come to Philadelphia "for a series of meetings with stakeholders". How will these "stakeholders" be selected? Will they be posted on the website? Then she mentions "in addition to the town hall,each finalist's itinerary will include in-person and live-streamed meetings with students, teachers and principals, and parents/guardians " Is this different from meetings with stakeholders or is it the same? Then her letter goes on to state that only 32 people will be chosen for in person or virtual meetings with the candidates. The Auditorium at 440 has a capacity of 240 people so why are only 32 people being selected? There is no space on the form for community members or advocates so are we all excluded? Is this another tactic by the Board to squash objections to their process by excluding people from the In Person meeting who might object or bring signs raising questions?. What criteria are being used to select the chosen 32? Which Board members are selecting participants? According to the website " all sessions will be live streamed and the viewing public will be invited to ask questions." Will there be a time limit imposed on virtual speakers? What happens if virtual speakers are not able to speak-will there be a way for their questions to be answered and displayed publicly? People who care deeply about public education need time to research these finalists so what is your timeline for announcing the candidates and holding the public meetings?

Let's return to the beginning of the Board's Superintendent Search. First the Board carefully selected which groups to partner with as they held Listening Sessions often dictating the script to follow during these meetings. I attended 6 Virtual ones as well as one In Person session. During the In Person Session the six participants were told not to take notes. Someone from the public relations firm facilitated the session while another of their staff members wrote what participants said on chart paper. I suggested linking those notes to the session so that the public could see what was said. I suggested doing that for each Listening Session. Instead the Board used the public relations firm to create a slick report filled with what the Board wanted recorded. Many issues including not hiring anyone affiliated with the Broad Foundation did not make it into the glossy corporate-like report.

We need an elected school board that is accountable and transparent and sees parents,advocates,teachers and school staff along with members of the public as partners

not adversaries.

Zimbra [redacted]@philasd.org

Written Testimony Submission: Please Revisit Quarantine Policies

From : Priscilla Lo [redacted] Wed, Feb 23, 2022 11:47 AM

Subject : Written Testimony Submission: Please Revisit Quarantine Policies

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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To Dr. Hite and Boardmembers,

We are approaching two years after the “2 weeks to flatten the curve.” COVID cases are dropping rapidly; people are eager to resume living as normal a life as they can. Restaurants and bars are packed after the vax mandate was lifted, gyms came back to life, and Wells Fargo has been filled with enthusiastic fans shouting and screaming for their teams, their masks on their chin. Change is everywhere.

Except for public schools in Philadelphia.

Public schools in Philadelphia continue to follow an outdated quarantine policy: 10 days if students don’t have access to rapid tests; 20 days if their family members test positive. That is over 10% of their entire academic year. Many districts have already moved away from this outdated policy, which was set to mitigate a virus strain that is no longer dominant. Even CHOP PolicyLab and CHOP leadership advocated for a revision to COVID mitigation for the sake of returning children to normalcy, suggesting the elimination of weekly testing as they are no longer meaningful given current trends, in addition to a modified quarantine schedule. We are so fortunate to have a leading pediatric hospital in this city, but the SDP chose not to consider this to the detriment of public school students. Public school students are yet again being put in a disadvantaged and inequitable position.

Why is the burden of public health being put squarely on the shoulders of our public school students?

Why does the SDP agree to follow a completely separate set of guidelines that are more restrictive than others? Are public school students somehow less worthy of normalcy than parochial and private school students? Than students in other cities? Why punish our students for something that they are not responsible for?

When will SDP consider off-ramps for mitigation? Children are not as resilient as you may think.

Why are we so worried about lunchtime at school, but are excited to take our kids to dine inside a packed restaurant? Why are we implying to our children that “schools are more dangerous” given the restrictions not seen anywhere else? Don’t we already know that schools do not drive community transmission?

So much of this just does not make sense, when you compare city life to public school life.

I hope you would consider these questions when you are out and about, perhaps hanging out with friends at their homes, or in restaurants, enjoying some type of normalcy that is denied to public school students.

Priscilla Lo

Parent of a 6th grader

Zimbra [redacted]@philasd.org

Board Comments - from Linda Schatz, [redacted]

From : Linda Schatz [redacted] Wed, Feb 23, 2022 10:08 AM
Subject : Board Comments - from Linda Schatz, [redacted]
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Dear Members of the Board of Education of the School District of Philadelphia,

I am deeply concerned by the inhuman process the School District of Philadelphia (SDP) used to reassign middle school students who attend magnet schools for their high school placement.

The process included an abundant lack of integrity. It has been extremely hurtful to children, parents, and other members of the community throughout Philadelphia.

Students who entered middle school at magnet schools were promised by the SDP that if they did well at their magnet school, they were guaranteed a placement at the same magnet high school.

This makes sense.

If only the SDP kept its word.
If only the SDP modeled what it means to be an upstanding citizen and institution of the world.

Children learn by example.

The example the SDP has set for students city-wide in this inhuman and flawed process of reassigning students for their high school placement is that a person and an institution does not need to keep its word.

How superbly the SDP is modeling that a person or institution can say one thing, then do another. "Do not count on us," is the clear message.

The daughter of a friend of mine is an 8th grader at George Washington Carver High School of Engineering and Science (Carver High School).

She is a straight A student this year, as she has been her whole life. Her score on the written assessment was a 26.

Though she was recently given a placement to continue at Carver High School for her high school education, the selection process overenrolled the entering ninth grade class at Carver High School by 132 students.

That means that about 132 students who have been "accepted" to enter ninth grade at Carver High School this fall, and promised a placement there, will not be able to attend that school.

My friend, her daughter, other family members, and myself as a very concerned citizen, find this outrageously inconsiderate, dishonest, and hurtful.

Will my friend's daughter be one of the unfortunate 8th graders who will soon be reassigned to a different high school?
If so, what school will that be?
What will the quality of the education at the newly assigned school be?
When will a notice of reassignment be given?
Will there be any way the student and her family can contest the reassignment - after being promised a placement at Carver High School?

I am a former Teacher with the School District of Philadelphia.

I am deeply concerned about the lack of humanity the District is showing students, parents, and other members of the City of Philadelphia.

I ask you, as members of the Board of Education of the School District of Philadelphia, to immediately change course on the selection process for high school placement at magnet schools:

1. Honor the commitments that were initially given to middle school students - that if they did well at a magnet school, they were guaranteed a placement in that same magnet school's high school program.
2. Apologize for not having acted in a thoughtful and honest way.
3. Acknowledge that people and institutions grow, recognize their mistakes, and work hard to make amends to right wrongs that have occurred.
4. Set up real and tangible ways for parents and other stakeholders to be listened to and really heard in the unfolding processes that the SDP undertakes.

Thank you,
Linda Schatz, M.ED.

Zimbra [redacted]**@philasd.org**

Board comment

From : Susu Nhar [redacted] Wed, Feb 23, 2022 12:40 PM
Subject : Board comment
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Saida Nhari

[redacted]

Dear Philadelphia School District Board,

The new school selection system has caused a lot of stress and anxiety to many of our students and children. My daughter attends Masterman middle school and was waitlisted to 4 out of her 5 choices. She is a straight A student, and never missed a day of school. She wakes up every day early in the morning just to get to school on time since it is quite far. She has maintained good grades, and worked hard since she started attending Masterman middle school in the 5th grade. I expected that if she maintained her grades, and kept up the good work, she would be accepted into Masterman High School as well as all high schools in Philadelphia since her grades reflect that. I believe it is not fair that I had expectations on how the process worked, that were taken away without warning. The expectation was that qualified students would continue into the high school, whether it be Carver high school or Masterman high school, and get into any other criteria based high school in Philadelphia. This new method of selection may have had the intention of doing good, but it seems to be doing more harm. When a child works hard with the expectation and promise of getting into a high school, and is not accepted into most if not any of his/her choices, it can cause a strain on the child. I am an Arab immigrant with the intention of giving my children a better life and better educational opportunities than I had. To see hard working children and students stripped of their opportunities to become exceptional, is very upsetting. Qualified students should get into all and any of their choices.

Sincerely,
Saida Nhari

Zimbra [redacted]**@philasd.org**

Board Comments

From : Isabel Yannatos [redacted] Wed, Feb 23, 2022 12:54 PM

Subject : Board Comments

To : schoolboard@philasd.org, covid19info@philasd.org, hite@philasd.org

Cc : jwilkerson@philasd.org, jdanzy@philasd.org, lehinton@philasd.org, mfixlopez@philasd.org, mmccolgan@philasd.org, rstreater@philasd.org, lsalley@philasd.org, cethompson@philasd.org

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Isabel Yannatos
[redacted]

As a Philadelphia resident, community member, and tax payer I am very concerned about our public schools' preparedness and ability to keep the community safe. It's past time for the School District of Philadelphia, the Board of Education, the Mayor, and City Council to step up and make sure that Philadelphia's public schools are safe and remain so in the midst of the continuing COVID-19 endemic.
When cases were at an all-time high, the District's health and safety plan was woefully inadequate but was not updated. Families and school staff dealt with confusion and chaos on a daily basis, received mixed messages about student isolation and last-minute notice of school closures. The District did nothing to address these problems. Although the current omicron is surge is falling, it is not gone. We know that there will be continued resurgences and waves in the future. The District needs to be better prepared and have a plan to protect its community from COVID-19. I support the demands from Our City Our Schools:

1. *Updated plans and quarantining protocols*
2. *Transparency and communication around what is happening in schools*
3. *Modern, functioning, and well-maintained HVAC systems in every school*
4. *Increased testing and high-quality masks, provided for free to all students & school staff members*

The acceptable amount of illness or death in a school community due to COVID-19 is **zero**. It is past time for decisive action.

Sincerely,
Isabel Yannatos

Zimbra [redacted]@philasd.org

Board Comments

From : una mcquaile [redacted] Wed, Feb 23, 2022 01:20 PM
Subject : Board Comments
To : Schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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I have many comments that I would like to make about the High school lottery but I am going to stick to the mental health impact this has had on our children and the manner in which the district employees have dismissed student and parent concerns.
As a mental health professional, I was initially horrified that 8th grade students were informed of these high school admission changes without parental input and without advanced notice AFTER 18 months of pandemic learning. The students, 12, 13 and 14 years olds, then had to take an essay with their classmates and be told the results in front of peers. Let's remember that developmentally our students are most impacted by peer opinion in 8th grade. For many, this public experience was horrifying. After the debacle of having to take an essay to determine their school placement and knowing that the essay was in no way indicative of their ability, they had to wait for the results of a "lottery" to determine placement. The concept of a lottery and not hard work determining placement is a whole other story.
The children then tried to log into a system that was unable to manage the traffic and many had to wait to hear their "results". Many students received no magnet choice despite being A students. How can educators be comfortable with this message?
Finally the wait list. I am not even sure where to start with the waitlist debacle and the shameful email that Ms. Lynch sent stating that students were "eager " but would have to wait. Why? Because they ran a system that was not tested and used the children as guinea pigs. Ms Lynch is supposed to protect our children and support our counselors and she was beyond callous on how this was managed. I attended the farcical "information" meeting that was held by the district and she refused to answer any questions that actually spoke to the issues. I have screenshots. I have heard that she had co- workers screen the questions before she would address them.
As someone who works with higher education admissions, I can honestly say that we do not treat our adult students so poorly. Colleges try to allow students to have choice, fit and control over their destiny which allows them to care for themselves. The school district has done none of this and our children have and are suffering. Not providing a ranking of choice was a poor and detrimental decision.
I am the parents of 2 current district students and 1 alumnus and I am a very proud immigrant to this city. However, I am beyond grateful that this is the last child that I have in the district because I am horrified. I am also ashamed that Ms. Lynch to continue to hold a position in which she is supposed to care and support. She has done neither.
Please consider this and other comments as you move forward with this process. This process has not provided equity.
- Una Mc Quaile
[redacted]

Zimbra [redacted]@philasd.org

Board comments

From : Parents United Phila [redacted] Wed, Feb 23, 2022 12:37 PM

Subject : Board comments

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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The below comments are from Philadelphia Home and School Council, Parents United, West Philly Coalition for Neighborhood Schools, Reclaim Philadelphia, Philadelphia Participatory Research Collective:
Hello Philadelphia Board of Education and Dr. Hite:

On Tuesday, February 22, 2022, students across our great city will be stood up for their rights and demanding that the School District of Philadelphia prioritize their health, safety, and
overall mental and emotional wellness. This action comes after many attempts to request real
changes from the SDP at Board of Education meetings, emails, letters, social media pushes,
and attempted conversations with leaders.

As the undersigned parent organizations, we wholeheartedly support this student led action and
request that our parents and caregivers do the same. It has been 2 long that our students have
had to put up with 2 many health crises and 2 many safety issues and the Board and the Superintendent have done 2 little and 2 much time has passed, we demand action now! The question that many parents and caregivers ask is why? Why are your children taking a stand today?

Students have said it before and we are echoing the same: the acceptable amount of illness or
death in a school community due to COVID-19 is ZERO. The lack of a clear and effective plan
has made chaos and confusion a daily reality facing students, families, and educators. Many
students do not feel safe at school!

The lack of investment by the district in student health and well-being during this moment of
heightened crisis has led students to question what it will actually take to get the district to invest
in students.

Paying for police in schools while allowing the buildings to crumble, poison, and not

provide
fresh clean air or clean water for our students does not prioritize what students have been demanding to feel safe.

We echo the students demand for updated protocols, a clear plan to upgrade school buildings
with ventilation, putting a end to SDP leadership changing guidelines and procedures in the
middle of the night to keep unsafe buildings open, restoring the full cleaning process that was
promised in the beginning of the pandemic, and uphold full transparency about the crisis and
issues regardless of the backlash.

They demand change NOW and we the Parent Organizations in Philadelphia support their efforts!

Sincerely,

Philadelphia Home and School Council, Parents United, West Philly Coalition for Neighborhood Schools, Reclaim Philadelphia, Philadelphia Participatory Research Collective

--
Parents United for Public Education
parentsunitedphila@gmail.com
Check out our website: www.parentsunitedphila.com
We tweet too! @ParentsUnitePHL

Founded in spring 2006, Parents United for Public Education is a parent-led citywide organization focused on providing an independent voice for parents fighting for public education that supports stable, equitable, and appropriate resources, staffing and programs for every school.

Zimbra [redacted]@philasd.org

Board Comments

From : Kristen [redacted] Wed, Feb 23, 2022 11:25 AM
Subject : Board Comments
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Name: Kristen Ruell / [redacted]

I am a parent of a student enrolled at Carver Engineering & Science (Carver). I am strongly against a lottery system for enrollment at Carver for the following reasons:

1. The alleged overhauled process would utilize a computerized lottery system with a weighted preference for students from select zip codes. This is not educational criteria for acceptanceat a school that is recognized for academic excellence. The same criteria should be used in all zip codes to ensure the stellar reputation of Carver remains. If there is low enrollment from certain zip codes, it may be due to lack of outreach resources to those zip codes, distance from the school, or other factors that result in lower application rates from certain zip codes. My family had no idea Carver existed until we were brought there with Temple University on a tour. If students are not represented in my zip code, it could relate to the fact that they are not aware of the school or are aware but the distance from their zip code is an issue. I took a new position at work to drive my son to Carver, a commitment that may not be possible for all families who do not want their children to ride SEPTA.

2. Admission essays will be evaluated by a computer program which is not free from glitches. Removing the human component from evaluation is not in the best interest of the students. When my son was applying for high school, Carver helped students with their applications (he was a Carver Middle School student as well) and they submitted them at school. My son applied to 5 schools and due to a computer glitch (that allegedly affected students who were previously at a school outside the Philadelphia School District who did not have an account with past transcripts), his applications were not accepted and ruled incomplete. I contacted the principal at Carver, who offered to contact other principals to explain why Tyler's application was not timely. Because Tyler's first choice was Carver and he was a straight A student, he was accepted in the second round of applicants. Had he not

been accepted, this glitch would have cost my son his enrollment. Removing the human component from the school selection process is a serious concern when the result of a glitch can be detrimental for even one student.

3. Carver administration has stated on more than one occasion to the middle school students and parents that "excelling and/or meeting the criteria for acceptance at Carver would permit you to stay at Carver for high school." Students have relied on this when choosing Carver and to unilaterally change that process would be a breach of the agreement to the students currently in attendance at Carver for middle school. Carver is one school, and one community. There is one budget for the entire school, and the middle school students are integrated into the Carver community from day one. They have developed relationships with teachers, staff, and other students, with the expectation that they will stay in this community throughout high school should they meet the selection criteria. A lottery was never mentioned in the high school selection criteria when the current middle school students made the decision to attend Carver for middle school and eventually high school. To change this process after students chose Carver is a breach of the implied agreement made to the current middle school students. Changes should not affect current students and if enacted should only apply to the students entering Carver Middle School for the subsequent year after the changes were effective. Many students relied on Carver's promise to their detriment and did not get accepted to any other high schools. What is the plan for these students? Is there a plan?

Thank you for your time and prompt consideration of this matter.

Sincerely,
Kristen Ruell (Carver parent)

Sent from my iPhone

Zimbra [redacted]**@philasd.org**

Board comments

From : manoj shirodkar [redacted] > Wed, Feb 23, 2022 01:25 PM
Subject : Board comments
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
DO NOT CLICK links or open attachments unless you recognize the sender and are expecting the email.

I am appalled and angry at the callous actions of the school district and the Board as it pertains to the implementation and execution of the high school "lottery" process.

Hundreds of students and families have been casually placed under tremendous stress during this time.

Hundreds of students have been displaced from ANY merit-based school while other students have admissions to MULTIPLE such schools.

Almost the entirety of some schools' 8th graders have been utterly displaced from continuing at that school, including CARVER!

Scores of siblings have been separated and are being forced into different schools.

Schools have not had ample time to provide future additional resources to those who may need it

The list can go on…

Unfortunately this entire process has lacked transparency and honesty. There has been limited to no access in data that legally should be shared.

We the people will NOT idly stand by and let the actions of a few board members contribute to further deteriorating the educational system in the city of Philadelphia.

Respectfully.

Manoj Shirodkar, MD
[redacted]

Sent from Yahoo Mail for iPhone

Zimbra [redacted]@philasd.org

Board Comments

From : Eric Santoro [redacted] Wed, Feb 23, 2022 03:39 PM
Subject : Board Comments
To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Dear Members of the Board,

I am the father of an 8th grader who just went through the new high school selection process. After speaking to many other 8th grade parents, including my child's friends' parents, I am very concerned that the use of random choice lotteries for criteria based school selection will inadvertently place a lot of children into learning environments that are not right for them, which will undermine those students' ability to succeed.

First, the District's "criteria based" high schools have largely been *designed* to accommodate students with very particular academic or creative abilities. For example, and to use the school's own words, Carver "seeks students who have interests in the fields of science, mathematics, engineering, technology, and medicine"; GAMP strives for "musical excellence"; CAPA promises an "arts based curriculum"; Science Leadership Academy offers a "project-based environment" with a "commitment to inquiry-based science"; Saul emphasizes "modern environmental and agricultural challenges"; Parkway Center City collaborates with CCP for students interested in "graduat[ing] in 4 years with both a High School Diploma and a College Associate's Degree"; Hill-Freedman's promotes "international mindedness"; and Masterman is designed for "advanced intellectual study" for "academically talented students." Randomly assigning students to these schools by lottery risks undermining those students' success by misplacing their unique skill sets into the wrong specialized curricula. I personally know several families who are considering leaving the District because, although their child was placed in a well-regarded high school, the school's focus area was personally a poor fit for the child.

Second, the new process undermines families' abilities to make practical decisions specific to their own children. For example, parents living in South Philadelphia might prefer Palumbo and parents living in North Philadelphia might prefer Central, because the alternative would place their child on SEPTA for an additional 90 mins each day. Similarly, families may want to try to keep siblings together in the same school. And many students already attending citywide, criteria-based middle schools have already invested in those schools' communities and specialized curriculum and will want to stay where they are and complete the multi-year program that they already started. There are numerous, legitimate reasons why children might have individualized needs, but lotteries deny families the opportunity to make sensible decisions.

Instead of focusing on what is best for individual students in the Philadelphia School System, the District seems to be only focused on the macro-level data and how to portray the District as "equitable" from a purely statistical (as opposed to personal) perspective. But children are more than just statistics, and it seems inevitable that the new lotteries will place a lot of students into schools that are poor fits for them or their family, and many students will find it difficult to succeed. Going forward, I strongly believe that the District needs to reevaluate the use of random

choice lotteries based on what is best for the actual students of Philadelphia, not based on what makes the District administrators look good from a purely superficial, statistical perspective.

Moreover, for these same reasons, the District should anticipate an unprecedented number of transfer applications next year for the 10th grade (many students seem to be unhappy with their placement), and I highly recommend the District start engaging with parent groups now about how best to manage it. The hurried and non-transparent way that this process had been rolled out, and the problems that this has caused, has been the subject of much testimony before this Board over the last several months. Please don't make that mistake again!

Eric Santoro
[redacted]

Zimbra [redacted]@philasd.org

Board Comments

From : Julieta Barroeta [redacted] Wed, Feb 23, 2022 01:45 PM
Subject : Board Comments
To : schoolboard@philasd.org, [redacted]@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Members of the School Board:

My daughter Ana Mora has been at Masterman since 5th grade, with straight A's and no unexcused absences. She got well over the cut-off on the writing sample (25.6).

Ana was waitlisted at Masterman (#208), Central (#507), Palumbo (#269), and Carver (#378). At the end of the waitlist process she was left out. Attending our designated catchment high school (Benjamin Franklin High School) is just not an option as it is an extremely underperforming school.

I do believe it is a travesty of justice to have a straight A student from the #1 Magnet School in the state left to attend a D-rated high school. It is demoralizing, unfair, and plain wrong. I believe it is also detrimental not only to the individual student, but to the school environment as a whole.

In addition, I find it very difficult to understand -if the goal of the whole process was to increase diversity at the magnet schools - that one of the few (or maybe the only one) latina/hispanic, Spanish-speaking student in her class was left out because of a system that gave more weight to a zip code than ethnicity.

Sincerely,

Julieta Barroeta

Zimbra **tahorger@philasd.org**

Board Comments - Jenny Aiello (pronounced I-ELLO) 6915 Sherman Street, Philadelphia, 19119

From : Jennifer Aiello [redacted] Wed, Feb 23, 2022 01:43 PM

Subject : Board Comments - Jenny Aiello (pronounced I-ELLO)

[redacted]

To : schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.
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Dear Board Members,

Dr. Hite ambushed families on October 6, 2021 with a new school selection process that has been implemented in such a careless and cruel way, it shows a clear lack of regard for the families of Philadelphia and the social-emotional well-being of our children. As other large cities have taken on the challenges of enrollment to their special admission schools in more considered, public, and transparent ways, why were the children of Philadelphia not worthy of a well thought out, fully vetted plan prior to its implementation?

The two most egregious errors (of many) in the administration of the new process were:

1) forcing students to make uninformed decisions when selecting their top five schools **PRIOR** to taking the written assessment that could automatically eliminate them from a school's lottery, thereby potentially reducing their options to 3 schools or less.

2) not allowing students to rank their 5 selected schools so that **they** determine which school is the best fit for themselves, instead of the lottery version of musical chairs.

If the District had cared to implement just these two steps in the new process, perhaps there wouldn't be over-enrollment at Carver, where as of last week, 332 students believe they've been accepted to a school where around 200 spaces are usually available. In a recent Chalkbeat Article (https://philadelphia.chalkbeat.org/2022/2/17/22939435/lottery-special-admissions-process-opportunity-hurting-black-students-science-high-school), Karyn Lynch claims that "We have more students across the city and other schools who that are extremely interested in Carver. Applications increased greatly." It is ironic that there is now incredible interest in a school that in previous years, following attrition from offered placements, might not have fully enrolled 200 students in its 9th grade. More likely, we should consider that the arbitrary creation of higher writing assessment cut scores for Masterman and Central coupled with the need to choose but not rank 5 schools before taking the assessment, has had a direct impact on the number of students "extremely interested in Carver". Subsequent performance on the writing assessment that disqualified students from the Masterman and Central lotteries, as well as the set-up specifying 5 schools with qualifying criteria (implying "better"), quite possibly led to increased applications, regardless of an actual interest in the school's rigorous STEM curriculum.

What will happen to the 332 students at Carver? Will there be overcrowded classrooms? Will students now be pulled from the school after believing they had secured their space?

Karyn Lynch and Dr. Hite have said families who aren't accepted to their schools of choice should attend their neighborhood school. Based on the District's own data, here is how Carver, where my daughter has been since 7th grade and is one of the 332 students accepted, compares with Roxborough, our neighborhood high school. Please note, I show this not to disparage the students and staff at Roxborough, it is only to show the outcome disparities due to resources and investments - or lack there of - this administration has perpetuated over the last 10 years.

SDP Data	Carver HSES	Roxborough High
2020-21 4-year Graduation Rate	96%	73%
2020-21 High Attendance	98%	37%
2019-20 Positive Behavior	99%	82%
2018-19 PSSA/Keystone ELA proficient or advanced	91%	19%
2018-19 PSSA/Keystone Math proficient or advanced	70%	2%
2020-21 College matriculation	74%	18%

The process to bring real equity in the District should have started with investing in our under-resourced schools around the city, where the majority of Philadelphia's children attend. This new selection process, that Karyn Lynch and Dr. Hite have stated will be continually evaluated and updated as needed, was a disaster from the beginning. Students, parents, City Council and community members made that abundantly clear to the Board of Education at each step over the last 5 months. Real-time suggestions on how to improve the process and lessen the negative impacts on our children were ignored at every turn and here we are, with over-enrolled schools, children still sitting on wait-lists, and some families quitting the District for parochial and private schools. Why are these acceptable outcomes? Why are Philadelphia School District families continually subjected to slipshod decisions and processes?

Board members, you need to fulfill your role to hold the District accountable and insist on the resignation of Karyn Lynch for her administration of this incredibly, unneccessarily flawed process and for her violation of Equity Commitment #5, as presented at the January 27, 2022 Action Meeting. Ms. Lynch has disparaged parents and students asking the District to honor past practices of giving preference to qualified students in special admission middle schools wishing to remain at their attached high schools by calling them "privileged" and "entitled" on multiple occasions. Her use of such coded words, then repeated by District Spokesperson Monica Lewis to the media is in direct conflict to Equity Commitment #5: *Ensuring all individuals embody practices of equity by holding ourselves accountable to a shared culture of growth and continuous learning with a deep focus on eradicating disparaging beliefs about students and their families*. Not once has Ms. Lynch aknowledged the hard work and commitment the special admission middle school students acheived to meet the requirements of their affiliated high schools. Instead, as a whole, she chose to belittle their accomplishments and insinuate that the initial acceptance to their schools was through under-handed means and detrimental to others. Her continued role as an administrator in the District is unacceptable, she must resign now.

Sincerely,

Jenny Aiello
Parent of 8th & 10th graders at Carver HSES

Dear Board Members,

Over the past few months, I've seen a widening disparity in COVID restrictions between public schools in Philadelphia, private schools in Philadelphia and public schools in surrounding areas. We are now at a time where much more data is available which can be compared between districts to understand impacts of decisions. The totality of the data suggests most of the current requirements from PDPH are performative and serve no meaningful infection control benefit.

They do, however, impact how much a public school student can attend school.

For example, most other districts moved to a 5 day quarantine following change in CDC guidance. PDPH, which states they follow science, did not make this change. We have data from other districts publicly available – to my read, and accounting for the background COVID prevalence, the length of quarantine does not seem to result in more school based infections. What data, or what science, is used to support maintaining a 10 day quarantine (with the potential of 20 days in quarantine for exposure to a COVID positive household member) in SDP?

There has been a lack of transparency with respect to data guiding PDPH decision making. Virtually no one in local government, the district or the media is asking real questions. Upon querying my own city council rep, he replied to say the district is not under any obligation to follow PDPH guidance. Most other schools are following CHOP PolicyLab, why is the district not doing the same to maximize in person education?

As other COVID mandates disappear in the surrounding environs, and ultimately the city, the idea that schools must be held to different standards is illogical. Infections will simply happen outside of school. This statement does assume we are all realistic that kids do not spend their entire lives either masked either in school or at home only with household members (who themselves are never unmasked and / or spending time with other people). As more school districts locally have moved to a mask optional paradigm, and all states except CA, NY, HI have removed state level in-school mask mandates, there will be ample relevant data to guide future decisions. The burden of proof is on an intervention resulting in a quantifiable and persistent difference in the desired outcome.

To date, both the district and PDPH have failed to provide meaningful transparency regarding data used to facilitate decision making. That must change moving forward.

Sincerely,

Jessica Ackert MD

Registered Student Speakers - •

Title: Registered Student Speakers

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Registered Student Speakers	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
STUDENT SPEAKERS LIST
FEBRUARY 24, 2022

Registered Student Speakers

1. Brandon Head, Student - W.B. Saul High School
   Topic: Student Athlete Vaccine Mandate

2. Zae'Onah Howell, Student - W.B. Saul High School
   Topic: Student Athlete Vaccine Mandate

3. Ibtihal Gassem, Student - Central High School/Youth United for Change
   Topic: Action Item 25, The Student Voter Education and Registration Resolution

4. Jamion Washington, Student - Parkway Northwest
   Topic: Voter Education

Elected Officials - •

Title: Elected Officials Speakers List

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Elected Officials Speakers List	Supporting Document

Registered Elected Officials

1. State Senator Anthony H. Williams,
   Topic: Sayre Pool

2. Commissioner Omar Sabir
   Topic: Action Item 25, The Student Voter Education and Registration Resolution

Registered Speakers on General Topics - •

Title: Registered Speakers List

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Registered Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
SPEAKERS LIST
FEBRUARY 24, 2022

Registered Speakers

1. Lisa Haver, Community Member
   Topic: Action Item 1, Approval of Retirements and Resignations

2. Michell Tlapaya-Flores, Community Member
   Topic: School Infrastructure

3. Ilene Poses, Community Member
   Topic: Action Item 25, The Student Voter Education and Registration Resolution

4. Diane Payne,
   Topic: Action Item 22, Contracts with Various Qualified Vendors - Preschool Programs

5. Kristin Luebbert, District Staff Member
   Topic: Student Voter Registration Policy

6. Ashley Harris, Parent/Guardian
   Topic: Great Neighborhood Schools

7. Amara Rockar, Parent/Guardian
   Topic: Penn-Lea Partnership

8. Timothy Brown, Community Member
   Topic: Student Voter Registration

9. Laura Brill, The Civics Center
   Topic: Action Item 25, The Student Voter Education and Registration Resolution

10. Angelique Hinton, PA Youth Vote
    Topic: Action Item 25, The Student Voter Education and Registration Resolution

11. Tiffany Roberts, Parent/Guardian
    Topic: Violence in School

12. Carlin Williamson, Parent/Guardian
    Topic: School Choice

13. Rayon Williams, Parent/Guardian
    Topic: Violence in Roxborough High School/Transferring Students due to Violence

14. Aruni Jayatilleke, Parent/Guardian
    Topic: Lead Contamination

15. Cari Akula, Parent/Guardian
    Topic: Environmental Conditions

16. Theresa Kehler, Parent/Guardian
    Topic: Masking and Special Needs

17. Tanya Walker, Parent/Guardian
    Topic: Funding for Building Repairs/Allowing Principal to Decide Admissions Criteria at Robeson High School

18. Atticus Lim, Community Member
    Topic: Traumatic Brain Injuries

19. Desiree McGroarty, Parent/Guardian
    Topic: Masks and CRT

20. Jeff Pearsall, Community Member
    Topic: Remediation of Lead in Drinking Water

21. Mary Creighton, District Staff Member
    Topic: Athletic Vaccine Mandate

22. Dana Carter, Policy Advisor for State Senator Anthony H. Williams
    Topic: Sayre Pool

23. Tanya Folk, Parent/Guardian
    Topic: School Selection Process

24. Michelle Sheridan, Parent/Guardian
    Topic: School Selection Process

25. Jennifer Rando, Parent/Guardian
    Topic: De-escalating COVID Precautions

Goals and Guardrails - •

Title: Goal 1: Reading

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Goal 1: Reading	Supporting Document

Reading Goal 1:

The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

Leading Indicator 1.1:
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

Leading Indicator 1.2:
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 reading assessment in Fall, Winter, and Spring each year.

Contents

Page 2	Leading Indicator Performance: Overview
Page 3	Leading Indicator Performance: Participation and Performance by Student Group
Page 4	Leading Indicator Performance: Participation and Performance by Grade
Page 5	Endnotes

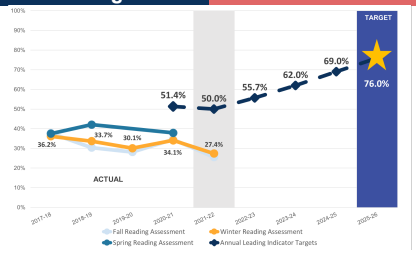
Performance Color Legend

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

Reading Goal 1:
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

Leading Indicator 1.1
The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

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



Leading Indicator: District-Wide % At/Above Grade Level Grades 3-8, Star Reading

Assessment Window	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	30.4%	28.2%	34.6%	25.6%	50.0%	-24.4	-30.1	76.0%
Winter	**33.7%**	**30.1%**	**34.1%**	**27.4%**	**50.0%**	**-22.6**	**-28.3**	**76.0%**
Spring	42.1%	N/A	37.9%	*Forthcoming*	50.0%	-	-	76.0%

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[5]	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	90.4%	**17.9%**	88.4%	**19.0%**	**50.0%**	**-31.0**	**-36.7**	**76.0%**
Hispanic / Latinx	89.0%	**17.2%**	90.4%	**19.0%**	**50.0%**	**-31.0**	**-36.7**	**76.0%**
White	94.5%	**45.7%**	93.0%	**48.7%**	**50.0%**	**-1.3**	**-7.0**	**76.0%**
Asian	95.6%	**46.1%**	95.8%	**49.3%**	**50.0%**	**-0.7**	**-6.4**	**76.0%**
Multi Racial / Other	89.6%	**34.9%**	87.4%	**36.3%**	**50.0%**	**-13.7**	**-19.4**	**76.0%**
American Indian / Alaskan Native	91.8%	**22.8%**	88.3%	**23.1%**	**50.0%**	**-26.9**	**-32.6**	**76.0%**
Native Hawaiian / Pacific Islander	91.5%	**26.6%**	94.3%	**31.8%**	**50.0%**	**-18.2**	**-23.9**	**76.0%**
English Learners	88.3%	9.7%	91.9%	**12.3%**	**50.0%**	**-37.7**	**-43.4**	**76.0%**
Special Education[6]	78.8%	6.1%	76.3%	**6.6%**	**50.0%**	**-43.4**	**-49.1**	**76.0%**
Economically Disadvantaged	91.6%	19.6%	89.6%	**21.3%**	**50.0%**	**-28.7**	**-34.4**	**76.0%**

Reading Goal 1: Participation & Performance
Grades 3-8, aimswebPlus & Star Reading

	Winter 2020-21[3] (Students took aimswebPlus or Star Reading)					Winter 2021-22[4] (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22[9]	% At/Above Grade Level: Change From Winter 2020-21 to Winter 2021-22[9]
	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[3]	% At/Above Grade Level[3]	# Students Eligible[8]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Overall	**55,258**	**47,469**	**85.9%**	**16,165**	**34.1%**	**51,723**	**46,649**	**90.2%**	**12,761**	**27.4%**	**+4.3**	**-6.7**
Black / African American	26,868	22,564	**84.0%**	5,988	**26.5%**	24,388	21,547	**88.4%**	4,100	**19.0%**	**+4.4**	**-7.5**
Hispanic / Latinx	12,264	10,393	**84.7%**	2,636	**25.4%**	12,318	11,131	**90.4%**	2,111	**19.0%**	**+5.6**	**-6.4**
White	8,171	7,370	**90.2%**	3,957	**53.7%**	7,683	7,147	**93.0%**	3,483	**48.7%**	**+2.8**	**-5.0**
Asian	4,825	4,537	**94.0%**	2,508	**55.3%**	4,854	4,650	**95.8%**	2,293	**49.3%**	**+1.8**	**-6.0**
Multi Racial/Other	2,922	2,412	**82.5%**	1,003	**41.6%**	2,307	2,017	**87.4%**	732	**36.3%**	**+4.9**	**-5.3**
American Indian / Alaskan Native	126	116	**92.1%**	40	**34.5%**	103	91	**88.3%**	21	**23.1%**	**-3.7**	**-11.4**
Native Hawaiian / Pacific Islander	82	77	**93.9%**	33	**42.9%**	70	66	**94.3%**	21	**31.8%**	**+0.4**	**-11.0**
English Learners	7,323	6,303	**86.1%**	1,083	**17.2%**	7,502	6,891	**91.9%**	851	**12.3%**	**+5.8**	**-4.8**
Non-English Learners	47,935	41,166	**85.9%**	15,082	**36.6%**	44,221	39,758	**89.9%**	11,910	**30.0%**	**+4.0**	**-6.7**
Special Education[6]	10,869	7,690	**70.8%**	891	**11.6%**	9,647	7,356	**76.3%**	487	**6.6%**	**+5.5**	**-5.0**
Non-Special Education	44,389	39,779	**89.6%**	15,274	**38.4%**	42,076	39,293	**93.4%**	12,274	**31.2%**	**+3.8**	**-7.2**
Economically Disadvantaged	40,847	34,783	**85.2%**	10,018	**28.8%**	38,332	34,356	**89.6%**	7,327	**21.3%**	**+4.5**	**-7.5**
Non-Economically Disadvantaged	14,411	12,686	**88.0%**	6,147	**48.5%**	13,391	12,293	**91.8%**	5,434	**44.2%**	**+3.8**	**-4.3**
Off Track[10] (75 Schools)	24,556	20,211	**82.3%**	4,024	**19.9%**	22,228	19,252	**86.6%**	2,854	**14.8%**	**+4.3**	**-5.1**
Near Track[10] (75 Schools)	24,908	21,826	**87.6%**	8,284	**38.0%**	23,048	21,314	**92.5%**	6,256	**29.4%**	**+4.9**	**-8.6**
On Track[10] (17 Schools)	5,670	5,432	**95.8%**	3,857	**71.0%**	5,516	5,227	**94.8%**	3,406	**65.2%**	**-1.0**	**-5.8**

Reading Goal 1: Participation & Performance by Grade Level
Grades 3-8, aimswebPlus & Star Reading

		Winter 2020-21[3] (Students took aimswebPlus or Star Reading)					Winter 2021-22[4] (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22[9]	% At/Above Grade Level: Change From Winter 2020-21 to Winter 2021-22[9]
		# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[3]	% At/Above Grade Level[3]	# Students Eligible[6]	# Students Participating[7]	% Students Participating[7]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Reading Goal 1 (Grades 3-8)		**55,258**	**47,469**	**85.9%**	**16,165**	**34.1%**	**51,723**	**46,649**	**90.2%**	**12,761**	**27.4%**	**+4.3**	**-6.7**
Students took aimswebPlus in 2020-21 and Star Reading in 2021-22	**Grade 3**	9,484	8,309	**87.6%**	3,278	**39.5%**	8,848	8,043	**90.9%**	2,400	**29.8%**	**+3.3**	**-9.6**
	Grade 4	9,122	7,907	**86.7%**	3,424	**43.3%**	8,917	8,207	**92.0%**	2,403	**29.3%**	**+5.4**	**-14.0**
	Grade 5	9,056	7,865	**86.8%**	3,593	**45.7%**	8,749	7,988	**91.3%**	2,156	**27.0%**	**+4.5**	**-18.7**
All Students took Star Reading	**Grade 6**	9,097	7,875	**86.6%**	1,943	**24.7%**	8,330	7,445	**89.4%**	1,843	**24.8%**	**+2.8**	**+0.1**
	Grade 7	9,219	7,783	**84.4%**	2,014	**25.9%**	8,306	7,382	**88.9%**	1,999	**27.1%**	**+4.5**	**+1.2**
	Grade 8	9,280	7,730	**83.3%**	1,913	**24.7%**	8,573	7,584	**88.5%**	1,960	**25.8%**	**+5.2**	**+1.1**

[1] In 2018-19, aimswebPlus Reading replaced aimsweb Reading, and was only required for students in grades K-5. For 2018-19, At/Above Grade Level is the percentage of students who took the assigned core subtests for each grade and scored at Tier 1 on aimsweb/aimswebPlus Reading.

[2] Starting in 2019-20, Star Reading was administered to students in grades 6-8, and students in grades 3-5 took AimswebPlus Reading. In Spring 2019-20, assessments were not administered to students in grades K-8 due to COVID-19 school closures. For 2019-20, At/Above Grade Level also includes students who were At/Above Benchmark on Star Reading.

[3] Starting in 2020-21, At/Above Grade Level is the percentage of grade 3-5 students who received a composite score and scored at Tier 1 on aimswebPlus Reading, and of grade 6-8 students who are At/Above Benchmark on Star Reading. To receive a composite score, a student must have completed all required subtests.

[4] Starting in 2021-22, Star Reading was administered to all students in grades K-12. For 2021-22, At/Above Grade Level is the percentage of students who are At/Above Benchmark on Star Reading.

[5] In 2021-22, Annual Targets for Leading Indicator 1.1 were adjusted. Annual Targets for Leading Indicator 1.1 are set based on the likelihood of a student scoring Proficient/Advanced on the PSSA ELA exam when scoring At/Above Grade Level on the within-year assessments. Between 2019-20 and 2020-21, this relationship was based on both AimswebPlus Reading and Star Reading's correlations to the PSSA ELA exam. Starting in 2021-22 and onward, this relationship is based only on Star Reading's correlations to the PSSA ELA exam. For more information on the relationship between a student's performance on Star Reading and the PSSA ELA 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 received an aimswebPlus composite score or completed a Star Reading 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 2020-21, both the aimswebPlus and Star Winter assessment windows ran from December 14, 2020 through January 29, 2021. In 2021-22, the Star Fall assessment window ran from September 8, 2021 through October 8, 2021 and the Star Winter 1 assessment window ran from December 1, 2021 through December 23, 2021. The Star Winter 2 window is not used in the progress monitoring of Reading Goal 1.

[9] The metrics '% Students Participating: Change From Winter 2020-21' and '% At/Above Grade Level: Change From Winter 2020-21' represent the percentage point difference between the percentage of students participating in or scoring At/Above Grade Level on aimswebPlus Reading (Tier 1) and/or Star Reading (At/Above Benchmark) from the Winter 2020-21 assessment window to the Winter 2021-22 assessment window.

[10] School groups are based on Winter 2020-21 performance data. One school did not administer aimswebPlus Reading or Star Reading to any students in the Winter 2020-21 assessment window and is excluded from the school performance group performance metrics for Reading Goal 1.

Goals and Guardrails - •

Title: Reading Goal 1 - Presentation

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Reading Goal 1	Supporting Document

Progress Monitoring: Reading Goal 1

- **Goals:** Each Board Goal and its leading indicators is monitored three times per year
- **Cycle:** The full process of monitoring a single Board Goal or Guardrail, culminating in the development of a Progress Monitoring Report for the Board's review



Year 2: Changes to Within-Year Assessments



In 2020-21, aimswebPlus Reading was required in grades K-5 and Star Reading was required in grades 6-12.



Beginning Fall 2021-22, all students in K-12 were required to take the Star assessment.

Computer Adaptive Tests (CATs) adjust the difficulty of items depending on how a student performed on previous items.

What do we consider At or Above Grade Level?



Based on Composite Score

- **Tier 1**: Students are testing “At Target” and are on track to read proficiently
- **Tier 2**: Students need strategic intervention to ensure progress towards proficiency
- **Tier 3**: Students require intensive intervention to make progress towards proficiency.



Based on National Percentile Rank

- **At/Above Benchmark** (40-100 percentile): Students testing “At Target” and are on track to read proficiently.
- **On Watch** (25-39 percentile): Students are slightly below benchmark but do not require Strategic Intervention.
- **Strategic Intervention** (10-24 percentile): Students need strategic intervention to ensure progress towards proficiency.
- **Intensive Intervention** (<10 percentile): Students require intensive intervention to make progress towards proficiency.

How do these levels compare?



Tier 1: Students are testing “At Target” and are on track to read proficiently

~68% of students at Tier 1 score Proficient or Advanced on the PSSA-ELA



At/Above Benchmark (40-100 percentile): Students testing “At Target” and are on track to read proficiently.

~85% of students At/Above Benchmark score Proficient or Advanced on the PSSA-ELA

Change in Annual Within-Year Targets

Percent of students scoring at highest assessment grouping who are predicted to score proficient or advanced on PSSA-ELA:

- aimswebPlus Reading: ~68% of Tier 1 students
- Star Reading: ~85% of At/above benchmark students

Leading Indicator (LI) Annual Targets: How many students need to score At or Above Grade Level on within-year assessments to meet our annual PSSA-ELA Goal?

	PSSA Reading Target 2021-2022	Previous LI Target 2021-2022 (75% Correlation)	Current LI Target 2021-2022 (85% Correlation)
Goal 1 (3-8 ELA)	42.5%	56.6%	50.0%

Star Family Resources

Welcome to the Office of Assessment!

We maintain the Assessment Calendar and coordinate a number of assessments including Star, Keystone, PSSA, PASA, and ACCESS administration.

Click the buttons below to learn more and to access Parent Guides.

Star K-12 | PSSA/PASA 3-8 | Keystones 9-12 | ACCESS for ELLs

Star Home Connect - Register for email updates about your child's Star performance!

Star Information

Translated Video Guides for Families | Translated Parent Guides (PDF) | Star Family Engagement Survey

Star Home Connect - Register for email updates about your child's Star performance!

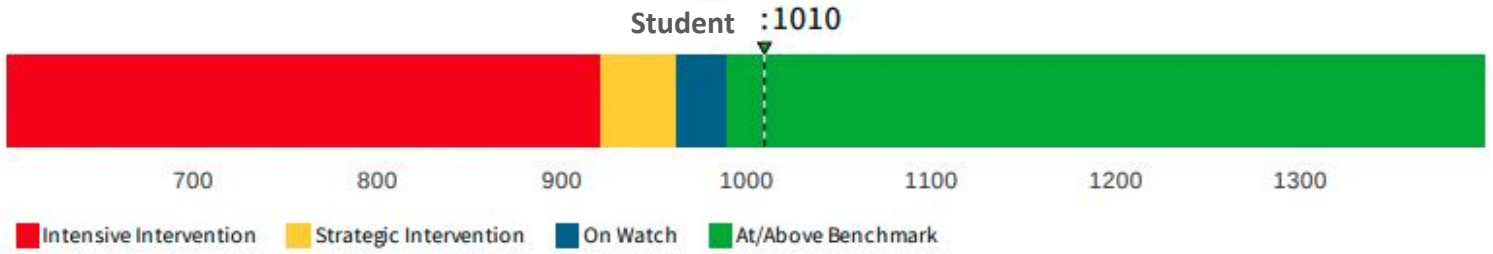
Star Student Reports for Families

[redacted]'s Overall English/Language Arts Level

Level 4 At/Above Benchmark

[redacted] score of **1010** on the Star Reading test is based on the difficulty of the questions and the number of correct responses. The scale has a range of 600 - 1400. This score results in a placement in Level 4, which meets the target. It is higher than 52% of students in fourth grade and is typical of a 4th grade student after the fourth month of the year.

District Grade 4 Score Levels



Domain Scores

These scores range from 0-100, and represent [redacted] estimated percent of mastery at a fourth-grade level.

- Beginning: 0-59 percent mastery
- Developing: 60-79 percent mastery
- Secure: 80-100 percent mastery

Literature	Score
Key Ideas and Details	84
Craft and Structure	81
Range of Reading and Level of Text Complexity	71

Informational Text	Score
Key Ideas and Details	81
Craft and Structure	81
Integration of Knowledge and Ideas	71
Range of Reading and Level of Text Complexity	89

Language	Score
Vocabulary Acquisition and Use	84

Reading Recommendation

Zone of Proximal Development (ZPD): **3.2 - 4.9**.

[redacted] ZPD identifies books at the right level to provide appropriate reading challenge without frustration. Enter [redacted] ZPD of 3.2 - 4.9 in **arbookfind.com** to find books at that level.

Scan here or go to renaissance.com/star-scores to learn more about what all of these scores mean and how you can help your child succeed!

Star Student Reports for Families

[redacted] has taken a Star Early Literacy assessment on the computer. Star Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.



714
Scaled Score

The Scaled Score is your child's overall score, calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in Star Early Literacy in the Unified scale range from 200 to 1100 and span the grades Pre-K through 3.

36
Percentile Rank

[redacted]'s skills are higher than 36% of students nationally in the same grade. This score is at average. The PR Range indicates that, if [redacted] had taken the Star Early Literacy test many times, most of his/her scores would likely have been between 19 - 60.

0.2
Grade Equivalent

GE scores range from 0.0 to 12.9+. Based on national norms, [redacted]'s early literacy skills are comparable to those of a typical kindergartener after the second month of the school year. The score does not necessarily indicate the ability to read independently at this grade level.

Scaled Scores relate to four developmental stages: Early Emergent Reader (200 - 682), Late Emergent Reader (683 - 785), Transitional Reader (786 - 851), and Probable Reader (852 - 1100). A Scaled Score of 714 means that [redacted] is at the Late Emergent Reader stage.

At the Late Emergent Reader stage, children can rapidly identify the letters of the alphabet and can match most of the letters to their sounds. They are beginning to "read" picture books and familiar words around their home. Through repeated reading of favorite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print.

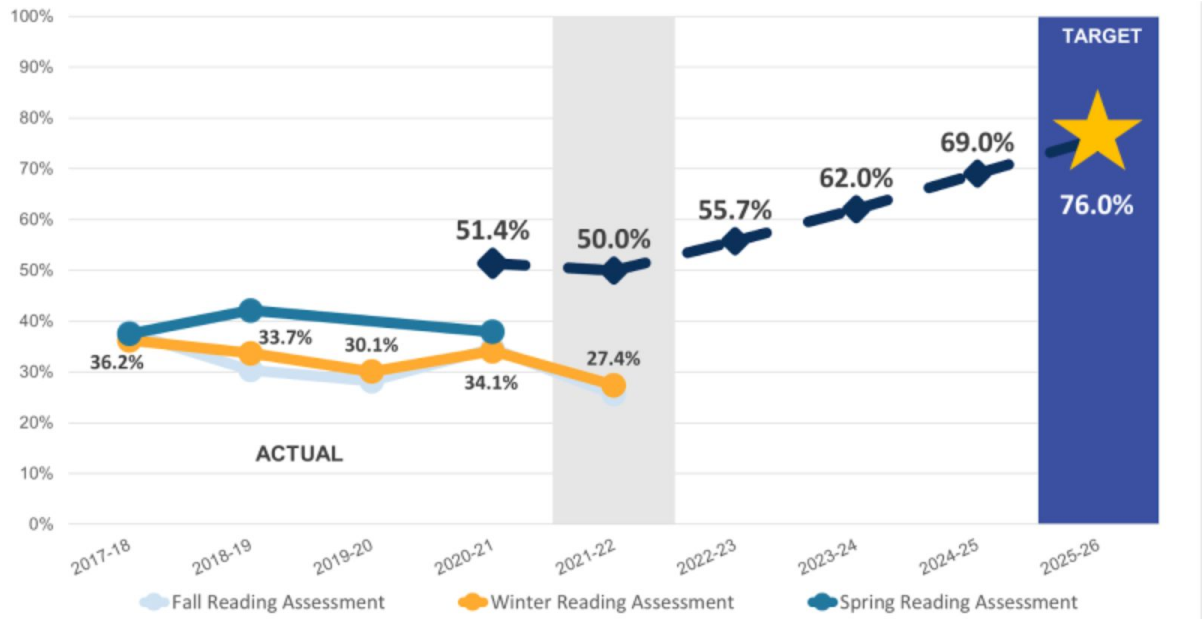
[redacted] recognizes some printed words and can write his/her name. He/She is likely learning to separate spoken words into smaller parts, such as m- and -at for "mat" and then to blend the sounds together to say the words. [redacted] is probably also beginning to sound out simple printed words. With [redacted] growing knowledge of letter sounds and word structure, [redacted] is starting to get meaning from text.

You can help develop your child's early literacy skills by reading engaging, predictable books to and with your child. To encourage Mia to voice his/her own ideas, talk with [redacted] about what you've read, seen, heard, or done together. [redacted] would also benefit from games that build an awareness of sounds and letters, such as rhyming games or games that involve sorting words by first letter, last letter, or sound.

I will be using these Star Early Literacy test scores to help [redacted] further develop his/her early literacy skills for early literacy practice at school. If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Reading Goal 1: 3-8 Reading At/Above Grade Level

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



- Overall, the District continues to be **Off-Track** towards meeting its 2021-22 Reading Goal 1 Leading Indicator Annual Target.
- A higher percentage of students scored At/ Above Grade Level in Winter, but we're still short of our 2020-21 Annual Target (50.0%).
- All student groups, across all school performance groups, saw a decrease in performance from Winter 2020-21.

Assessment Window	2018-19[1]	2019-20[2]	2020-21[3]	2021-22[4]	2021-22 Annual Target	Distance to 2021-22 Target	Distance to 2022-2023 Target	2025-26 Final Target
Fall	30.4%	28.2%	34.6%	25.6%	50.0%	-24.4	-30.1	76.0%
Winter	**33.7%**	**30.1%**	**34.1%**	**27.4%**	**50.0%**	**-22.6**	**-28.3**	**76.0%**
Spring	42.1%	N/A	37.9%	*Forthcoming*	50.0%	-	-	76.0%

	Winter 2020-21[3] (Students took aimswebPlus or Star Reading)					Winter 2021-22[4] (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22[8]	% At/Above Grade Level: Change From Winter 2020-21 to Winter 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]		
Overall	**55,258**	**47,469**	**85.9%**	**16,165**	**34.1%**	**51,723**	**46,649**	**90.2%**	**12,761**	**27.4%**	**+4.3**	**-6.7**
Black / African American	26,868	22,564	**84.0%**	5,988	**26.5%**	24,388	21,547	**88.4%**	4,100	**19.0%**	**+4.4**	**-7.5**
Hispanic / Latinx	12,264	10,393	**84.7%**	2,636	**25.4%**	12,318	11,131	**90.4%**	2,111	**19.0%**	**+5.6**	**-6.4**
White	8,171	7,370	**90.2%**	3,957	**53.7%**	7,683	7,147	**93.0%**	3,483	**48.7%**	**+2.8**	**-5.0**
Asian	4,825	4,537	**94.0%**	2,508	**55.3%**	4,854	4,650	**95.8%**	2,293	**49.3%**	**+1.8**	**-6.0**
Multi Racial/Other	2,922	2,412	**82.5%**	1,003	**41.6%**	2,307	2,017	**87.4%**	732	**36.3%**	**+4.9**	**-5.3**
American Indian / Alaskan Native	126	116	**92.1%**	40	**34.5%**	103	91	**88.3%**	21	**23.1%**	**-3.7**	**-11.4**
Native Hawaiian / Pacific Islander	82	77	**93.9%**	33	**42.9%**	70	66	**94.3%**	21	**31.8%**	**+0.4**	**-11.0**
English Learners	7,323	6,303	**86.1%**	1,083	**17.2%**	7,502	6,891	**91.9%**	851	**12.3%**	**+5.8**	**-4.8**
Non-English Learners	47,935	41,166	**85.9%**	15,082	**36.6%**	44,221	39,758	**89.9%**	11,910	**30.0%**	**+4.0**	**-6.7**
Special Education[9]	10,869	7,690	**70.8%**	891	**11.6%**	9,647	7,356	**76.3%**	487	**6.6%**	**+5.5**	**-5.0**
Non-Special Education	44,389	39,779	**89.6%**	15,274	**38.4%**	42,076	39,293	**93.4%**	12,274	**31.2%**	**+3.8**	**-7.2**
Economically Disadvantaged	40,847	34,783	**85.2%**	10,018	**28.8%**	38,332	34,356	**89.6%**	7,327	**21.3%**	**+4.5**	**-7.5**
Non-Economically Disadvantaged	14,411	12,686	**88.0%**	6,147	**48.5%**	13,391	12,293	**91.8%**	5,434	**44.2%**	**+3.8**	**-4.3**
Off Track[10] (75 Schools)	24,556	20,211	**82.3%**	4,024	**19.9%**	22,228	19,252	**86.6%**	2,854	**14.8%**	**+4.3**	**-5.1**
Near Track[10] (75 Schools)	24,908	21,826	**87.6%**	8,284	**38.0%**	23,048	21,314	**92.5%**	6,256	**29.4%**	**+4.9**	**-8.6**
On Track[10] (17 Schools)	5,670	5,432	**95.8%**	3,857	**71.0%**	5,516	5,227	**94.8%**	3,406	**65.2%**	**-1.0**	**-5.8**

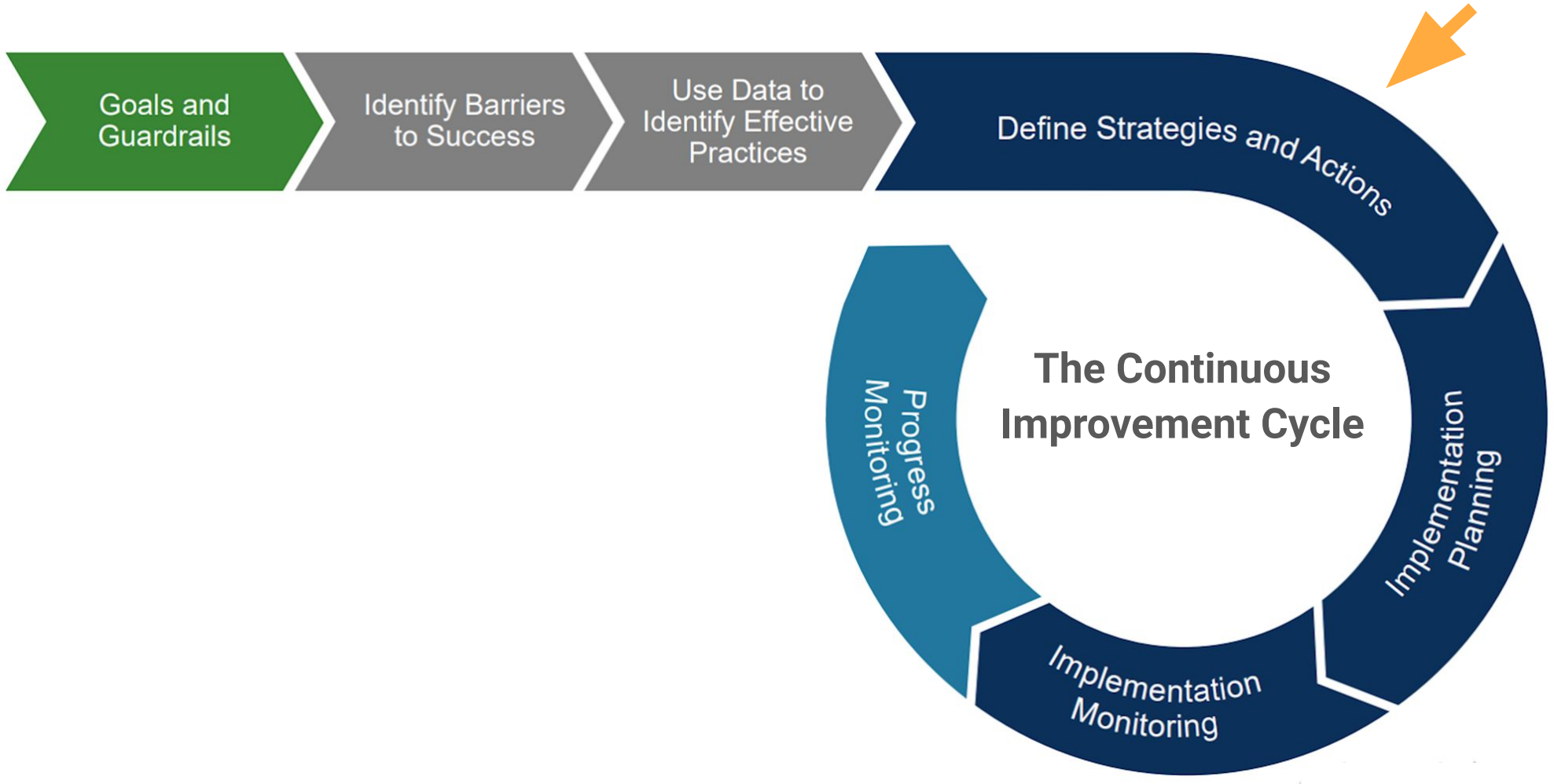
Goal 1: Reading Performance by Grade Level

		Winter 2020-21[3] (Students took aimswebPlus or Star Reading)					Winter 2021-22[4] (All Students took Star Reading)					% Students Participating: Change From Winter 2020-21 to Winter 2021-22[5]	% At/Above Grade Level: Change From Winter 2020-21 to Winter 2021-22[5]
		# Students Eligible[4]	# Students Participating[4]	% Students Participating[4]	# At/Above Grade Level[4]	% At/Above Grade Level[4]	# Students Eligible[4]	# Students Participating[4]	% Students Participating[4]	# At/Above Grade Level[4]	% At/Above Grade Level[4]		
Reading Goal 1 (Grades 3-8)		**55,258**	**47,469**	**85.9%**	**16,165**	**34.1%**	**51,723**	**46,649**	**90.2%**	**12,761**	**27.4%**	**+4.3**	**-6.7**
Students took aimswebPlus in 2020-21 and Star Reading in 2021-22	**Grade 3**	9,484	8,309	**87.6%**	3,278	**39.5%**	8,848	8,043	**90.9%**	2,400	**29.8%**	**+3.3**	**-9.6**
	Grade 4	9,122	7,907	**86.7%**	3,424	**43.3%**	8,917	8,207	**92.0%**	2,403	**29.3%**	**+5.4**	**-14.0**
	Grade 5	9,056	7,865	**86.8%**	3,593	**45.7%**	8,749	7,988	**91.3%**	2,156	**27.0%**	**+4.5**	**-18.7**
All Students took Star Reading	**Grade 6**	9,097	7,875	**86.6%**	1,943	**24.7%**	8,330	7,445	**89.4%**	1,843	**24.8%**	**+2.8**	**+0.1**
	Grade 7	9,219	7,783	**84.4%**	2,014	**25.9%**	8,306	7,382	**88.9%**	1,999	**27.1%**	**+4.5**	**+1.2**
	Grade 8	9,280	7,730	**83.3%**	1,913	**24.7%**	8,573	7,584	**88.5%**	1,960	**25.8%**	**+5.2**	**+1.1**

Strategy Update

SY21-22

Meeting Goals and Guardrails



Current **Strategies and Actions**

STRATEGY 1



Implement an **academic framework** that includes standards-aligned curriculum.

STRATEGY 2



Implement the **Multi-Tiered System of Supports** (MTSS) Framework.

STRATEGY 3



Develop leaders and teachers through implementation of evidence-based **professional learning and common planning time**.

Our working approach is: IF all students engage in grade-level standards-based instruction with appropriate differentiation and scaffolds in safe and welcoming spaces (MTSS Tier 1) THEN we will reduce the number of students requiring strategic and intensive interventions (MTSS Tiers 2 and 3).



How do we implement MTSS with a strong Tier 1 foundation?

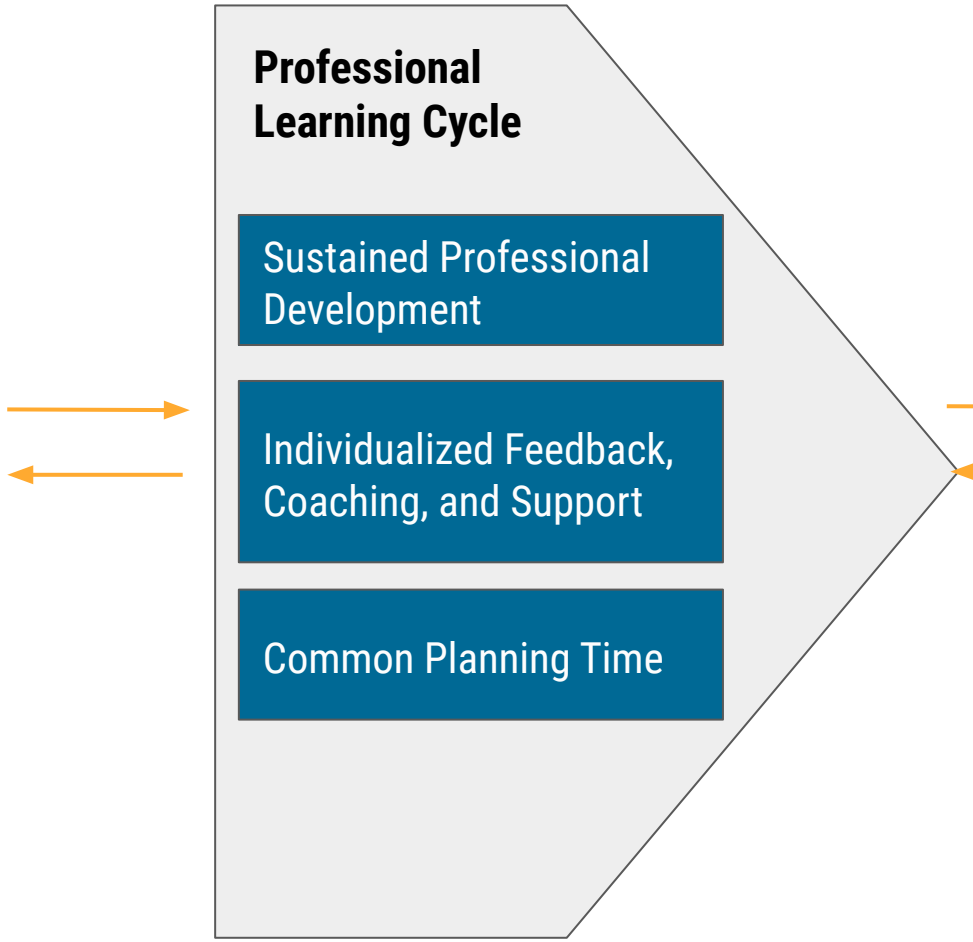
Year 1 Approach to District-Wide Improvement

1. Ensure all schools and teachers have access to evidence-based Universal Screeners; the Academic Framework; grade-level (Tier 1) curriculum and related instructional guides; and school-wide climate programs (Tier 1).

2. Build the capacity of teachers and leaders to implement grade-level standards-based (Tier 1) instruction through eight week District-wide professional learning cycles and weekly school-level Common Planning Time.

3. Use monthly school-based MTSS meetings to review progress on implementing Tier 1 strategies, analyze student data, and adjust approaches accordingly.

- **Universal Screeners and Progress Monitoring Systems**
- **Grade-level (Tier 1) instructional expectations and curricula as described in the OAS Framework and Curriculum**
- **Evidence-based school-wide (Tier 1) climate programs**
- Academic instructional guidance for Tier 2 and 3 students
- Evidence-based climate, behavioral, and wellness Tier 2 & 3 interventions



- **Assess implementation of Tier 1 instruction and climate programs and identify gaps**
- Match student academic, social-emotional, behavioral, attendance, and wellness needs with interventions
- Assess implementation of interventions and student response to intervention

Strategy 1

Implement an academic framework that includes standards-aligned curriculum.

Action 1.1

- Implement new, culturally and linguistically inclusive curriculum and instructional guidance for K-12 literacy and support grade-level instruction for English Learners (ELs) and students with IEPs.

Action 1.2

- Implement new, culturally and linguistically inclusive curriculum and instructional guidance for K-12 math and support grade-level instruction for ELs and students with IEPs.



Year 1 Approach to District-Wide Improvement

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2. Build the capacity of teachers and leaders to implement grade-level standards-based (Tier 1) instruction through eight week District-wide professional learning cycles and weekly school-level Common Planning Time.

Professional Learning Cycle

- Sustained Professional Development
- Individualized Feedback, Coaching, and Support
- Common Planning Time

3. Use monthly school-based MTSS meetings to review progress on implementing Tier 1 strategies, analyze student data, and adjust approaches accordingly.

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Academic Framework & Curriculum
Major Activities September-January

1. Completion of the targeted components of the Culturally & Linguistically Inclusive Academic Framework:
    a. Instructional Guides for ELA, Mathematics, Special Education, and English Language Development
    b. Curriculum and Quarters at a Glance for K-3 ELA and 4-12 Math
    c. Instructional Practice Look Fors for K-3 ELA, 4-12 Math
    d. Instructional Principles and Practices for Social Studies, Science, World Languages, Academic MTSS Tiers
2. Collected feedback and continued to refine the curriculum + curriculum website

Strategy 2

Implement the Multi-Tiered System of Supports (MTSS) Framework.

Action 2.1

- Improve the implementation of Multi-Tiered System of Supports (MTSS) by providing professional learning and supports for school leaders and staff to better understand and utilize the framework. MTSS is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students.



Year 1 Approach to District-Wide Improvement

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MTSS
Major Activities September-January

1. Administered the STAR assessment and student well-being survey in grades K-12
2. Rolled out critical Tier 1 resources including MTSS Tier 1 guidelines and the Data Snapshot
3. Initiated the Foundations of MTSS Leadership Professional Development Series
4. Began training central office staff to support implementation of Tier 1 meetings
5. All schools received access to Academic Framework and Math and/or ELA curriculum units and Academic Online Adaptive Programs
6. All schools selected Tier 1 climate programs and began receiving coaching to support implementation in alignment with their PDE school plans
7. Provided training on Tier 2 mental and behavioral evidence-based group interventions

Strategy 3

Develop leaders and teachers through implementation of evidence-based professional learning and common planning time.

Action 3.1

- Redesign professional learning. Professional learning provides school leaders and teachers time to learn new skills in order to improve instruction. Professional learning cycles are ongoing, "nested" cycles of professional development, practice, feedback, and reflection.

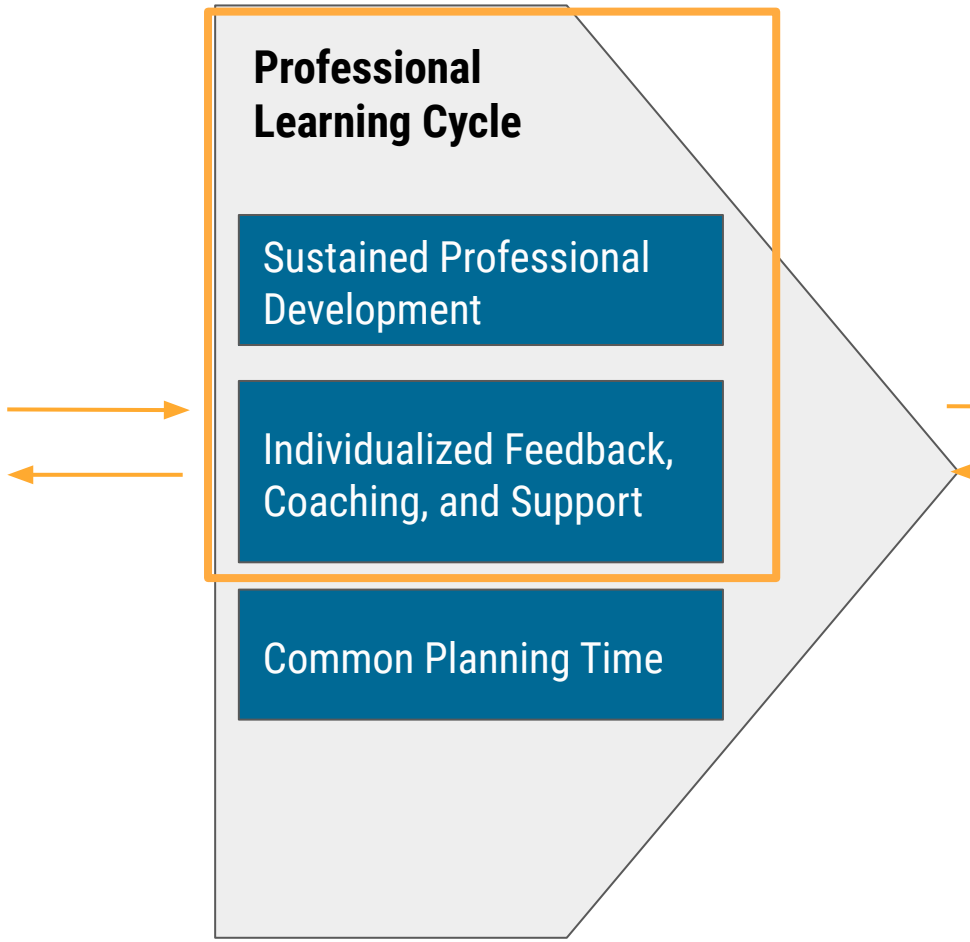


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Professional Learning Cycles
Major Activities September-January

1. Implemented consistent system of nested professional development for leaders, teacher leaders & teachers with revisions to the proposed plan
2. Provided professional learning and support on the curriculum:
    a. Introductory professional development on Foundational Skills for ELA K-3 teachers and Opening Routines for Math 4-12 teachers
    b. Optional Digging Deeper after-school development series
    c. Site-based coaching; site-based instructional supports for leaders & teachers
3. Gathered stakeholder feedback to inform planning of 22-23 Professional Learning

Strategy 3

Develop leaders and teachers through implementation of evidence-based professional learning and common planning time.

Action 3.2

- Implement Common Planning Time in all schools. Common Planning Time is a regularly scheduled, structured time where school leaders and teachers collaborate. Common Planning Time allows school leaders and teachers to work together to improve their own teaching and improve learning for all students.

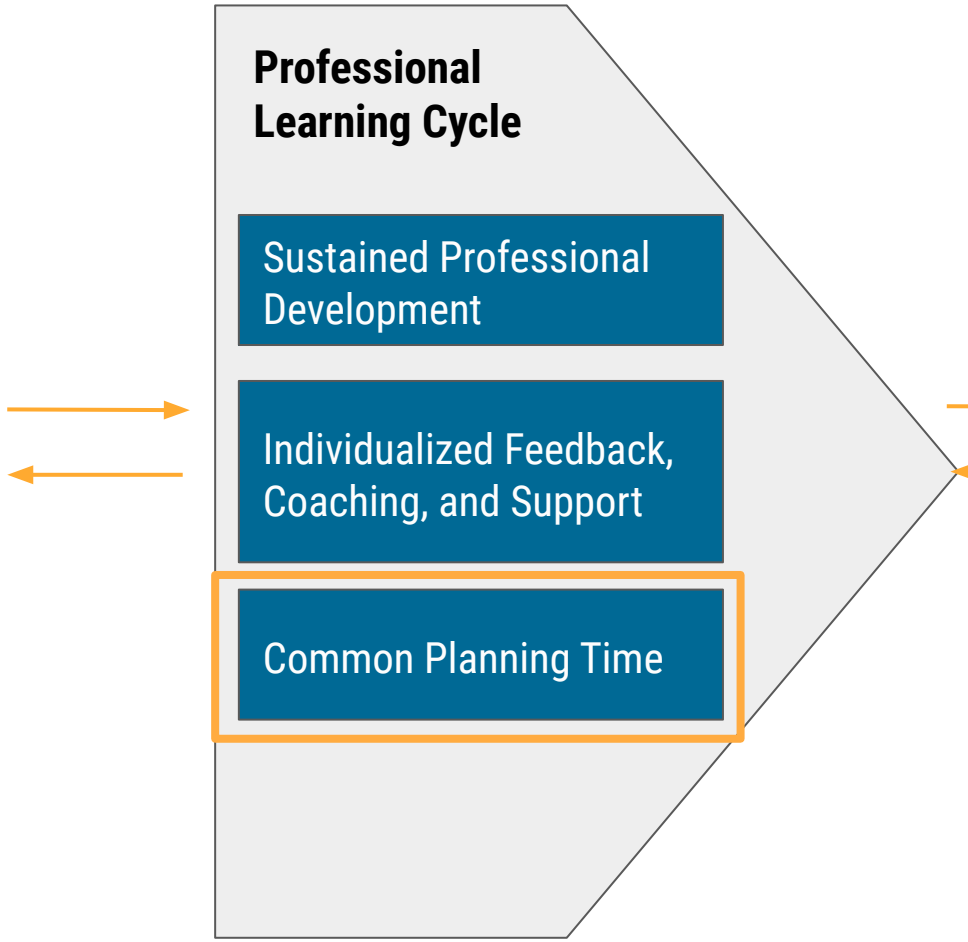


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Common Planning Time
Major Activities September-January

1. Supported schools in maximizing and protecting CPT with 71% of schools meeting the scheduling threshold of 60 minutes and 64% of school leaders reporting that meetings are occurring as scheduled.
2. Rolled out critical resources including CPT Guide and CPT Toolkit
3. Collaboratively developed a variety of CPT protocols to support schools in ensuring all students have access to Tier 1 instruction
4. Integrated Equity Framework and SEL work into CPT protocols
5. Collaboratively developed CPT Look Fors with AS and PLS to provide common approaches to feedback
6. Incorporated visiting CPT into Instructional Rounds (IRs) process and protocols
7. Held monthly collaborative sessions to develop Academic and Chief of Schools PLS

Persistent Barriers to Implementation

SY21-22

Could not implement professional learning cycles

Lack of Professional Development Time in the School Calendar

The extent of the problem

- A study by the Institute of Educational Sciences (IES) found that substantial professional learning time, **an average of 49 hours** is needed to show impact on student learning (21 percentile points). Additionally, 5-14 hours produced no statistically significant impact on student achievement (Yoon, et al., 2007).
- The professional learning cycle was designed to move use closer to the 49 hours by ensuring that leaders and teachers had 3-4 cyclical opportunities for deep, extensive learning, including:
  - full days that offer larger blocks of time for district-wide development
  - half days that offer consistent touch points to reinforce and extend learning in response to data trends
  - individualized feedback, coaching, and support between professional development offerings
  - continued collaborative learning in weekly common planning time

Lack of Professional Development Time in the School Calendar

The extent of the problem

- This year's calendar did not allow for implementation of the cycle, and instead, by the end of the year, the average teacher will receive approximately:
  - 10 hours on implementation of the Tier 1 K-3 ELA **or** 4-12 math curriculum
  - 2.5 hours on Tier 1 climate programming, including social emotional learning strategies
  - 4 hours on administering and using the STAR assessment

- 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.

Lack of Professional Development Time in the School Calendar

Impact on implementation

1. Inability to implement PL Cycles as they were designed, resulting in limited progress in implementing ELA & Math instruction as designed by the ELA & Math guides.
2. Inability to provide district-wide PL responsive to immediate needs identified in the data.
3. Without adequate time for PL and instructional support, the continuous improvement in Tier I instruction is limited by teacher capacity.
4. Common Planning Time has become the primary vehicle for professional learning.
5. Implementation of Common Planning Time started strong in the beginning of the year however, as the staffing challenges increased, some schools were challenged to implement common planning time with fidelity.

Lack of Professional Development Time in the School Calendar

Mitigating the barrier

Completed	In Progress	Need
• Offered additional, paid professional learning sessions, after school • Held office hours and provided school/LN support • Provided nested PL within the allotted PL time in the calendar.	• Strategic plan to allocate professional learning based on priorities and need • Differentiated PD plans that allow for school-level differentiation	• A calendar that supports the professional learning cycle for SY 22-23 (along with Common Planning time, and time to plan based on student data)

School-Based Staff Vacancies and Absences

Staffing Gaps from Absences and Vacancies

Staffing Gaps from Absences and Vacancies

- While we started the year 98% staffed, increased leaves and departures have increased our vacancies throughout the year leaving us at 96.5% staffed.
- Daily teacher attendance has declined for legitimate and obvious reasons, with absences up 22% from previous years. Substitute teachers are also less likely to pick up jobs, leaving daily substitute fill rates to an average of 42%.
- This combination of factors has created gaps in coverage in many schools on a daily basis.

Impact on Implementation

- With this gap in coverage, teachers pick up coverage of other classrooms. Coverage was the most frequently cited reason for not having weekly common planning time, or teachers needing to miss common planning time to cover other classrooms
- Central office and support staff needing to cover at schools reduced implementation support (ex. Climate coaches supporting MTSS)
- Vacancies and coverage needs reduced ability to implement Tier 1 meeting
- At times, have needed to “pause” planned implementation activities, including canceling professional development for the month of January during the surge

Teacher vacancies and COVID-related absences

Mitigating the barriers

Completed	In Progress	Need
• Increased Substitute Pay • Successfully advocated for changes in requirements for teacher substitutes at the state level • Hired additional supplemental teachers mid-year • Began early hiring for 17 schools • Designated 42 schools for $5000 retention bonus • Deployed central office staff	• Increasing recruitment efforts and additional pipelines • Advocating for changes to out-of-state certification reciprocity • Hosting more targeted student teacher hiring fairs • Incentivizing earlier notification of retirement/resignation • Developing transition plan to new substitute provider	• Board approval of staffing-related action items • Time at the school-level focus on adult wellness and collaborative time • Increased short-term support to hire more staff from spring through fall

What’s Next?

Overview of upcoming implementation presentations

1. Assessment of current implementation using the implementation monitoring report
2. Review of major implementation activities for remainder of SY21-22
3. Preview of Year 2 implementation goals

Goal	Date	Implementation Monitoring Topic
Goal 2	March	Academic Framework + District-Wide Professional Learning
Goal 3	April	Common Planning Time
Goal 4/5	May	MTSS Focus on Climate Programming + Tier 1 Meetings

Responses to Questions on Action Items - •

Title: Responses to Questions on Action Items

Board of Education Meeting Date: 2/24/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Responses to Questions on Action Items	Supporting Document

The School District of Philadelphia

Board of Education
Action Item Questions and Responses
February 24, 2022

Action Item Questions	Submitted By:	Response
6) **Contract with Drexel University, School of Education - Paraprofessional Teacher Residency ($260,415)** 1. What is the plan to support paraprofessionals who take advantage of this opportunity? 2. How will paraprofessionals be supported in completing coursework such as their required practicum while also maintaining employment with the District?	Board Member Thompson	1. This residency program is intentionally designed in collaboration with the Philadelphia Federation of Teachers solely for our current paraprofessionals to support those paraprofessionals who have a Bachelors' degree with over a 3.0 GPA who would like to attain an instructional certification. This partner was selected specifically because of how their program can support our paraprofessionals and includes: working alongside a current experienced School District of Philadelphia teacher for an entire year before assuming the teacher of record for a classroom; supports from the cohort model of peers who are going through the courses at the same time; and mentoring and support from Drexel University staff in their residency year as well as their first year of teaching. The online/hybrid class format is

		designed to support working professionals. Additionally, paraprofessionals will also receive tutoring and support with the Praxis/PECT exams required for certification. 2. The design of the residency program is that their practicum is completed as part of their residency year, where they are working in a classroom alongside a full-time teacher. At the end of the year-long residency program, contingent on successfully passing the Praxis exam and the necessary application with the Pennsylvania Department of Education, they will have fulfilled the requirements necessary to obtain a Level I certification.
7) Contract with Cheney University, College Unbound and LaSalle University - Paraprofessional Pathway to BA/Teacher Certification ($1,681,550) 1. What is the plan to support paraprofessionals who take advantage of this opportunity? 2. How will paraprofessionals be supported in completing coursework	Board Member Thompson	1. These programs are intentionally designed in collaboration with the Philadelphia Federation of Teachers solely for our current paraprofessionals to support those paraprofessionals who either 1) have a high school diploma or GED only; 2) have some college credits; or 3) have attained a Bachelors with a GPA below 3.0. These partners were selected specifically because of how their program can support our paraprofessionals and include aspects such as peer support, mentoring and individualized scheduling, wrap-around

such as their required practicum while also maintaining employment with the District?		support services, and credit for prior learning and experience. 2. For the programs that result in the attainment of a teaching certification (specifically Cheyney University and LaSalle University), the District will release the paraprofessionals for student teaching time when it is required.
11) Contract with Wayne Moving and Storage Company, Inc., T & N Van Service and Affiliates, All Seasons Global Solutions (ASGS) - Moving Services at various locations ($1,500,000) 1. What efforts have been made to support minority participation? 2. Why are we hiring external contractors to move things? Do we have the capacity to do this in house? If so, why are we contracting out this work?	Board President Wilkerson Board Member Thompson	1. The Office of Capital Programs solicited proposals via an RFP on both the Capital Programs Request for Proposals web page as well as the Office of Procurements web page for one (1) month. In previous solicitations we only received one (1) proposal due to the lack of moving contractors signatory to the union. For this RFP, we received three (3) proposals, evaluated each proposal based on MWBE Participation (10-15% required), three (3) years of audited financial statements, and fee proposals. After evaluating these items our conclusion was to award all three (3) contractors for this contract, on an as-needed basis. The goal for this contract was M/WBE range of 10-15% for this work. ASGS has a committed M/WBE of 10%, Wayne and T&N submitted M/WBE of 15%.

		2. The District has a very limited capacity to complete moves internally. Currently, the District is utilizing five (5) in-house employees in addition to temp workers to address the entire District's requests for internal moves. This contract will assist the Office of Capital Programs where there are existing contents, such as desks, furniture, equipment, and learning material that must be moved prior to the contractor beginning construction work. Many of the Capital projects must be completed within compressed schedules, which often include holidays and summer recess. This on call contract will provide the capacity to complete the moves without delaying the construction projects.
13) Change Orders With Various Vendors ($405,045) 1. Are we making strides in our efforts to reduce the number of change orders? 2. What strategies is the District employing to ensure that contractors	Board President Wilkerson Vice President Egea-Hinton Board Member Danzy Board Member Streater	1. The Office of Capital Programs (OCP) is implementing a 3-step review process through our capital program management software called eBuilder. All change order requests will be reviewed by a) construction and design project managers, b) architect/engineer of record, and c) contract compliance team. After the 3-step review is complete, the OCP management team will jointly review the validity of every change order

are not underbidding in order to receive the contract? 3. What mechanisms are in place to ensure that the District is properly reimbursed when there is a design error on the contractors part? 4. Request for change order analysis over the last 12 months	Board Member Salley	request for a final decision. Outside counsel is currently engaged to assist OCP with the rejected change orders. We are gathering the necessary information from all repeating change orders to issue to the professional consultants as a part of the "lessons learned" process, on a quarterly basis, to prevent repeated mistakes. The design and construction unit teams in OCP will receive training to better understand the terms of our contracts that are designed to protect the District. Enforcing the Phase Submission Checklist will also assist the design team in assessing the completeness and accuracy of every design submission. 2. OCP implemented an enhanced review (de-scope) process to better evaluate the lowest bidder's understanding of the scope of work specific to every project, and review their schedule of values after bid opening all within the contract's terms and PA bidding laws. 3. The mechanism in place is a part of the professional services contract. The District will engage the services of outside counsel to file suit against professional's Errors and Omission's Insurance.

		4. In the past 12 months, we issued $205,018,250.27 in contract value for approximately 60 projects. The rate of change orders this year is 3.74% of which 1.12% are design and errors related, 1.28% are unforeseen conditions and 1.33% District requests. Many independent studies over decades show that the range for change orders varies between 8% and 11%, depending on the complexity of the project (source: Construction Business Owner).
14) Contract with Various Firms for Supplemental Professional Architectural Services ($10,000,000) 1. Request for additional information. Please specify the scope of work	Board Member Salley	1. The supplemental professional firms will be retained to design major renovations and system replacements for all the capital projects approved by the Board of Education for FY 22.
15) Contract Award with Weatherproofing Technologies, Inc for HVAC Replacement, Roofing and Masonry Project- Austin Meehan Middle School ($12,948,988) 1. Request for more information on the larger, more comprehensive plan,	Board Member Danzy Board President Wilkerson Board Member Salley	1. The plan for Austin Meehan MS is to repair and recoat the roof, replace the gymnasium's roof, replace the boilers and chiller, replace 2 air handling units, and replace all unit ventilators to improve the ventilation and the indoor air quality. This will allow the school to be used as a swing space for major school renovations, expansions,

regarding the Austin Meehan Middle School. 2. Are students currently in the building now? If so, what is the plan for ensuring that education is not disrupted while construction is ongoing? 3. What are the lessons learned from the Northeast Community Propel Academy project and how are we applying what we learned to this project?		and rebuilds to limit disruption in students' educational experience during construction. 2. Students are currently in the building. The building is less than 50% occupied. To ensure education is not disrupted, the construction will occur after school hours. 3. It is important for all principals occupying the parcel at 3001 Ryan Ave (Lincoln HS, Northeast Community Propel Academy, Pollock, and Forrest) to coordinate admission and dismissal times to alleviate traffic congestion. Blackney Hayes Architects was retained to assist OCP and the principals in planning for drop off areas and routes, access doors to schools, and staff and visitors parking areas.
16) Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Grover Washington Middle School and Thomas Edison High School 1. Why is PAID involved with this project?	Board President Wilkerson Student Board Representative Allen	1. PAID is the mechanism the Philadelphia Water Department uses to disburse grants from the Stormwater Management Incentives Program (SMIP) to its grantees. 2. The stormwater work will occur in both paved and lawn areas. The construction will be phased with the principals prior to start of construction to ensure the interruption to daily admission and dismissal is minimal, and that the students are

2. How will the construction project impact student life?		protected by construction fencing during the construction phase.
17) Ratification to Amend Contract with DLR for Technical Specifications - Additional Time 1. Request for additional information on the services being provided	Board President Wilkerson	1. The extension of time will allow the consultant to complete the technical specifications, conduct thorough reviews with Facilities and Maintenance to collect their feedback on equipment and warranties, and issue the final documents. This extension is the result of a change in leadership in DLR's firm.
18) Ratification and Authorization of Contract with Vacant Property Security, LLC for Property Security Services - $50,000 1. Request for a full list of all currently vacant properties. 2. Why is this item a ratification? 3. What type of security services are being provided? Foot patrol? Live? Remote? 4. How will Vacant Property LLC monitor and respond to incidents?	Vice President Egea-Hinton Board Member Salley Board President Wilkerson Board Member Danzy	1. Full list of vacant SDP properties listed below: • Old Fels School Lot, 1001 Devereaux Ave. 19111 • Carino Bonaventure, 2834 Hutchinson St.19132 • Thomas FitzSimons, 2601-31 West Cumberland St. 19132 • Fairhill School, 601 West Somerset St. 19133 • Old Hunter School, 126-136 West Dauphin St. 19133 • Welsh School Parking Lot, 2301-15 North 3rd St. 19133

5. Request to provide the full scope of work.		• Lot vic 25th Street Garage, 1600-1698 Bambrey St.19133 • Ada Lewis School, 6199 Ardleigh St. 19138 • Morton School Annex, 6200 Grays Ave. 19142 • Harrington School Annex, 800 South 53rd St. 19143 • Alcorn School Annex, 1321 South 26th St. 19146 • William Peirce School, 2400 Christian St. 19146 • Old Wolf School-Comp Tech., 8100 Lyons Ave. 19153 • George Pepper School, 2901 South 84th St. 19153 2. A sharp increase in incidents at vacant District properties led to an unexpected and quick increase in the Facilities Department's utilization of this contractor. This caused a cost increase beyond previous authorization before it could be presented to the Board. 3. Rental of fencing equipment. 4. Vacant Property only provides fencing equipment. 5. To provide property security (i.e., fencing equipment) at vacant SDP properties. They are

		currently being used at the following three locations: 1) Fairhill School, 607 W. Somerset St. 19133; 2) George W. Pepper School 2901 S. 84th St. 19143; 3) Bartram High School Garage at 2401 S. 67th St.19142.
20) Ratification and Authorization of Contracts with Fluidics and Devine Brothers for Boiler Burner Services - $2,000,000 1. How many contractors do we currently have? Are these contractors in addition to others? Are we replacing contractors? 2. Will two contractors be enough?	Board Member Salley Vice President Egea-Hinton	1. Currently we have 4 contractors on this service contract. One contractor is currently unavailable for use (General Asphalt) and another cannot provide adequate support. 2. These two new companies will bring our total back to 4 contractors which is enough to support operations.
22) Contracts with Various Qualified Vendors - Preschool Programs ($72,369,000) 1. Does the District get reimbursed from the state for preschool programming?	Board Member Thompson	The District pays for its preK programming with six main federal, state, and local funding sources: (1) Federal Head Start funding (approximately $45M annually); (2) Federal Title I funding (approximately $7M annually) (3) State Head Start Supplemental funding (approximately $20M annually);

		(4) State PreK Counts funding (approximately $35M annually); (5) City PHL-PreK funding (approximately $3M annually). (6) District operating budget (approximately $2.5M annually).
23) AMY Northwest Middle School Schoolyard Improvement Project, Lowell Elementary School Schoolyard Improvement Project, and Add B. Anderson Elementary School Schoolyard Improvement Project - limited Joinders to Subgrant Agreement (Added 2.3.2022) 1. How will the construction project impact student life?	Student Board Representative Allen	The construction will be phased with the principals prior to the start of construction to ensure the interruption to daily admission and dismissal is minimal, and that the students are protected by construction fencing during the construction phase. The project will improve the outdoor space for students to have access to a more safe and welcoming activity space to support mental and physical health.
24) Ratification and Authorization of Acceptance of a Donation from Wawa, Inc., for COVID-19 Testing Supplies ($2,000,000) - Added 02.07.2022 (Updated 02.10.2022) 1. Request for information on why we need the additional supplies.	Board Member McColgan	1. For both the student and employee testing programs, the District wants to ensure continuity of the testing programs with tests on site to be deployed, if and when needed. This donation was offered during the recent surge due to Omicron when test supplies were limited. The initial delivery of a portion of the overall amount of tests

		has already been utilized for employee testing at a time when the District was awaiting additional tests from the federal government.

Action Item - 1.

Title: Approval of Retirements and Resignations (Updated 2.24.2022)

Board of Education Meeting Date: 2/24/2022

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective February 24, 2022.

Attached

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Approval of Retirements and Resignations	Supporting Document

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective Thursday,February 16, 2022

Name	Location	Position	Effective Date	Reason
Abbott, Joyce	Hamilton, Andrew School	School Climate Manager	02/15/2022	Retirement
Ayala-Ramos, Fernando	Overbrook High School	Food Svcs Worker Iii	02/18/2022	Resignation
Barksdale, Tanya	Patterson, John M. School	Student Climate Staff,6 Hours	06/15/2022	Retirement
Barreto, Ryann	Mayfair School	Teacher,Full Time	01/14/2022	Resignation
Baylor, Iva	Academy At Palumbo	Supportive Services Asst, 4 Hr	02/08/2022	Resignation
Bell, Kasai	Mc Clure, Alexander K. School	General Cleaner, 8 Hours	02/04/2022	Resignation
Beltz, Rosemarie	Hancock Demonstration School	Teacher,Demonstration	06/15/2022	Resignation
Benitez, Ernesto	Carnell, Laura H. School	General Cleaner, 8 Hours	01/06/2022	Retirement
Benitez, Francisco	Moore, J. Hampton School	Building Engineer-Group Ii	02/09/2022	Resignation
Berenato, Victoria	Mayfair School	School Counselor, 10 Months	04/08/2022	Resignation
Birch, Jahniece	Cayuga School	Student Climate Staff,6 Hours	02/11/2022	Resignation
Blalock, Saleema	Howe, Julia Ward School	Student Climate Staff,6 Hours	01/31/2022	Resignation
Blum, Lisa	Saul, Walter B. High School	Teacher,Full Time	06/15/2022	Retirement
Bricker, Stacy	Spruance, Gilbert School	Teacher,Full Time	06/15/2022	Retirement
Brodie, Penninah	Stearne, Allen M. School	School Counselor, 10 Months	02/02/2022	Resignation
Brooks, Audrey	King, Martin Luther High Sch.	School Safety Officer	01/06/2022	Retirement
Burkhart, Emily	Disston, Hamilton School	Teacher,Full Time	02/18/2022	Resignation
Burns, Kyle	Franklin Learning Center	Teacher,Full Time	02/28/2022	Resignation
Burton, Steven	Meade, Gen. George G. School	Custodial Assistant	01/07/2023	Retirement

Carter, Marcia	Hartranft, John F. School	Special Education Assistant	01/28/2022	Resignation
Cassidy, Carol	Mc Clure, Alexander K. School	Teacher,Full Time	02/11/2022	Resignation
Chen, Lisa	Central High School	Teacher,Full Time	03/28/2022	Resignation
Claus, Harmony	Adaire, Alexander School	Teacher,Full Time	02/04/2022	Resignation
Cobb, Wanda	Cassidy,Lewis C Academics Plus	Special Education Assistant	02/02/2022	Resignation
Cook, Destiny	Hartranft, John F. School	Special Education Assistant	02/22/2022	Resignation
Cooper, Tyrek	Pratt, Anna B. School	General Cleaner, 8 Hours	02/14/2022	Resignation
Copeland, Kimberly	Mayfair School	Teacher,Full Time	06/15/2022	Resignation
Copper, Torrie	Widener Memorial School	Bus Attendant	09/01/2020	Resignation
Council, Paige	Strawberry Mansion High School	Secretary I	01/24/2022	Resignation
Cueva, Katherine	Chief Executive Office	Dir,Special Projects	02/18/2022	Resignation
Dalton, Carl	Wilson, Woodrow Middle School	Custodial Assistant	07/08/2022	Retirement
Davis, Eric	Parkway C.C. Middle College	Custodial Assistant	07/01/2022	Retirement
Davis-Bowie, Rahshene	Learning Network 2	Assistant Superintendent	04/01/2022	Resignation
Daye-Lee, Tiffany	Bartram, John High School	School Nurse	03/28/2022	Resignation
Deacy, Helena	Rhawnhurst School	General Cleaner, 8 Hours	01/20/2022	Resignation
Delacruz, Maria	Office Student Rights & Resp	Case Manager	02/25/2022	Resignation
Delacruz, Brianna	Facilities Mgmt. & Services	Ext Actvts,Non-Contract Emp-Hr	02/11/2022	Resignation
Desoi, Rebecca	Meehan, Austin Middle School	Secretary I	06/15/2022	Retirement
Devenshire, Rochelle	Steel, Edward T. School	Supportive Services Asst, 4 Hr	01/24/2022	Resignation
Di Ruocco, Isabella	Juniata Park Academy	Teacher,Full Time	02/25/2022	Resignation
Dirl, Cannae	Chief Academic Office	Senior Project Manager	01/25/2022	Resignation

Don, Paula	Curriculum Inst & Assess Off	Director,Gifted And Talent Pro	07/05/2022	Retirement
Dorsey, Daven	Wilson, Woodrow Middle School	Food Svcs Utility Worker	01/28/2022	Resignation
Dugan, James	Painting Services	Painter Mechanic A 5Dy	05/02/2022	Retirement
Ellis, Christopher	Bryant, William C. School	Student Climate Staff,6 Hours	02/11/2022	Resignation
Fielding, Kristina	Bryant, William C. School	Teacher,Full Time	02/07/2022	Resignation
Flemming, Camille	Gideon, Edward School	Teacher,Full Time	01/28/2022	Resignation
Fowler, Denise	Steel, Edward T. School	Student Climate Staff,5 Hours	12/23/2021	Retirement
Francisco, Luz	Kensington Capa	Special Education Assistant	02/28/2022	Retirement
Franks, Joseph	Edison, Thomas A. High School	Teacher,Full Time	06/15/2022	Resignation
Freedman, Evan	Widener Memorial School	Teacher,Spec Education	02/25/2022	Resignation
Geoghan, Thomas	Overbrook Elementary School	Building Engineer-Group I	04/29/2022	Retirement
Gowan, Dave	Mayfair School	Food Svcs Utility Worker	02/07/2022	Resignation
Green, Shanta	Longstreth, William C. School	Teacher,Full Time	06/15/2022	Resignation
Grice, Kelly	Academy At Palumbo	General Cleaner, 8 Hours	02/05/2022	Resignation
Haig, Melanie	Mifflin, Thomas School	Teacher,Full Time	04/08/2022	Resignation
Hardy-Covert, Deshonta	Clemente, Roberto Middle Schl	Teacher,Spec Education	01/31/2022	Resignation
Harkless, Ameatra	Cooke, Jay Elementary School	Special Education Assistant	02/11/2022	Resignation
Harmon, Breonna	Hill-Freedman World Academy	Student Climate Staff,5 Hours	09/20/2021	Resignation
Harris, Aisha	Parkway-Northwest High School	Student Climate Staff,3 Hours	01/24/2022	Resignation
Hill Mitchell, Claudia	Lingelbach, Anna L. School	Special Education Assistant	03/05/2022	Retirement
Hinton, Henry	Lankenau High School	Special Education Assistant	02/11/2022	Retirement
Hoffman, William	Mastbaum, Jules E. High School	School Psychologist	12/31/2021	Retirement

Hoover, Nancy	Washington, Grover Jr. Middle	Behavioral Health Counselor	04/08/2022	Retirement
Jackson, Morgan	Northeast High School	Teacher,Full Time	06/15/2022	Resignation
John, Tiffany	Office Of School Safety	School Safety Officer	02/28/2022	Resignation
Johnson, Nicole	Harrington, Avery D. School	Secretary I	02/25/2022	Resignation
Johnson, Patrice	Bridesburg School	Food Svcs Assistant	02/11/2022	Resignation
Johnson, James	Bodine, William W. High School	Student Climate Staff,6 Hours	02/04/2022	Resignation
Jones, Brian	Meade, Gen. George G. School	General Cleaner, 8 Hours	06/30/2022	Retirement
Jones, Desiree	Wagner, Gen. Louis Middle Sch.	Teacher,Spec Education	03/25/2022	Resignation
Jones, Desdemona	Washington, Martha School	Bus Attendant,One To One	01/25/2022	Resignation
Jordan, Emanuel	Mitchell Elementary School	Student Climate Staff,6 Hours	02/03/2022	Resignation
Josey, Mary	Widener Memorial School	Bus Attendant,Six Hours	06/15/2022	Retirement
Keeley, Ethan	Fox Chase School	Student Climate Staff,3 Hours	01/31/2022	Resignation
Keels, Bridget	Curriculum Inst & Assess Off	Senior Project Manager	03/23/2022	Resignation
Kelly, Betty	Morris, Robert School	Special Education Assistant	04/29/2022	Retirement
Kelly, Michelle	Franklin, Benjamin Elem School	Student Climate Staff,4 Hours	01/26/2022	Resignation
Kennedy, Abigail	South Philadelphia High School	Teacher,Full Time	04/08/2022	Resignation
Kolsky, Linda	Office Of Specialized Services	Executive Secretary	10/07/2022	Retirement
Kovalsky, Ivone	Elkin, Lewis School	Step Clinical Coordinator	02/09/2022	Resignation
Lee, Cassandra	King, Martin Luther High Sch.	Climate Support Specialist	12/23/2021	Retirement
Leonard, Tania	Prevention & Intervention	Prevention & Intervention Liai	01/28/2022	Resignation
Lingham, Adaria	Feltonville Intermediate	Student Climate Staff,6 Hours	02/18/2022	Resignation

Love, Sabrina	Kearny, Gen. Philip School	Food Svcs Worker Senior	02/18/2022	Resignation
Maggiore, Marianna	Family & Student Services	Behavior Analyst	03/11/2022	Resignation
Malinder, Nia	Northeast High School	Food Svcs Assistant	01/20/2022	Resignation
Marchiondo, Rose	Bache-Martin School	Teacher,Full Time	06/15/2022	Resignation
Matos, Tania	Allen, Ethan School	Food Svcs Assistant	02/04/2022	Resignation
Mc Claddie, Kathleen	Parkway West High School	Principal	04/04/2022	Retirement
Mcfadden, Cheryl	Randolph Technical High School	Teacher,Full Time	06/15/2022	Resignation
Mcguire, Mark	Blaine, James G. School	Teacher,Full Time	12/23/2021	Resignation
Mckoskey, Foster	Creative And Performing Arts	Teacher,Full Time	03/10/2022	Resignation
Mclaughlin, Jillian	Chief Executive Office	Senior Project Manager	02/18/2022	Resignation
Mclaughlin, Kristina	Edison, Thomas A. High School	Teacher,Spec Education	10/19/2022	Resignation
Mcmahon, Meghan	Lankenau High School	Teacher,Full Time	04/08/2022	Resignation
Mercer, Diane	Office Of School Safety	Fire & Safety Operations Ofc	04/04/2022	Retirement
Merlino, Maureen	Comly, Watson School	Special Education Assistant	06/15/2022	Retirement
Miller, Lauren	Washington, George High School	Teacher,Spec Education	02/28/2022	Resignation
Mineo, Emily	Carnell, Laura H. School	School Counselor, 10 Months	04/18/2022	Resignation
Mitchell, Queen	Barry, John Elementary School	Student Climate Staff,5 Hours	02/08/2022	Resignation
Moody, Melicia	Northeast Community Propel	Food Svcs Assistant	01/21/2022	Resignation
Novruzaj, Tiziana	Office Of Specialized Services	Applied Behavior Analysis Spec	02/15/2022	Resignation
O'Shea, Constance	Harding, Warren G. Middle Sch	Asst Principal	06/22/2022	Retirement
O'Sullivan, Jaimie	Curriculum Inst & Assess Off	Curr Specialist	04/07/2022	Resignation
Parker, Elizabeth	King, Martin Luther High Sch.	Teacher,Full Time	04/29/2022	Resignation

Petro, Stephon	Academy At Palumbo	Teacher,Full Time	02/02/2022	Resignation
Pinkney, Jazz	Mastbaum, Jules E. High School	Teacher,Full Time	06/15/2022	Resignation
Pinto, Maria	Sheridan, Philip H. School	Secretary I	01/25/2022	Resignation
Quigley, Anne Marie		Teacher,Full Time	03/18/2022	Resignation
Ramseur, Candeis	Central High School	Secretary I	06/15/2022	Retirement
Redding, Jessica	Mc Michael, Morton School	Teacher,Full Time	04/04/2022	Resignation
Revell, Tamaryce	Widener Memorial School	Special Education Assistant	02/15/2022	Resignation
Rhodes, Carol	Northeast High School	Asst Principal	04/05/2022	Retirement
Ricci, Tracy	Vare-Washington Elementary	School Nurse	02/04/2022	Resignation
Rice, Thenya	Lea, Henry C.	Supportive Services Asst, 3 Hr	11/22/2021	Retirement
Rioux, Ethan	Science Leadership Academy Ms	Teacher,Full Time	03/04/2022	Resignation
Roberts, Shana	Mifflin, Thomas School	Special Education Assistant	01/27/2022	Resignation
Roberts, Shelly	Marshall, Thurgood School	Student Climate Staff,5 Hours	02/18/2022	Resignation
Rogers, Maria	Fox Chase School	Teacher,Spec Education	04/18/2022	Resignation
Roman, Angel	Kensington Health Sciences	Special Education Assistant	02/25/2022	Resignation
Rutledge, Bernice	Ellwood School Head Start	Early Child Food Sv Wk 4.5Hrs	01/28/2022	Retirement
Ryan, Keithroy	Franklin, Benjamin Elem School	Student Climate Staff,4 Hours	02/04/2022	Resignation
Sabato, Gloria	Swenson Arts/Tech High School	Food Svcs Worker Ii	02/15/2022	Retirement
Salas, Mireya	Carnell, Laura H. School	Supportive Services Asst, 4 Hr	06/14/2021	Retirement
Salvante, Margaret	Parkway West High School	Teacher,Spec Education	02/14/2022	Resignation
Sampson, Leauna	Ludlow, James R. School	Special Education Assistant	01/13/2022	Resignation
Schaffer, Jennifer	Mayfair School	Teacher,Full Time	02/02/2022	Resignation

Serpiello, James	Bridesburg School	Principal	06/30/2022	Retirement
Shaw, Nicole	Creative And Performing Arts	Custodial Assistant	01/21/2022	Resignation
Shuler, Shakeah	King, Martin Luther High Sch.	Special Education Assistant	02/10/2022	Resignation
Simmons, Lateefa	Finletter, Thomas K. School	Special Education Assistant	02/25/2022	Resignation
Skipworth, Carletta	Jenks Academy Arts & Sciences	Supportive Services Asst, 3 Hr	01/26/2022	Resignation
Small, Bel'Quise	Kensington Capa	Student Climate Staff,5 Hours	02/07/2022	Resignation
Smith, Linda	Bache Martin Bright Futures	Classroom Asst,Cdc,Ft	06/15/2022	Retirement
Smith, Alicia	Longstreth, William C. School	Supportive Services Asst, 4 Hr	06/15/2022	Retirement
Smith, Elizabeth	Frankford High School	Bus Attendant,One To One	02/04/2022	Resignation
Smith, David	Cooke, Jay Elementary School	Food Svcs Worker Iii	01/28/2022	Resignation
Sobrinski, Rosemary	Lincoln, Abraham High School	Teacher,Full Time	01/24/2022	Resignation
Sotomayor, Pablo	Franklin Learning Center	Counseling Asst,Bilingual	02/11/2022	Resignation
Spearing, Lanore	Heston, Edward School	Teacher,Full Time	02/18/2022	Resignation
Steed, Franklin	West Philadelphia High School	Special Education Assistant	06/15/2022	Retirement
Steiger, Evan	Carnell, Laura H. School	Teacher,Full Time	01/04/2022	Resignation
Stokes, Erickson	Ludlow, James R. School	Building Engineer-Group Ii	01/24/2022	Retirement
Suggs, Tiesha	Attendance & Truancy Office	Teacher,Non-Cert Hrly	02/18/2022	Resignation
Tarantino, David	Stearne, Allen M. School	Teacher,Full Time	03/28/2022	Resignation
Thomas, Andre	Locke, Alain School	Step Case Manager	02/10/2022	Resignation
Thurmond, Larry	Washington, George High School	School Safety Officer	02/28/2022	Retirement
Tindle, Debbie	Forrest, Edwin School	Bus Attendant	02/14/2022	Resignation
Villanueva, Audrey	Hackett, Horatio B. School	General Cleaner, 8 Hours	02/08/2022	Resignation

Washington, Alyssa	Taylor School Head Start	Early Child Food Sv Wk 4.5Hrs	02/18/2022	Resignation
Washington, Margie	Marshall, Thurgood School	Food Svcs Assistant	03/04/2022	Resignation
Weissman, Elizabeth	Penn Treaty High School	Teacher,Full Time	03/22/2022	Resignation
West, Leroy	Office Of School Safety	School Safety Officer, 8Hrs	03/06/2021	Resignation
Whaley, Sharon	Mc Clure, Alexander K. School	School Nurse	03/01/2022	Resignation
White, Mandie	Munoz-Marin, Hon Luis School	Teacher,Full Time	04/08/2022	Resignation
Williams, Michael	Lincoln, Abraham High School	Teacher,Full Time	02/28/2022	Resignation
Williams, Brittney	Office Of School Safety	School Safety Officer	02/02/2022	Resignation
Wilson, Stephanie	Randolph Technical High School	Teacher,Spec Education	06/15/2022	Resignation
Wimberly, Nyshae	Morrison, Andrew J. School	General Cleaner, 8 Hours	02/04/2022	Resignation
Wong, Jimmy	Capital Programs	Manager, Capital Financial Svc	02/16/2022	Resignation
Zervas, Sophia	Cayuga School	Teacher,Spec Education	04/11/2022	Resignation

Action Item - 2.

Title: Approval of Personnel Hires - Updated 02.14.2022

Board of Education Meeting Date: 2/24/2022

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 January 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
Personnel Hires 2.24.2022	Supporting Document

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

AGNE, KAITLIN	STUDENT CLIMATE STAFF,4 HOURS	ALLEN, ETHAN SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
AKINYI, ALMAS	TEACHER,FULL TIME	LANKENAU HIGH SCHOOL	1/26/2022	$48,489.00	ANNUAL SALARY
ALDEN, SEAN	TEACHER,FULL TIME	STANTON, EDWIN M. SCHOOL	1/25/2022	$49,917.00	ANNUAL SALARY
ANDERSON-CULP, TROI DENAY	SPECIAL EDUCATION ASSISTANT	BARRY, JOHN ELEMENTARY SCHOOL	1/31/2022	$22,073.00	ANNUAL SALARY
ARUFFO, KATHLEEN	STUDENT CLIMATE STAFF,3 HOURS	KEY, FRANCIS SCOTT SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
ATWELL, MEGHAN	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	1/28/2022	$48,489.00	ANNUAL SALARY
BAKER, TANYA	TEACHER,SPEC EDUCATION	STEARNE, ALLEN M. SCHOOL	1/10/2022	$50,808.00	ANNUAL SALARY
BAKO, AURELA	SPECIAL EDUCATION ASSISTANT	JENKS, ABRAM SCHOOL	1/3/2022	$22,073.00	ANNUAL SALARY
BARRETT, SHAKEERAH	TEACHER,SPEC EDUCATION	OVERBROOK HIGH SCHOOL	1/3/2022	$50,808.00	ANNUAL SALARY
BELL, VALERIE DENISE	STUDENT CLIMATE STAFF,3 HOURS	JENKS ACADEMY ARTS & SCIENCES	1/3/2022	$8,620.00	ANNUAL SALARY
BEY, LAVERNE	STUDENT CLIMATE STAFF,3 HOURS	SOUTHWARK SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
BIGELOW, TEKIA R	STEP CASE MANAGER	PREVENTION & INTERVENTION	1/10/2022	$55,000.00	ANNUAL SALARY
BLACKSTOCK, DEBBIE E	SECRETARY I	EDMONDS, FRANKLIN S. SCHOOL	1/31/2022	$24,778.00	ANNUAL SALARY
BLACKWELL, ERIC DENZEL	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
BOONE, RHONDA DENEEN	UNEMPLOYMENT&RETIREMENT SPLST	EMPLOYEE SUPPORT SERVICES	1/24/2022	$66,450.00	ANNUAL SALARY
BOWER, RACHEL	SCHOOL NURSE	SHAWMONT SCHOOL	1/18/2022	$61,416.00	ANNUAL SALARY
BOYD, KENYETTA S	PREHIRE	TEMPORARY FOR PRE-HIRES	1/24/2022	$22,073.00	ANNUAL SALARY
BRANCH, JEFFERSON L	STUDENT CLIMATE STAFF,4 HOURS	HARRINGTON, AVERY D. SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY

BRESLIN, STEPHANIE	LEGAL SECRETARY	OFFICE OF GENERAL COUNSEL	1/3/2022	$45,000.00	ANNUAL SALARY
BRIDGE, DENISE	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
BROWN, ANDRE	EXT ACTVTS,NON-CONTRACT EMP-HR	CURR & INSTR SUPP - PHYS.ED.	1/26/2022	$24.00	HOURLY RATE
BROWN, CHERYL	STUDENT CLIMATE STAFF,3 HOURS	DICK, WILLIAM SCHOOL	1/3/2022	$9,266.00	ANNUAL SALARY
BROWN, DOROTHY	STUDENT CLIMATE STAFF,4 HOURS	RHAWNHURST SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
BROWN, MELISSA M	STUDENT CLIMATE STAFF,3 HOURS	DICK, WILLIAM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
BROWN, NADINE	STUDENT CLIMATE STAFF,3 HOURS	BRIDESBURG SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
BROWN, STEPHANIE L	SCHOOL COUNSELOR, 10 MONTHS	RICHMOND SCHOOL	1/21/2022	$49,917.00	ANNUAL SALARY
BROWN, TIERNEY KELLER	TRAINING SPECIALIST	OFFICE OF SCHOOL SAFETY	1/3/2022	$82,310.00	ANNUAL SALARY
CAMPBELL, AMANDA	OPERATIONS TRAINEE	GRANTS COMPLIANCE	1/31/2022	$52,000.00	ANNUAL SALARY
CAMPBELL, MEGAN	TEACHER,FULL TIME	JUNIATA PARK ACADEMY	1/11/2022	$48,489.00	ANNUAL SALARY
CAPOLINGUA, ANTHONY	ACCESS REP I	OFFICE OF SPECIAL FINANCE	1/3/2022	$66,958.00	ANNUAL SALARY
CHANCE, MARJORIE K	STUDENT CLIMATE STAFF,3 HOURS	JACKSON COPPIN, FANNY SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
CHERRY, TERESA	STUDENT CLIMATE STAFF,3 HOURS	DAY, ANNA B. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
CHISHOLM, LEA	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	1/26/2022	$48,489.00	ANNUAL SALARY
CINTRON, ISHAIAH T	STUDENT CLIMATE STAFF,3 HOURS	KEARNY, GEN. PHILIP SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
COHEN, BRITTANY GRACE	TEACHER,FULL TIME	ZIEGLER, WILLIAM H. SCHOOL	1/18/2022	$52,322.00	ANNUAL SALARY
COLE, TANZIL KAMAL	PROGRAM MANAGER, OPER&GRT	OFFICE OF RISK MANAGEMENT	1/18/2022	$77,000.00	ANNUAL SALARY
COLEMAN, BRENDA	STUDENT CLIMATE STAFF,3 HOURS	MCKINLEY, WILLIAM SCHOOL	1/3/2022	$9,266.00	ANNUAL SALARY
COLON, MILYA Y	STUDENT CLIMATE STAFF,3 HOURS	CROSSROADS @ HUNTING PARK	1/3/2022	$8,620.00	ANNUAL SALARY
COMP MARTIN, CHRISTINE ANN	TEACHER,FULL TIME	ACADEMY AT PALUMBO	1/27/2022	$71,048.00	ANNUAL SALARY
COX, ADRIENNE	SCHOOL CLIMATE LIAISON	LEA, HENRY C.	1/10/2022	$44,122.00	ANNUAL SALARY
CRAWFORD, MATT DAVID	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	1/7/2022	$64,356.00	ANNUAL SALARY
CREIGHTON, KAIRI A	TEACHER,FULL TIME	KELLEY, WILLIAM D. SCHOOL	1/18/2022	$54,640.00	ANNUAL SALARY

CULLEN, JENNIFER R	STUDENT CLIMATE STAFF,3 HOURS	FITZPATRICK, A.L. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
DAVIS, MARJORIE	STUDENT CLIMATE STAFF,4 HOURS	RHOADS, JAMES SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
DAVIS, MICHAEL W	SPECIAL EDUCATION ASSISTANT	MIFFLIN, THOMAS SCHOOL	1/21/2022	$22,073.00	ANNUAL SALARY
DIAZ, AMELIA V	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
DIEGO, DAESHANAE R	SPECIAL EDUCATION ASSISTANT	CENTRAL HIGH SCHOOL	1/10/2022	$22,073.00	ANNUAL SALARY
DOCK, REGINALD	SCHOOL CLIMATE MANAGER	BUILDING 21	1/31/2022	$72,629.00	ANNUAL SALARY
DUSSINGER-BOND, DAPHNEE	SPECIAL EDUCATION ASSISTANT	DUNBAR, PAUL L. SCHOOL	1/28/2022	$22,073.00	ANNUAL SALARY
EISENBERG, EMILY E	SPECIAL EDUCATION ASSISTANT	MOORE, J. HAMPTON SCHOOL	1/4/2022	$22,073.00	ANNUAL SALARY
ELIJAH, ALIYAH H	TEACHER,FULL TIME	BRYANT, WILLIAM C. SCHOOL	1/24/2022	$50,541.00	ANNUAL SALARY
FALLOWS, JOHN	INDUSTRY DEVELOPMENT SPLST	STUDENT EMPLOYMENT CERT OFFICE	1/31/2022	$73,451.00	ANNUAL SALARY
FELICIANO, ELBA	STUDENT CLIMATE STAFF,3 HOURS	CRAMP, WILLIAM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
FERNANDEZ, NONI	TEACHER,FULL TIME	ELKIN, LEWIS SCHOOL	1/26/2022	$48,489.00	ANNUAL SALARY
FERRAIOLI, ERIKA	TEACHER,FULL TIME	PENNELL, JOSEPH ELEMENTARY	1/18/2022	$49,917.00	ANNUAL SALARY
FIGUEROA, ROSA	SPECIAL EDUCATION ASSISTANT	HARTRANFT, JOHN F. SCHOOL	1/31/2022	$22,073.00	ANNUAL SALARY
FISHER, ADAM JEFFREY	TEACHER,FULL TIME	PARKWAY C.C. MIDDLE COLLEGE	1/18/2022	$48,489.00	ANNUAL SALARY
FISHER, JEANELL	TEACHER,FULL TIME	MARSHALL, THURGOOD SCHOOL	1/10/2022	$48,489.00	ANNUAL SALARY
FLESHER, CHELSEA	TEACHER,FULL TIME	HOWE, JULIA WARD SCHOOL	1/28/2022	$48,489.00	ANNUAL SALARY
FOSTER, YASEEMAH	TEACHER,SPEC EDUCATION	WEST PHILADELPHIA HIGH SCHOOL	1/27/2022	$49,381.00	ANNUAL SALARY
FRANCIS, SARA	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/24/2022	$8,620.00	ANNUAL SALARY
FRISONE, MICHAEL DAVID	STATISTICIAN	RESEARCH & EVALUATION	1/3/2022	$66,620.00	ANNUAL SALARY
FRY, CELESTE	STUDENT CLIMATE STAFF,3 HOURS	FINLETTER, THOMAS K. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
FU, JIANLAN	TEACHER,FULL TIME	GIRLS, PHILA HIGH SCHOOL FOR	1/13/2022	$78,522.00	ANNUAL SALARY
GAFFNEY, LETISHA L	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
GALLAGHER, DANA M	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	1/4/2022	$66,671.00	ANNUAL SALARY

GARRETT, SHAQUILLE B	STUDENT CLIMATE STAFF,3 HOURS	WILLARD, FRANCES E. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
GIBBONS, VALDA	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
GIBSON, CYNTHIA M	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$9,266.00	ANNUAL SALARY
GLENN-BANNER, CHANEL T	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/24/2022	$8,620.00	ANNUAL SALARY
GOMEZ, ANGELINA	TEACHER,FULL TIME	GIRLS, PHILA HIGH SCHOOL FOR	1/3/2022	$48,489.00	ANNUAL SALARY
GONZALEZ, SYLVETTE M	CONFIDENTIAL SECY A	MULTILINGUAL PROGRAMS	1/13/2022	$39,109.00	ANNUAL SALARY
GONZALEZ GREEN, ALFREDO	STUDENT CLIMATE STAFF,4 HOURS	MC CLURE, ALEXANDER K. SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
GORDON, PAUL	TEACHER,FULL TIME	SAUL, WALTER B. HIGH SCHOOL	1/28/2022	$48,489.00	ANNUAL SALARY
GOSFIELD, WENDY S	STUDENT CLIMATE STAFF,3 HOURS	GREENFIELD, ALBERT M. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
GRAVES, DENEENE	STUDENT CLIMATE STAFF,4 HOURS	GREENFIELD, ALBERT M. SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
GREEN, KAREN B	STUDENT CLIMATE STAFF,3 HOURS	EMLEN, ELEANOR C. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
GROSSMAN, DEAN	STUDENT CLIMATE STAFF,3 HOURS	SPRUANCE, GILBERT SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
HANKINS-JONES, BRITTANY D	STUDENT CLIMATE STAFF,4 HOURS	MOTIVATION HIGH SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
HARLEY, MICHELLE A	STUDENT CLIMATE STAFF,3 HOURS	CONWELL, RUSSELL MIDDLE SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
HARLEY-MCQUEEN, TAYANA N	SUPPORTIVE SERVICES ASST, 4 HR	STEEL, EDWARD T. SCHOOL	1/10/2022	$13,080.00	ANNUAL SALARY
HARMON, LONYAH P	SPECIAL EDUCATION ASSISTANT	WAGNER, GEN. LOUIS MIDDLE SCH.	1/31/2022	$22,073.00	ANNUAL SALARY
HARRINGTON, TYSON	SPECIAL EDUCATION ASSISTANT	ROXBOROUGH HIGH SCHOOL	1/24/2022	$22,073.00	ANNUAL SALARY
HATHAWAY, ELIZABETH	TEACHER,FULL TIME	SPRUANCE, GILBERT SCHOOL	1/21/2022	$48,489.00	ANNUAL SALARY
HAYES, DEBRA	STUDENT CLIMATE STAFF,4 HOURS	LAMBERTON,ROBERT E. ELEMENTARY	1/3/2022	$11,493.00	ANNUAL SALARY
HENSLEY, DONOVAN	EXT ACTVTS,NON-CONTRACT EMP-HR	GENERAL ACCOUNTING	1/1/2022	$14.25	HOURLY RATE
HERNANDEZ CHACON, LAURA D	TRANSPORTATION SCHD TRAINEE	TRANSPORTATION SERVICES	1/18/2022	$43,591.00	ANNUAL SALARY
HEWITT, TREVOR	TEACHER,FULL TIME	WASHINGTON, GEORGE HIGH SCHOOL	1/19/2022	$48,489.00	ANNUAL SALARY

HILL, ANGELA D	SUPPORTIVE SERVICES ASST, 4 HR	BARRY, JOHN ELEMENTARY SCHOOL	1/18/2022	$13,080.00	ANNUAL SALARY
HUDSON, BONITA	STUDENT CLIMATE STAFF,3 HOURS	WARING, LAURA W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
HUDSON, LINDSAY	SUPPORTIVE SERVICES ASST, 4 HR	HOLME, THOMAS SCHOOL	1/18/2022	$13,080.00	ANNUAL SALARY
HYSENLIKAJ, GJYLE	TEACHER ASST,PKHS	WEBSTER SCHOOL HEAD START	1/18/2022	$25,000.00	ANNUAL SALARY
JARDINE, MIKAL B	SPECIAL EDUCATION ASSISTANT	STRAWBERRY MANSION HIGH SCHOOL	1/18/2022	$22,073.00	ANNUAL SALARY
JASPER, SHAWNTAYE	STUDENT CLIMATE STAFF,3 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
JETER, JONI	STUDENT CLIMATE STAFF,3 HOURS	KEY, FRANCIS SCOTT SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
JOHNSON, DAVETTE BRANDY	TALENT PARTNER	RECRUITMENT & STAFFING	1/31/2022	$68,000.00	ANNUAL SALARY
JOHNSON, TIARA T	STUDENT CLIMATE STAFF,3 HOURS	SHEPPARD, ISAAC A. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
JOHNSTON, LAURA	TEACHER,FULL TIME	FORREST SCHOOL BRIGHT FUTURES	1/27/2022	$48,489.00	ANNUAL SALARY
JONES, DENISE	STUDENT CLIMATE STAFF,3 HOURS	COOK-WISSAHICKON SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
JONES, KENNETH	STUDENT CLIMATE STAFF,3 HOURS	PHILA LEARNING ACADEMY-SOUTH	1/3/2022	$9,266.00	ANNUAL SALARY
JONES, MICHELLE MARIE	STUDENT CLIMATE STAFF,4 HOURS	ADAIRE, ALEXANDER SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
KABASIYA, NINA	STUDENT CLIMATE STAFF,4 HOURS	DECATUR, STEPHEN SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
KALEO, ROSEMARY P	STUDENT CLIMATE STAFF,3 HOURS	SHEPPARD, ISAAC A. SCHOOL	1/19/2022	$8,620.00	ANNUAL SALARY
KAUB, EMMA	TEACHER,SPEC EDUCATION	BARTON, CLARA SCHOOL	1/10/2022	$49,381.00	ANNUAL SALARY
KEIM-SHENK, JEREMY	ASSOCIATE,ANALYTICS	DISTRICT PERFORMANCE OFFICE	1/18/2022	$70,845.00	ANNUAL SALARY
KING, DESTINEE LANAY	STUDENT CLIMATE STAFF,3 HOURS	WILLARD, FRANCES E. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
KORPUZE, CHRIS	SCHOOL SAFETY OFFICER	OFFICE OF SCHOOL SAFETY	1/3/2022	$29,742.00	ANNUAL SALARY
KULB, JENNY JO	TEACHER,FULL TIME	NORTHEAST COMMUNITY PROPEL ACD	1/19/2022	$48,489.00	ANNUAL SALARY
LABROSCIANO, JORDYN	TEACHER,FULL TIME	FELL, D. NEWLIN SCHOOL	1/25/2022	$48,489.00	ANNUAL SALARY
LAFRATTA, GIANNI NICHOLAS	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	1/3/2022	$78,522.00	ANNUAL SALARY
LEWIS, ANTHONY K	CASE MANAGER	OFFICE STUDENT RIGHTS & RESP	1/18/2022	$66,228.00	ANNUAL SALARY

LODGE, CRISTINA	STUDENT CLIMATE STAFF,3 HOURS	WILLARD, FRANCES E. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
LOK, SAMBATH	OPERATIONS TRAINEE	GRANTS COMPLIANCE	1/18/2022	$53,500.00	ANNUAL SALARY
LOMAX, SUZANNE	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
LOWERY, GARY	SCHOOL CLIMATE MANAGER	TILDEN MIDDLE SCHOOL	1/3/2022	$72,629.00	ANNUAL SALARY
MADEIRA, BRIAN	TEACHER,FULL TIME	COOK-WISSAHICKON SCHOOL	1/13/2022	$48,489.00	ANNUAL SALARY
MAINES, VERONICA	STUDENT CLIMATE STAFF,3 HOURS	HOPKINSON, FRANCIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MALCOLM, JUSTINE	OPERATIONS TRAINEE	GRANTS COMPLIANCE	1/31/2022	$46,815.00	ANNUAL SALARY
MARTELACK, ABBY LOUISE	TEACHER,FULL TIME	BRIDESBURG SCHOOL	1/31/2022	$48,489.00	ANNUAL SALARY
MASON, FLORENCE RUTH	STUDENT CLIMATE STAFF,3 HOURS	MAYFAIR SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MASSAQUOI, GENINE	STUDENT CLIMATE STAFF,3 HOURS	FORREST, EDWIN SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MASSEY-JACKSON, ANNA	TALENT PARTNER	RECRUITMENT & STAFFING	1/31/2022	$69,000.00	ANNUAL SALARY
MATTOS, EVELYN	STUDENT CLIMATE STAFF,3 HOURS	CAYUGA SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MCCAULLEY, AUBREY	TEACHER,FULL TIME	WILLARD, FRANCES E. SCHOOL	1/25/2022	$48,489.00	ANNUAL SALARY
MCCLENDON, TAKIA MARIE	TEACHER,FULL TIME	BETHUNE, MARY MCLEOD SCHOOL	1/11/2022	$48,489.00	ANNUAL SALARY
MCINTOSH, NICOLE ALICIA	STUDENT CLIMATE STAFF,3 HOURS	HESTON, EDWARD SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MCKENNA DILKS, ERIN	HELPDESK COORDINATOR	TECHNOLOGY SERVICES	1/24/2022	$70,585.00	ANNUAL SALARY
MCMILLIAN, SHELBY	PREHIRE	TEMPORARY FOR PRE-HIRES	1/10/2022	$50,000.00	ANNUAL SALARY
MECK, LINDA S	STUDENT CLIMATE STAFF,3 HOURS	MAYFAIR SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MELENDEZ, RAMON L	TEACHER,FULL TIME	PARKWAY WEST HIGH SCHOOL	1/11/2022	$54,640.00	ANNUAL SALARY
MERCADO, JOANN LETICIA	STUDENT CLIMATE STAFF,3 HOURS	SOUTHWARK SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
METZGER, SARA KATHRYN	EXT ACTVTS,NON-CONTRACT EMP-HR	HUMAN RESOURCES - STAFFING	1/8/2022	$60.00	HOURLY RATE
MICHELS, TYLER	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	1/11/2022	$48,489.00	ANNUAL SALARY
MIRANDA, ALBA LUNA	TEACHER,FULL TIME	FRANKFORD HIGH SCHOOL	1/24/2022	$50,541.00	ANNUAL SALARY
MOLETTE, SHEREEMA	PREVENTION & INTERVENTION LIAI	PREVENTION & INTERVENTION	1/19/2022	$65,343.00	ANNUAL SALARY

MONTGOMERY, MICHELE	STUDENT CLIMATE STAFF,3 HOURS	WARING, LAURA W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MONTGOMERY-JACKSON, ASHANTI A	SPECIAL EDUCATION ASSISTANT	FELS, SAMUEL HIGH SCHOOL	1/24/2022	$22,073.00	ANNUAL SALARY
MOORE-WILLIAMS, REGINA	OCCUP THERAPIST	SPRUANCE, GILBERT SCHOOL	1/4/2022	$71,048.00	ANNUAL SALARY
MORGAN, BRANDON	SCHOOL CLIMATE MANAGER	HOPKINSON, FRANCIS SCHOOL	1/11/2022	$67,302.00	ANNUAL SALARY
MORRISON, DETRIA A	STUDENT CLIMATE STAFF,3 HOURS	HARRINGTON, AVERY D. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
MUHAMMAD, LAMOND	SCHOOL CLIMATE MANAGER	RHOADS, JAMES SCHOOL	1/12/2022	$72,629.00	ANNUAL SALARY
MURRAY, ERIC W	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF ENVIRONMENTAL MGMT	1/1/2022	$12.00	HOURLY RATE
MYERS, SEAN	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	1/11/2022	$48,489.00	ANNUAL SALARY
NANFUKA, ROBINAH P	TEACHER,FULL TIME	STRAWBERRY MANSION HIGH SCHOOL	1/26/2022	$49,917.00	ANNUAL SALARY
NEAL, SHUNA	STUDENT CLIMATE STAFF,3 HOURS	DICK, WILLIAM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
ODOHERTY, LAUREN	TEACHER,FULL TIME	SHARSWOOD, GEORGE SCHOOL	1/27/2022	$67,208.00	ANNUAL SALARY
OLSEN, LYDIA E	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	1/18/2022	$49,917.00	ANNUAL SALARY
ORTIZ, HARRY	FOOD SVCS UTILITY WORKER	HARTRANFT, JOHN F. SCHOOL	11/30/2021	$22,749.12	ANNUAL SALARY
OSBORNE-SMITH, TURHONDA J	TEACHER,FULL TIME	HAMILTON, ANDREW SCHOOL	1/5/2022	$60,432.00	ANNUAL SALARY
PATTERSON, SHERELL	STEP CLINICAL COORDINATOR	PREVENTION & INTERVENTION	1/31/2022	$78,000.00	ANNUAL SALARY
PENDLETON, JAYLAH	STUDENT CLIMATE STAFF,3 HOURS	FINLETTER, THOMAS K. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
PENDLETON, MADELINE	STUDENT CLIMATE STAFF,3 HOURS	JENKS ACADEMY ARTS & SCIENCES	1/3/2022	$8,620.00	ANNUAL SALARY
PERALTA, SAMANTHA NICOLE	CUST SUPP/EXTERNAL LIAISON	STUDENT PLACEMENT	1/18/2022	$35,995.00	ANNUAL SALARY
PERKINS, GARY	STUDENT CLIMATE STAFF,3 HOURS	WARING, LAURA W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
PERKINS, SHANYA	SPECIAL EDUCATION ASSISTANT	ARTHUR, CHESTER A. SCHOOL	1/10/2022	$22,073.00	ANNUAL SALARY
PERSON, JANET MARIE	STUDENT CLIMATE STAFF,4 HOURS	MORRIS, ROBERT SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
PHILIP, SUSAN	STUDENT CLIMATE STAFF,3 HOURS	WASHINGTON, GEORGE HIGH SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
PITZHADIJAHAH, BLANCHE J	STUDENT CLIMATE STAFF,3 HOURS	CATHARINE, JOSEPH W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY

POTENZA, VICTORIA ANN	PROGRAM MANAGER, OPER&GRT	CHIEF EXECUTIVE OFFICE	1/3/2022	$65,314.00	ANNUAL SALARY
POWELL, CHARTAY	STUDENT CLIMATE STAFF,3 HOURS	LONGSTRETH, WILLIAM C. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
PRESLEY, CRYSTAL	STUDENT CLIMATE STAFF,3 HOURS	CRAMP, WILLIAM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
PRESTON, BROOKE	TEACHER,FULL TIME	COMLY, WATSON SCHOOL	1/18/2022	$49,917.00	ANNUAL SALARY
PRIDGEN, ROBERTA S	STUDENT CLIMATE STAFF,3 HOURS	LONGSTRETH, WILLIAM C. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
REHMATULLAH, SAAFIA	TEACHER,FULL TIME	FINLETTER, THOMAS K. SCHOOL	1/26/2022	$48,489.00	ANNUAL SALARY
REICHART, MARY C	STUDENT CLIMATE STAFF,4 HOURS	MAYFAIR SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
REID, RODNEY	TEACHER,FULL TIME	OVERBROOK EDUCATIONAL CENTER	1/31/2022	$48,489.00	ANNUAL SALARY
REMER, JILL	TEACHER,FULL TIME	MEREDITH, WILLIAM M. SCHOOL	1/25/2022	$48,489.00	ANNUAL SALARY
REYNOLDS, DAWN	LEAVE ADMIN SPECIALIST	EMPLOYEE HEALTH SUPPORT	1/24/2022	$67,000.00	ANNUAL SALARY
RICHARDSON, JO ANN P	STUDENT CLIMATE STAFF,3 HOURS	TAYLOR, BAYARD SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
RIOS, ALYSSA M	STUDENT CLIMATE STAFF,3 HOURS	FRANKLIN, BENJAMIN ELEM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
RIOS, REBECCA	STUDENT CLIMATE STAFF,3 HOURS	HOPKINSON, FRANCIS SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
ROBBINS, KATHLEEN	STUDENT CLIMATE STAFF,3 HOURS	LUDLOW, JAMES R. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
RODRIGUES, DANIEL	TEACHER,FULL TIME	SCIENCE LEADERSHIP ACADEMY MS	1/26/2022	$48,489.00	ANNUAL SALARY
ROGERS, FAITH A	STUDENT CLIMATE STAFF,3 HOURS	COMLY, WATSON SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
ROMAN, ANGEL	SPECIAL EDUCATION ASSISTANT	KENSINGTON HEALTH SCIENCES	1/24/2022	$22,073.00	ANNUAL SALARY
ROSENBERG, KYLE	TEACHER,FULL TIME	LANKENAU HIGH SCHOOL	1/11/2022	$48,489.00	ANNUAL SALARY
RUSSELL, MARSHALL D	SPECIAL EDUCATION ASSISTANT	WIDENER MEMORIAL SCHOOL	1/31/2022	$22,073.00	ANNUAL SALARY
SABELLA, ELIZABETH	STUDENT CLIMATE STAFF,3 HOURS	CRAMP, WILLIAM SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
SANTIAGO, ARIAMGELLY	TEACHER,FULL TIME	MC CLURE, ALEXANDER K. SCHOOL	1/31/2022	$48,489.00	ANNUAL SALARY
SANTIAGO, JASMINE	STUDENT CLIMATE STAFF,4 HOURS	MC CLURE, ALEXANDER K. SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
SAVIOR, ANGELIQUE	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	1/10/2022	$48,489.00	ANNUAL SALARY
SCARLETT, CAREY	SCHOOL NURSE	PATTERSON, JOHN M. SCHOOL	1/18/2022	$56,959.00	ANNUAL SALARY

SCHILLER, ZACH J	CLASSROOM ASST,CDC,FT	EDMONDS, F.S. BRIGHT FUTURES	1/18/2022	$22,073.00	ANNUAL SALARY
SEDEGUI, SONYA	STRATEGY ANALYST II	CHARTER, PARTNER & NEW SCHOOLS	1/31/2022	$68,000.00	ANNUAL SALARY
SEGAL, JESSICA	TEACHER,FULL TIME	PENROSE SCHOOL	1/25/2022	$49,917.00	ANNUAL SALARY
SHANAHAN, BRENDAN	TEACHER,FULL TIME	COMEGYS, BENJAMIN B. SCHOOL	1/27/2022	$48,489.00	ANNUAL SALARY
SHANNON, VALERIE	STUDENT CLIMATE STAFF,3 HOURS	WASHINGTON, GEORGE HIGH SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
SHAW, NICOLE E	STUDENT CLIMATE STAFF,3 HOURS	BROWN, JOSEPH H. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
SHULMAN, RIALDA	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	1/11/2022	$78,522.00	ANNUAL SALARY
SIMPKINS, SONJA	STUDENT CLIMATE STAFF,4 HOURS	ROWEN, WILLIAM SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
SLAUGHTER COLLINS, SHARRINE	STUDENT CLIMATE STAFF,3 HOURS	MAYFAIR SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
SMART, MARQUAN H	SECRETARY I	BUILDING 21	1/3/2022	$24,778.00	ANNUAL SALARY
SMITH, DAVITRA	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	1/27/2022	$68,500.00	ANNUAL SALARY
SMITH, DESIREE	TEACHER,FULL TIME	MEADE, GEN. GEORGE G. SCHOOL	1/28/2022	$48,489.00	ANNUAL SALARY
SMITH, JONATHAN CURTIS	STUDENT CLIMATE STAFF,3 HOURS	CARNELL, LAURA H. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
SMITH-HOBBS, SEMAJ	SECRETARY I	SCIENCE LEADERSHIP ACADEMY	1/3/2022	$24,778.00	ANNUAL SALARY
SOTOMAYOR, PABLO TOMAS	COUNSELING ASST,BILINGUAL	FRANKLIN LEARNING CENTER	1/3/2022	$24,154.00	ANNUAL SALARY
SWITEK, MARGARET C	STUDENT CLIMATE STAFF,3 HOURS	FARRELL, LOUIS H. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
TANGARIFE-MELENDEZ, DIANA	STUDENT CLIMATE STAFF,3 HOURS	DECATUR, STEPHEN SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
TANKSLEY, BRANDON A	TEACHER,FULL TIME	MARSHALL, THURGOOD SCHOOL	1/4/2022	$49,917.00	ANNUAL SALARY
TANKSLEY, DALE	STUDENT CLIMATE STAFF,3 HOURS	FARRELL, LOUIS H. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
TAYLOR, APRIL	TALENT SPECIALIST	RECRUITMENT & STAFFING	1/10/2022	$59,217.00	ANNUAL SALARY
THOMAS, EDWARD	STUDENT CLIMATE STAFF,3 HOURS	PHILA LEARNING ACADEMY-SOUTH	1/3/2022	$8,620.00	ANNUAL SALARY
THOMPSON, SAHMIRA	BUS DISPATCHER	TRANSPORTATION SERVICES	1/12/2022	$48,133.00	ANNUAL SALARY
TIMMONS, VICKI D	STUDENT CLIMATE STAFF,3 HOURS	GOMPERS, SAMUEL SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY

TOMLIN, CHARLES A	STUDENT CLIMATE STAFF,4 HOURS	ELKIN, LEWIS SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
TRACY, ELIZABETH	TEACHER,FULL TIME	CHIEF ACADEMIC OFFICE	1/7/2022	$53,039.00	ANNUAL SALARY
VAUPEL, MADISON	TEACHER,FULL TIME	NEBINGER, GEORGE W. SCHOOL	1/21/2022	$48,489.00	ANNUAL SALARY
VAZQUEZ, ANA J	STUDENT CLIMATE STAFF,3 HOURS	DEBURGOS, J. ELEMENTARY	1/3/2022	$8,620.00	ANNUAL SALARY
VIVCHAR, KATERYNA	TEACHER,FULL TIME	BALDI MIDDLE SCHOOL	1/11/2022	$48,489.00	ANNUAL SALARY
WADE, ERICA S	STUDENT CLIMATE STAFF,3 HOURS	CATHARINE, JOSEPH W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WALKER, ROBERT	TEACHER,FULL TIME	CENTRAL HIGH SCHOOL	1/27/2022	$48,489.00	ANNUAL SALARY
WALKER, ROBIN M	SPECIAL EDUCATION ASSISTANT	ARTHUR, CHESTER A. SCHOOL	1/4/2022	$22,073.00	ANNUAL SALARY
WATKINS, ERIC J	DIR, MINORITY & SMALL BUSIN OF	OFFICE OF PROCUREMENT SERVICES	1/24/2022	$83,000.00	ANNUAL SALARY
WAYNE, SAMANTHA	SPECIAL EDUCATION ASSISTANT	DICK, WILLIAM SCHOOL	1/31/2022	$22,073.00	ANNUAL SALARY
WILDE, EVERETT M	STUDENT CLIMATE STAFF,3 HOURS	SOUTHWARK SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WILEY, CHANTAY	STUDENT CLIMATE STAFF,3 HOURS	BLANKENBURG, RUDOLPH SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WILKINS, BRITTANY N	EXT ACTVTS,NON-CONTRACT EMP-HR	OFFICE OF ENVIRONMENTAL MGMT	1/1/2022	$14.25	HOURLY RATE
WILLIAMS, RUDOLPH	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	1/25/2022	$75,000.00	ANNUAL SALARY
WILLIAMS, SHALEAH J	SUPPORTIVE SERVICES ASST, 4 HR	BLAINE, JAMES G. SCHOOL	1/31/2022	$13,080.00	ANNUAL SALARY
WILSON, KELLY M	STUDENT CLIMATE STAFF,3 HOURS	BODINE, WILLIAM W. HIGH SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WILSON, LLOYD H	TEACHER,FULL TIME	DOBBINS, MURRELL HIGH SCHOOL	1/12/2022	$48,489.00	ANNUAL SALARY
WILSON, PATRICIA	STUDENT CLIMATE STAFF,3 HOURS	KEARNY, GEN. PHILIP SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WILSON, STEPHANIE	TEACHER,FULL TIME	OLNEY ELEMENTARY SCHOOL	1/13/2022	$48,489.00	ANNUAL SALARY
WISMER, LISA M	TEACHER,FULL TIME	KENDERTON ELEMENTARY	1/13/2022	$81,738.00	ANNUAL SALARY
WRIGHT, JAMES W	STUDENT CLIMATE STAFF,3 HOURS	SPRUANCE, GILBERT SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY
WYLLIE, MISHA	TEACHER,FULL TIME	ADAIRE, ALEXANDER SCHOOL	1/3/2022	$53,039.00	ANNUAL SALARY
YOUNG, ALICIA J	STUDENT CLIMATE STAFF,3 HOURS	HENRY, CHARLES W. SCHOOL	1/3/2022	$8,620.00	ANNUAL SALARY

ZIATI, SOUADE S	STUDENT CLIMATE STAFF,4 HOURS	GREENFIELD, ALBERT M. SCHOOL	1/3/2022	$11,493.00	ANNUAL SALARY
ZOR, MEGAN J	TEACHER,FULL TIME	MOFFET, JOHN SCHOOL	1/18/2022	$78,522.00	ANNUAL SALARY

Action Item - 3.

Title: Approval of Personnel Terminations (Updated 2.24.2022)

Board of Education Meeting Date: 2/24/2022

Action under consideration

RESOLVED, by the Board of Education that the employment of the *following individuals* are terminated effective February 24, 2022, as recommended by the Superintendent.

Attached

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Item No. 3 Approval of Personnel Terminations	Supporting Document

Item No. 3
February 24, 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 February 24, 2022:

Darrell Hicks	Building Engineer
Emmanuel Jennings	TPE – Teacher
Anetra Dowling	School Climate Staff
David Hammer	School Nurse
Kevin Nuble	Teacher
Ian Notte	Teacher
Alexandra Maranon	School Counselor

RESOLVED, that Christopher Sullivan is dismissed from his employment by The School District of Philadelphia as a bus attendant, effective immediately.

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

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

Action Item - 4.

Title: Administration's Recommendation for Termination of Professional Employees (Updated 2.24.2022)

Board of Education Meeting Date: 2/24/2022

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:

1. B.N

and be it

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

Office Originating Request: Talent

ATTACHMENTS:

Description	Type

Action Item - 5.

Title: Contract with LinkedIn Corporation ($45,000)

Board of Education Meeting Date: 2/24/2022

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:
LinkedIn Corporation

Purpose:
To allow District recruiters to utilize LinkedIn Recruiter features, including talent search tools that help recruiters find and engage candidates for a variety of position sourcing needs, as well as to pay for job postings and the School District of Philadelphia company page

Start date: 2/25/2022

End date: 2/24/2023

Compensation not to exceed: $45,000

Location:
All locations

Renewal Options: No

Description:
LinkedIn is the largest professional online network in the world with millions of users and is one key access point for talent acquisition teams in education to find and recruit candidates for a wide variety of positions. SDP uses LinkedIn as a key tool to promote a positive hiring brand through our company page, identify potential prospects for hundreds of open roles, and connect with those prospects via messages.

The District cannot achieve its Goals and Guardrails without a highly effective staff to complete the initiatives. The contract with LinkedIn will allow the District to cast the widest net in attracting eventual staff who will create welcome and supportive schools, partner with parents and family members, address racist practices, and create enriching school experiences for students.

The District will continue to review source data from the applicant tracking system to evaluate the number of applicants and hires made directly through LinkedIn.

Applicant tracking system source data shows SDP has received 800 applicants and hired 50 individuals using LinkedIn tools, which makes this one of several important tools in our hiring toolbelt. Of course, having a LinkedIn presence in general to demonstrate our recruitment presence is also an outcome of this system.

LinkedIn is the only proprietary tool that provides the functions listed above and so have not solicited feedback on the use of this product from stakeholders. However, we do solicit feedback about other recruitment tools that can be used to supplement the foundational use of LinkedIn that are more content-specific in nature.

Related resolution(s)/approval(s):
March 26, 2020; A-9

Funding Source(s):
FY22 Operating

Office Originating Request: Talent

Action Item - 6.

Title: Contract with Drexel University, School of Education - Paraprofessional Teacher Residency ($260,415)

Board of Education Meeting Date: 2/24/2022

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:
Drexel University, School of Education

Purpose:
K-6 Teacher Residency for Paraprofessionals

Start date: 3/1/2022

End date: 6/30/2024

Compensation not to exceed: $260,415

Location:
All School Locations

Renewal Options: Yes

Number of Options: 1

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

Description:
In collaboration with Drexel University, School of Education and the Philadelphia Federation of Teachers, the District seeks to establish a new teacher residency program for currently appointed paraprofessionals to train and become certified teachers in grades K-6. The funding requested represents the maximum number of fifteen (15) participants for school years 2022-2023 and 2023-2024. These are estimated participation numbers based on the potential number of interested paraprofessionals. Actual enrollment will be determined by those who meet the eligibility criteria and are selected into the program.

Success will be measured by the number of participants who enroll in the program, complete their residency year, become teachers of record, and remain in teaching roles for a minimum of two years. This work is connected to all District goals and guardrails in that this will support

the District's ability to promote and retain more individuals from the Philadelphia community who already work in and support our schools and students.

Funding Source(s):
American Rescue Plan Act (ARPA)

Office Originating Request: Talent

Action Item - 7.

Title: Contract with Cheney University, College Unbound and LaSalle University - Paraprofessional Pathway to BA/Teacher Certification ($1,681,550)

Board of Education Meeting Date: 2/24/2022

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:
Cheyney University
College Unbound
LaSalle University Education Department

Purpose:
To support currently appointed District paraprofessionals to pursue teaching and other professional roles in schools by 1) beginning college, 2) completing a Bachelor's degree and teacher certification program, and/or 3) becoming eligible for teacher certification program

Start date: 3/1/2022

End date: 6/30/2024

Compensation not to exceed: $1,681,550

Separate Compensation by Vendor:
Cheyney University: $875,000
College Unbound: $474,990
LaSalle University: $331,560

Location:
All Schools and Administrative Office(s)

Renewal Options: Yes

Number of Options: 1

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

Description:
The District, in collaboration with the Philadelphia Federation of Teachers, has a keen interest in strengthening the teacher pipeline for the District by creating pathways for paraprofessionals to become teachers or other professionals in the District. The District is seeking partners to provide opportunities for currently appointed Paraprofessional staff to transition into teachers of record and other professional roles.

College Unbound will provide a program for approximately 30 paraprofessionals who have no college experience or have some college experience but no degree, to ensure they begin on their pathway to attaining a higher degree.

Cheyney will provide a program to approximately 35 paraprofessionals who have at least 45 credits from previous college experience who would like to return to college to complete their degree and obtain a teaching certification.

LaSalle University will provide a program to 15 paraprofessionals who have obtained a college degree but who have a GPA under 3.0 (which represents a barrier to certification) so that they can complete a teacher certification program.

These are estimated participation numbers based on the potential number of interested paraprofessionals. Actual enrollment interest will be determined by the interest of eligible paraprofessionals, the application process to the participating partner, and the overall budget through the program's initial application response.

Success will be measured by the number of participants that enroll in the program, completion rates, and retention in the District for a minimum of two years. This work is connected to all District goals and guardrails in that this will support the District's ability to hire, promote, and retain more individuals from the Philadelphia community.

Funding Source(s):
American Rescue Plan Act (ARPA)

Office Originating Request: Talent

Action Item - 8.

Title: Contract with WEX Health Inc. COBRA and Direct Bill Benefits Services ($30,000)

Board of Education Meeting Date: 2/24/2022

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:
WEX Health Inc.

Purpose:
To provide COBRA and direct bill support for former School District of Philadelphia employees and retirees through online elections and open enrollment, real-time payments, mailing required notices, and to provide reporting and integration with the SDP systems.

Start date: 4/1/2022

End date: 3/31/2025

Compensation not to exceed: $30,000

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: 105% of prior year

Description:
WEX Health Inc., previously Discovery Benefits, will provide comprehensive and competitively priced COBRA administration services for our COBRA and Retiree Medical continuation plans. WEX retains a percentage of premiums prior to remitting premiums and invoicing the District for services.

Over 2,000 employees or dependents experience a loss of coverage each year that requires them to be provided an offer of continuation of coverage within a limited time period. WEX will monitor the processing deadlines and maintain proof of mailing, as well as handle the

enrollment and payment processing of all retirees and COBRA subscribers, providing them the option of automatic and electronic payments.

Ensuring that that we meet all federal requirements and deadlines to prevent any penalties and to allow staff to focus on our work that supports the goals and guardrail initiatives.

Success will be measured by the number of participants successfully enrolled, the satisfaction of our retirees with their services and the prompt transmission to the District of premiums remitted by subscribers.
Our contract includes performance guarantees through quarterly evaluations that are measured and rated quarterly. WEX consistently meets or exceeds these ratings.
This project was done in collaboration with the Office of IT as the integration with our current and the coming QITE system is important.

Related resolution(s)/approval(s):
February 16, 2017; A-2

Funding Source(s):
FY22 Health Fund
FY23 Health Fund
FY24 Health Fund
FY25 Health Fund

Office Originating Request: Talent

Action Item - 9.

Title: Amendment to Contract with Magnum Integrated Marketing - School District Recruiting Marketing Campaign ($164,500)

Board of Education Meeting Date: 2/24/2022

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:
Magnum Integrated Marketing

Purpose:
To maximize recruitment through a multi-channel marketing campaign, especially focused on teachers and other key school-based staff roles

Original Start Date: 1/29/2021

Current End Date: 1/31/2023

Currently Authorized Compensation: $400,000

Additional Compensation:
$164,500

Total New Compensation: $564,500

Location:
All Schools; Administrative Office(s)

Description:
The School District of Philadelphia (SDP) hires between 2,300-2,500 new employees annually: between 800 and 1,000 new teachers across all grades and disciplines and approximately 1,500 support staff employees in Transportation, Food Services, Facilities and Operations, Instructional Support, Clinical, and other roles. In order to ensure a robust, diverse applicant pool to meet all projected hiring needs each year, SDP would like to utilize a marketing agency that will develop and execute on a comprehensive paid media campaign to highlight the unique benefits of working at SDP and to support recruitment specifically in harder-to-fill and priority areas.

The Board of Education previously approved a contract with Magnum on January 28, 2021.

This request will allow us to extend the total authorized spending amount by $164,500 for the contract, from the previously approved $400,000 to $564,500. The hiring environment has become incredibly competitive over the course of the last year, and with anticipated increases in attrition and more difficulty in attracting and hiring high quality candidates, the SDP needs to increase its online and print marketing presence.

Approval of this item allows the the District to attract highly effective staff in order to work towards the Board's Goals and Guardrails. This contract is a critical part of promoting a positive District brand and attracting candidates to open positions.

The success of the contract is measured by weekly and monthly reports that track year over year impressions, apply clicks, and ultimately, applications. The vendor is evaluated based on whether marketing leads to the application goals set by the District.

Related resolution(s)/approval(s):
January 28, 2021; No. 9

Funding Source(s):
FY22-23 Operating

Office Originating Request: Talent

Action Item - 10.

Title: Ratification of Acceptance for two Grants from the Pennsylvania Department of Environmental Protection (PA DEP), Alternative Fuels Incentive Grant (AFIG) Program ($600,000)

Board of Education Meeting Date: 2/24/2022

Action under consideration

The Administration recommends that the Board of Education ratify the acceptance of a Grant by The School District of Philadelphia, through the Superintendent or his designee, as follows:

Grant From:
Pennsylvania Department of Environmental Protection (PA DEP)

Purpose: The purchase of electric school buses

Grant Start Date: 1/12/2022

Grant End Date: 1/11/2023

Grant amount up to: $600,000

Locations:
Broad Street Garage
Passyunk Garage

Description:
The District currently operates a fleet of 331 yellow school buses. Of this total, 96% (318) are diesel and 4% (13) are unleaded fuel 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 11 years. However, the average age of the 200 oldest buses is 15 years.

The Office of Transportation Services applied to the PA DEP for two grants under the Alternative Fuels Incentive Grant Program. Each rebate grant will be used to help the District achieve the goal of reducing its carbon footprint by modernizing the fleet, introducing zero-emission vehicles, and transitioning from diesel buses to electric buses which are cleaner and more environmentally friendly. 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.

With these two grants, we plan to purchase six new electric buses in addition to the five electric buses that were purchased with funds awarded under the Diesel Emissions Reduction Act (DERA). 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. A ratification is required because the award notices were received from the PA Department of Environmental Protection on January 12, 2022, after the deadline for the submission of action items for the January Board meeting had closed.

Guard Rail Supported: Other Provide 100% of students with a safe, healthy, and welcoming learning environment.

Office Originating Request: Operations - Transportation

Action Item - 11.

Title: Contract with Wayne Moving and Storage Company, Inc., T & N Van Service and Affiliates, All Seasons Global Solutions (ASGS) - Moving Services at various locations ($1,500,000)

Board of Education Meeting Date: 2/24/2022

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:
Wayne Moving and Storage Company, Inc.
T & N Van Service and Affiliates
All Seasons Global Solutions (ASGS)

Purpose:
Contracts for professional moving services at various locations

Start date: 2/25/2022

End date: 2/25/2024

Compensation not to exceed: $1,500,000

Separate Compensation by Vendor:
All entities will be paid out of an aggregate amount not to exceed $1,500,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 1

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

Maximum compensation authorized per option period: $750,000

Description:
The Office of Capital Programs has identified a need to contract with professional moving firms to assist in the implementation and completion of projects identified in the Capital

Improvement Plan (CIP). These contracts will provide professional moving services to assist the Office of Capital Programs with many of the construction projects located in buildings where there are existing contents, such as desks, furniture, equipment and learning materials. Many of these projects must be completed within compressed construction schedules, which often include holidays and summer recess. To prevent costly project delays due to building contents interfering with construction, the Office of Capital programs intends on utilizing professional movers to plan, manage and implement moving and storing of building contents in sequence with construction schedules. The approved firms' services will be evaluated on a continuous basis and include professionalism, project milestones, budget and schedule assignments. 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):
FY22 Capital Budget

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 12.

Title: Capital Award For Vare-Washington School ($4,772,053)

Board of Education Meeting Date: 2/24/2022

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:
Lorenzon Brothers Company
Allstates Mechanical, Ltd.
Gem Mechanical Services, Inc.
Hyde Electric Corporation

Purpose:
General, Mechanical, Plumbing, and Electrical Contracts

Start date: 2/25/2022

End date: 10/27/2023

Compensation not to exceed: $4,772,053

Separate Compensation by Vendor:
Lorenzon Brothers Company - Major HVAC Renovation; Vare-Washington; $578,153
Allstates Mechanical, Ltd.- Major HVAC Renovation; Vare-Washington; $3,434,000
Gem Mechanical - Major HVAC Renovation; Vare-Washington; $490,000
Hyde Electric Corporation - Major HVAC Renovation; Vare-Washington; $269,900

Location:
Vare-Washington 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 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 provides 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 - 13.

Title: Change Orders With Various Vendors ($405,045)

Board of Education Meeting Date: 2/24/2022

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:
Allstates Mechanical, Ltd.
Eagle Mechanical, Inc.
Ernest Bock & Sons, Inc.
Dolan Mechanical, Inc.
Five Star, Inc.
Paramount Electrical Service, LLC
Murphy Quigley Company, Inc.
Edward J. Meloney, Inc.
McGoldrick Electric Inc.
Mulhern Electric Company, Inc.

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

Start Date: 2/25/2022

End Date: Through completion dates for previously approved contracts

Compensation not to exceed: $405,045

Separate Compensation by Vendor and Locations:
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Allen, Ethan Elementary School; $2,422
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; $1,831
Five Star, Inc. - Plumbing Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $4,155
Madden Electric Associates, Inc. - Electrical Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $915
Smith Construction, Inc. - General Contract - Plumbing Renovation Work (Bathroom) at Morrison, Andrew J. Elementary School; $83,000
Five Star, Inc. - Plumbing Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $1,032
Chadwick Service Company - Plumbing Contract - Major Renovation at Rhoads, James Elementary School; $39,196
Madden Electric Associates, Inc. - Electrical Contract - Major Renovation at Rhoads, James Elementary School; $3,914
Smith Construction, Inc. - General Contract - Major Renovation at Rhoads, James Elementary School; $40,482
Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School; $79,161
Lex Electric Company, Inc. - Electrical Contract - Major Renovation and Addition at Richmond Elementary School; $101,853
Dolan Mechanical, Inc. - Plumbing Contract - New Construction at Solis-Cohen, Solomon Elementary School; $3,761
PT Mechanical Group, LLC - Mechanical Contract - New Construction at Solis-Cohen, Solomon Elementary School; $2,731
Hyde Electric Corporation - Electrical Contract - Electrical Upgrades at Stanton, Edwin M. Elementary School; $40,592

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. 12
January 28, 2021; No. 11
June 21, 2018; No. 60
April 30, 2020; No. 22
January 28, 2021; No. 11
October 22, 2020; No. 11

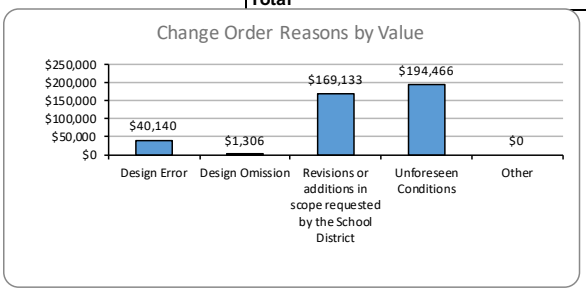
October 18, 2018; No. 7
April 22, 2021; No. 18 & 16
November 19, 2020; No. 7

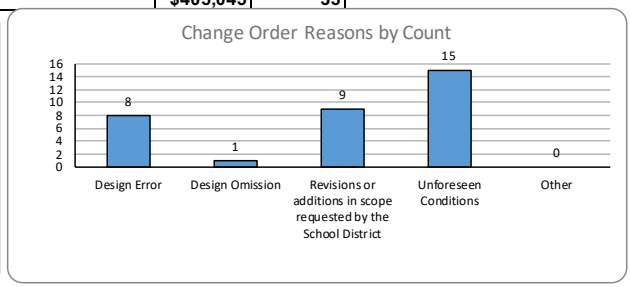
Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type
Change Order Analysis 2.24.22	Supporting Document

OFFICE OF CAPITAL PROGRAMS-CONTRACT COMPLIANCE		
Analysis of the Change Orders Approved from February 24, 2022		
Reason for Change Order	**Amount**	**# of CO's**
Design Error	$40,140	8
Design Omission	$1,306	1
Revisions or additions in scope requested by the School Dis	$169,133	9
Unforeseen Conditions	$194,466	15
Other	$0	0
Total	**$405,045**	**33**





(Details Below)

CO Number	Contractor	Location	Type Of Work	Description of Change	Explanation	Reason	Board Date	Requested	Negotiated	Savings
8	Allstates Mechanical, Ltd.	Allen, Ethan Elementary School	Mechanical Contract - Major Renovation and Addition	Provide the labor, material and equipment necessary to demolish and remove five (5) existing ceiling mounted radiators 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. Radiators had to be removed, so the new wall could be installed.	Design Error (s)	2/24/2022 Thursday	$2,520.00	$2,422.00	$98.00
12	Ernest Bock & Sons, Inc.	Allen, Ethan Elementary School	General Contract - Building Addition and Classroom Modefication	Provide the labor, material and equipment necessary to remove two (2) temporary gypsum wall barriers at each end of the third (3rd) floor corridor.	School District Request. The temporary gypsum wall barriers were installed for safety and security concerns. These were demolished when the work was completed.	Requested by School District	2/24/2022 Thursday	$1,831.00	$1,831.00	$0.00
4	Five Star, Inc.	Blankenburg, Rudolph Elementary School	Plumbing Contract - New Cafeteria	Provide labor, materials and equipment necessary to furnish and install a temporary sink with domestic water piping for use by the food service workers.	Additional work implemented at the request of the school district to ensure project completeness at this location. A sink was required for the temporay kitchen to meet the student needs.	Requested by School District	2/24/2022 Thursday	$4,421.00	$4,155.00	$266.00
1	Madden Electric Associates, Inc	Blankenburg, Rudolph Elementary School	Electrical Contract - New Cafeteria	Provide the labor, material and equipment necessary to remove the installed and specified 20amp wiring and replace it with upgraded 30amp wiring to accommodate the specified heater provided by the Mechanical Contractor.	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. Electrical upgraded to meet the duct heater requirements.	Design Error (s)	2/24/2022 Thursday	$915.00	$915.00	$0.00
1	Smith Construction, Inc.	Morrison, Andrew J. Elementary School	General Contract - Plumbing Renovation Work (Bathroom)	Provide the labor, material and equipment necessary to re-build the existing wet and chase walls on all three (3) floors. The new CMU walls will be doweled to the existing floor slab.	Additional work implemented to remediate an existing unforeseen condition. The existing wet and chase walls are beyond repair and a safety concern. The walls have to be rebuilt for structural integrity and to support the new tile and toilet room fixtures.	Unforeseen Conditions	2/24/2022 Thursday	$75,735.00	$68,000.00	$7,735.00
2	Smith Construction, Inc.	Morrison, Andrew J. Elementary School	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to demolish the existing wet walls in their entirety at the boy's bathrooms on all three (3) floors.	Additional work implemented to remediate an existing unforeseen condition. Once the existing marble was removed terra cotta wall was severely deteriorated on all three (3) floors. The terra cotta wall was removed, to build a stable wall, and support the new wall hung toilet fixtures.	Unforeseen Conditions	2/24/2022 Thursday	$10,557.00	$8,000.00	$2,557.00
3	Smith Construction, Inc.	Morrison, Andrew J. Elementary School	General Contract - Plumbing Renovation Work (Bathroom)	Provide labor, materials and equipment necessary to demolish the existing terra cotta pipe chase walls in their entirity. In all three (3) stacked boys bathrooms.	Additional work implemented to remediate an existing unforeseen condition. Once the existing wet wall was demolished, it was discovered that the existing terra cotta pipe chase walls were in poor condition in all three stacked boys bathrooms. The chase walls were removed, since this was a structural safety concern.	Unforeseen Conditions	2/24/2022 Thursday	$9,079.00	$7,000.00	$2,079.00
7	Five Star, Inc.	Pratt, Anna B. Elementary School	Plumbing Contract - Major Renovation Phase 2	Provide labor, material and equipment necessary to relocate four inch (4") rain leader and six inch (6") sanitary riser in chase first floor gang bathroom.	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. Chase opening had to be increased and the sanitary and rain leader pipes relocated to permit crease duct installation.	Design Error (s)	2/24/2022 Thursday	$1,032.00	$1,032.00	$0.00
7	Chadwick Service Company	Rhoads, James Elementary School	Plumbing Contract - Major Renovation	Provide labor, materials and equipment necessary to excavate soil, jack hammer rock, dewater trench at boiler room slab.	Additional work implemented to remediate an existing unforeseen condition. Excessive ground water and rock had to be removed so the new boiler piping and drains could be installed.	Unforeseen Conditions	2/24/2022 Thursday	$13,296.00	$11,662.00	$1,634.00
8	Chadwick Service Company	Rhoads, James Elementary School	Plumbing Contract - Major Renovation	Provide labor, materials and equipment necessary to replace the boiler room sink trap.	Additional work implemented to remediate an existing unforeseen condition. The boiler room sink trap was unable to be cleared, so the trap was replaced to allow the water to drain.	Unforeseen Conditions	2/24/2022 Thursday	$2,748.00	$2,748.00	$0.00
9	Chadwick Service Company	Rhoads, James Elementary School	Plumbing Contract - Major Renovation	Provide labor, materials and equipment necessary to excavate unsuitable soil, removal of rock, dewater and install ten (10) tons of stone in excavated trench under and around piping.	Additional work implemented to remediate an existing unforeseen condition. Unsuiable soil and rock was removed, so stone could be installed to support the new underground piping and floor drains.	Unforeseen Conditions	2/24/2022 Thursday	$25,987.00	$24,786.00	$1,201.00
4	Madden Electric Associates, Inc	Rhoads, James Elementary School	Electrical Contract - Major Renovation	Provide labor, material and equipment necessary to demolish the metal floor wire mold, wiring and replace with two (2) receptacle power poles.	Additional work implemented to remediate an existing unforeseen condition. The existing floor mounted wire mold had to removed, so the new unit ventilators could be installed. Power poles were installed for the necessary computers.	Unforeseen Conditions	2/24/2022 Thursday	$3,914.00	$3,914.00	$0.00
11	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor and material necessary to infill the openings around two (2) round boiler fresh air intake vents.	Additional work implemented to remediate an existing unforeseen condition. The openings had to be patched around the new ducts to provide a water and air tight seal.	Unforeseen Conditions	2/24/2022 Thursday	$1,265.00	$1,000.00	$265.00
12	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessary to install twelve (12) new roller shades in offices.	School District Request. The offices required roller shades to block out excessive sunlight. This was not part of the original scope of work.	Requested by School District	2/24/2022 Thursday	$2,278.00	$2,278.00	$0.00
13	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessary to construct a new knee wall at the penthouse elevator.	Additional work implemented to remediate an existing unforeseen condition. The wall was required to reduce a potential falling hazard and to pass the state elevator insection	Unforeseen Conditions	2/24/2022 Thursday	$2,974.00	$2,974.00	$0.00
14	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessary to remove glazed block from the existing wall in some classrooms.	Additional work implemented to remediate an existing unforeseen condition. The existing glazed block was loose and removed to prevent a safety issue.	Unforeseen Conditions	2/24/2022 Thursday	$12,111.00	$12,111.00	$0.00
15	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, materials and equipment necessary to remove two (2) sets of louvers and fan and seal the openings with insulated panels.	Additional work implemented to rectify design omission(s). This change order will be further reviewed for possible recovery of costs through the professional liability insurance policy. The openings were sealed, to keep conditioned air in the Penthouse, as required by code.	Design Omission (s)	2/24/2022 Thursday	$1,306.00	$1,306.00	$0.00
16	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessary to remove and replace three (3) panes of glass.	Additional work implemented to remediate an existing unforeseen condition. Vandals broke glass overnight. Removed and replaced glass for safety and to provide a complete window installation.	Unforeseen Conditions	2/24/2022 Thursday	$656.00	$656.00	$0.00
17	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessary to build curb and flashing at roof, for a new four inch (4") vent stack for the domestic hot water heater.	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 new vent pipe was to be installed through the wall, unfortunately this was to close to the existing bathroom window. It was rerouted to the roof, to meet code requirements.	Design Error (s)	2/24/2022 Thursday	$2,657.00	$2,657.00	$0.00
18	Smith Construction, Inc.	Rhoads, James Elementary School	General Contract - Major Renovation	Provide labor, material and equipment necessay to modify the newly installed steel grating, handrails and structural steel.	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 steel needed to be modified because the HVAC equipment that arrived on site was larger than what was submitted and approved.	Design Error (s)	2/24/2022 Thursday	$19,419.00	$17,500.00	$1,919.00
58	Ernest Bock & Sons, Inc.	Richmond Elementary School	General Contract - Major Renovation and Addition	Provide labor, material and equipment necessary to provide security at the school during off hours and weekends for five (5) months, starting from 10/25/21.	School District Request. Weekend and off hours security was required to protect the facility and prevent future vandalism.	Requested by School District	2/24/2022 Thursday	$55,518.00	$55,518.00	$0.00
59	Ernest Bock & Sons, Inc.	Richmond Elementary School	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to install three hundred thirty six square feet (336 SF) of Johnsonite rubber tile and one hundred twenty-one linear foot (121 LF) of Johnsonite tread risers at ramp.	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 ramp in the basement was redesigned to avoid an existing beam and conflict with the ceiling height elevation for the ramp. Additional rubber tile and tread risers were required per the redesign.	Design Error (s)	2/24/2022 Thursday	$11,249.00	$11,249.00	$0.00
60	Ernest Bock & Sons, Inc.	Richmond Elementary School	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to install two (2) plumbing chase covers in the boys bathroom.	Additional work implemented to remediate an existing unforeseen condition. Covers were required to provide future access.	Unforeseen Conditions	2/24/2022 Thursday	$5,254.00	$5,254.00	$0.00
61	Ernest Bock & Sons, Inc.	Richmond Elementary School	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to complete stripping and sealing of concrete floors throughout the existing building on premium time.	School Distric Request. Additional work implemented at the request of the school district to ensure project completeness at this location. Prior to students return to school on 8/31/2021.	Requested by School District	2/24/2022 Thursday	$5,024.00	$5,024.00	$0.00
62	Ernest Bock & Sons, Inc.	Richmond Elementary School	General Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to move SDP dumpsters to Ann Street, install fencing around them, and provide thirty (30) cubic yard with three 3 dumpster pick-ups for three (3) months.	School District Request. The dumpsters were not emptied in over a month. Contractor removed the trash, to keep the site clear and safe in order for the construction work to proceess.	Requested by School District	2/24/2022 Thursday	$2,116.00	$2,116.00	$0.00
23	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to furnish and install 200AMP, 3 Pole circuit breaker at panel MDP to feed new panel SDP. Additionally, transfer all active branch circuit wiring from existing panel to the new panel.	Additional work implemented to remediate an existing unforeseen condition. Existing unidentified active circuits were discovered during panel replacement. In order to restore electrical power, this required the transfer of circuits and installation of an additional circuit breaker in the new panel SDP.	Unforeseen Conditions	2/24/2022 Thursday	$26,862.00	$26,862.00	$0.00
24	Lex Electric Company, Inc.	Richmond Elementary School	Electrical Contract - Major Renovation and Addition	Provide labor, materials and equipment necessary to install card readers, magnetic lock with power supply, all conduit and wire at required doors and elevator.	School District Request. The card reader system was required to comply with the District's design guidelines and standards.	Requested by School District	2/24/2022 Thursday	$74,991.00	$74,991.00	$0.00
5	Dolan Mechanical, Inc.	Solis-Cohen, Solomon Elementary School	Plumbing Contract - New Construction	Provide the labor, material and equipment necessary to revise the newly installed sprinkler piping.	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 ceiling cloud locations were altered, and the sprinkler piping had to be rerouted to accommodate this revision.	Design Error (s)	2/24/2022 Thursday	$3,761.00	$3,761.00	$0.00
15	PT Mechanical Group, LLC	Solis-Cohen, Solomon Elementary School	Mechanical Contract - New Construction	Provide the labor, material and equipment necessary to provide additional filters for the Roof Top Units.	School District Request. The facilty requested replacement fillers, since these were a special order for the roof top units.	Requested by School District	2/24/2022 Thursday	$1,158.00	$1,158.00	$0.00
16	PT Mechanical Group, LLC	Solis-Cohen, Solomon Elementary School	Mechanical Contract - New Construction	Provide the labor, material and equipment necessary to maintain the wireless service to the facility.	Additional work implemented to remediate an existing unforeseen condition. Wireless service was required for the HVAC control equipment to remain operational..	Unforeseen Conditions	2/24/2022 Thursday	$969.00	$969.00	$0.00
17	PT Mechanical Group, LLC	Solis-Cohen, Solomon Elementary School	Mechanical Contract - New Construction	Provide labor, material and equipment necessary to reprogram and test the sequence of operation for the kitchen exhaust fan and the make-up air unit.	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 was required to correct humidity issues throughout the facility.	Design Error (s)	2/24/2022 Thursday	$604.00	$604.00	$0.00
3	Hyde Electric Corporation	Stanton, Edwin M. Elementary School	Electrical Contract - Electrical Upgrades	Provide labor, material and equipment necessary to remove and replace the existing ductless split air condition system.	Additional work implemented to remediate an existing unforeseen condition.The existing system is inoperable and not providing fresh air in the area. Replacement to meet School District guidelines.	Unforeseen Conditions	2/24/2022 Thursday	$18,530.00	$18,530.00	$0.00
4	Hyde Electric Corporation	Stanton, Edwin M. Elementary School	Electrical Contract - Electrical Upgrades	Provide labor, materials and equipment necessary to install fourteen (14) additional switched outlets to power window air conditioners, sixteen (16) receptacle outlets in rooms converted to office spaces and two (2) additional duplex data outlets in the boiler room office area.	School District Request. The District procured additional window air conditioners to provide fresh air to the common work areas, in order to meet the new District's guidelines.	Requested by School District	2/24/2022 Thursday	$22,062.00	$22,062.00	$0.00

Action Item - 14.

Title: Contract with Various Firms for Supplemental Professional Architectural Services ($10,000,000)

Board of Education Meeting Date: 2/24/2022

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:
Kimmel Bogrette Architecture + Site
Crabtree, Rohrbaugh & Associates, Inc.
USA Architects, Planners + Interior Designers, P.A.
Vitetta Group, Inc.
Lan Associates, Inc.
Schrader Group Architecture, LLC
The Sheward Partnership, LLC
Johnson, Mirmiran, & Thompson, Inc.
BWA Architecture and Planning, LLC
Gannett Fleming, Inc.
Godshall Kane O'Rourke Architects, LLC
Atane, LLC (MBE)
Blackney Hayes Architects, P. C.
DLR Group
DI Group Architecture, LLC
PZS Architects LLC (MBE)
Ewing Cole, Inc.
Stantec Architecture, Inc.
EI Associates
STV Architects
Taheri Architecture, Inc.(MBE)

Purpose:
Create a pool of qualified architectural design firms to provide services at various locations

Start date: 2/25/2022

End date: 2/28/2025

Compensation not to exceed: $10,000,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $10,000,000.

Location:
All Schools

Renewal Options: No

Description:
The Office of Capital Programs has identified a need to contract with professional architectural design firms to complete the required design documentation and permitting for projects identified in the approved Capital Improvement Plan (CIP). Each contract will include funding to initiate design services for architectural projects. Using a pool of qualified firms is the most efficient way for the District to complete design activities in order to meet the project timelines. The approved firms' services will be evaluated based on their ability to meet project milestones and remain within the approved budget. This work is in support of the Operations goal of providing safe healthy and welcoming environments for all students.

Funding Source(s):
Capital Budget FY22-FY25

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:

Description	Type

Action Item - 15.

Title: Contract Award with Weatherproofing Technologies, Inc for HVAC Replacement, Roofing and Masonry Project- Austin Meehan Middle School ($12,948,988)

Board of Education Meeting Date: 2/24/2022

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:
Weatherproofing Technologies Inc. (WTI)

Purpose:
HVAC Replacement, Roof Restoration and Masonry Repair Project

Start date: 2/25/2022

End date: 11/30/2022

Compensation not to exceed: $12,948,988

Location:
Meehan, Austin Middle School

Description:
The Office of Capital Programs has identified a need for HVAC replacement, roof restoration, and masonry repair at Austin Meehan Middle School. This project would provide the necessary facility upgrades and additional swing space needed to relocate two elementary schools scheduled to receive major renovations. The benefits of this strategy are that the construction can be expedited while providing a safer, less disruptive educational learning environment for students, faculty, families, and the community during construction.

The Office of Capital Programs has obtained a proposal and pricing to perform the work via the competitively bid Keystone Purchasing Network (KPN) cooperative contract. This contract establishes a source for the HVAC removal and replacement, roof restoration, and masonry repair to the entire building envelope. The work will be monitored daily by an inspector, project manager, and construction manager to track that the contractors are meeting all budget, schedule, and safety requirements of the District. The completion of the project is expected by school opening in September of 2022. The work is in support of the Operations Division goal to provide safe and welcoming environments for all students.

Goals and Guardrails: Guardrail 1: Every school will be a safe, welcoming and healthy

place where our students, staff and community want to be and learn each day.

Funding Source(s):
Capital FY22

Office Originating Request: Operations - Capital Programs

Action Item - 16.

Title: Stormwater Management Incentives Program (SMIP) Grant Acceptance and Subgrant Agreement for Grover Washington Middle School and Thomas Edison High School

Board of Education Meeting Date: 2/24/2022

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 two Grants and enter into Subgrant Agreements as follows:

Grants from: Philadelphia Authority for Industrial Development

Purpose: To construct stormwater management improvements at Grover Washington High School and Edison High School Grant

Grant Start Date: 2/25/22

Grant End Date: 3/31/2023

Grant amount up to:
Grover Washington High School – up to $419,000
Edison High School – up to $844,000

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, upon receipt of these grants, to enter into Operations and Maintenance Agreements as follows:

With: The Philadelphia Water Department

Purpose: To enter into standard Operations and Maintenance agreements for the stormwater management practices

Start Date: 3/1/22

End Date:12/31/2067

Location(s):
Washington, Grover Jr. Middle School
Edison, Thomas A. High School

Description:
Through its GreenFutures sustainability plan, the District has identified a need for students to have access to outdoor learning environments that incorporate green space and storm water management. The Stormwater Management Incentives Program (SMIP) grant awards for Grover Washington High School and Edison High School will help the District to advance its

goal to provide green spaces at all schools. The District will enter into Subgrant Agreements with Philadelphia Authority for Industrial Development (PAID) and Operations and Maintenance Agreements with the Philadelphia Water Department (PWD) in order to receive the grant funds. PAID received the SMIP grants from PWD to provide funding for the implementation of green stormwater infrastructure at Grover Washington High School and Edison High School. Success will be measured by the increase of stormwater management on the school sites which will generate storm-water credits and result in lower water utility cost.

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

Office Originating Request: Operations - Capital Programs

Action Item - 17.

Title: Ratification to Amend Contract with DLR for Technical Specifications - Additional Time

Board of Education Meeting Date: 2/24/2022

Action under consideration

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

With: DLR Group

Purpose: Additional time to complete services for the development of new Technical Specifications

Original Start Date: 6/30/21

Current End Date: 12/30/2021

Amended End Date: 4/30/2022

Currently Authorized Compensation: $189,420

Additional Compensation: No Additional Costs

Location:
All Schools

Description:
The Office of Capital Programs has identified a need for additional time to complete the development of the Standard Technical Specifications with DLR Group. DLR Group is a global, integrated design firm with a core practice in architecture, engineering, interiors, and planning. DLR previously developed the Educational Specifications and Design Guidelines for the District in a professional and timely manner. On May 27, 2021, the District amended the Contract for additional services to add the development of Technical Standards to accompany the Design Guidelines and Educational Standards. Technical Specifications standardize material and equipment used in the construction of facilities as well as quality and warranties. This process improves the timeline for design, delivers consistent quality, and eliminates the complexity of warehousing and sourcing additional materials during and once the project is delivered. The extension of time will allow for the following tasks: review and adjustments to meet current Code and manufacturing data, collection of interdepartmental feedback and associated revisions, and coordination with the previously issued Design Standards. The Technical Specifications will support uniformity of practice and standardize the quality of construction through the establishment of consistent criteria. These standards will serve as a handbook for the design professionals hired by the District. This work is in support the Board's Guardrail 1.

Related resolution(s)/approval(s):
May 27, 2021; No. 37

Funding Source(s):
FY21 Capital Budget
FY22 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 18.

Title: Ratification and Authorization of Contract with Vacant Property Security, LLC for Property Security Services - $50,000

Board of Education Meeting Date: 2/24/2022

Action under consideration

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

With:
Vacant Property Security, LLC

Purpose:
To establish a source for vacant property security services

Start date: 1/1/2022

End date: 12/31/2022

Compensation not to exceed: $50,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months: 0

Maximum compensation authorized per option period: $50,000

Description:
Vacant property security services are necessary to keep empty School District buildings and lots secured and safe from vandalization and damage. The Facilities Department is requesting the authorization of this contract to ensure vacant properties can be adequately secured. The Facilities Department will measure success of the contract by response time, quality of security measures, and adherence to pricing. The Facilities Department's increased utilization of this contractor is due to a sharp increase in incidents at vacant District properties. This caused a cost increase beyond previous authorization before it could be presented to the Board. This action item supports Board Guardrail 1.

Funding Source(s):
FY21-22 Operating
FY22-23 Operating

Office Originating Request: Operations - Procurement

Action Item - 19.

Title: Ratification and Authorization of Purchase Order Contracting Authority - Calendar Year 2022

Board of Education Meeting Date: 2/24/2022

Action under consideration

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

With:
Various Vendors

Purpose: Purchase of supplies from various vendors up to the public bidding threshold

Start date: 1/1/2022

End date: 12/31/2022

Compensation not to exceed: All vendors will be paid from an aggregate not to exceed amount of $6,000,000.

Location(s):
All Schools

Description:
This action item is requested to provide administrative efficiency by seeking Board approval of all purchase order contracts valued up to $21,900, which is the public bidding threshold for calendar year 2022. The bidding threshold for the calendar year is established each year in January by the Pennsylvania Department of Labor and Industry. Each purchase order is reviewed by the Office of Procurement Services to ensure alignment with District academic, policy, and organizational goals, as well as compliance with applicable laws, policies, and procedures. Program offices and schools identify small dollar value purchases for educational and operational purposes, which are then reviewed by Procurement Buyers. This authorization does not apply to purchases above $21,900, which are subject to public bidding and require separate Board authorization. This action item relates to purchase of goods, whereas Limited Contract Authorizations (LCAs), used for services contracts below $20,000, are authorized via a separate action item. This items is a ratification as the PA Department of Labor and Industry sets the threshold in January for the calendar year after the timeline for the January action meeting.

Funding Source(s):
Various

Office Originating Request: Operations - Procurement

Action Item - 20.

Title: Ratification and Authorization of Contracts with Fluidics and Devine Brothers for Boiler Burner Services - $2,000,000

Board of Education Meeting Date: 2/24/2022

Action under consideration

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

With:
Fluidics, Inc.
Devine Brothers, Inc.

Purpose:
To establish a source for boiler burner services

Start date: 12/1/2021

End date: 6/30/2022

Compensation By Contractor:
All entities will be paid out of the aggregate amount not to exceed $2,000,000.

Location(s):
All Schools

Renewal Options: Yes

Number of Options: 2

Duration of each option to extend: Years: 1 Months: 0

Maximum compensation authorized per option period: $2,000,000

Description:
Boiler burner services are necessary to keep school buildings heated and suitable for the educational process. Due to limited capacity of current contractors, the Maintenance Department is requesting the authorization of these additional contractors to meet the needs of the Department. The Maintenance Department will measure success of the contract by response time, quality of work, adherence to pricing, and availability. These vendors are being added due to a reduction in vendor capacity. Work needed to be assigned to these new contractors prior to board authorization. This item is in support of Board Guardrail 1.

Funding Source(s):
FY21-22 Operating
FY22-23 Operating

Office Originating Request: Operations - Procurement

Action Item - 21.

Title: Amendment of Memorandum of Understanding with the City of Philadelphia

Board of Education Meeting Date: 2/24/2022

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:
The City of Philadelphia

Purpose:
The City of Philadelphia Department of Public Health will provide support for the School District's COVID-19 response efforts as well as general health provisional support as needs arise.

Start date: 3/1/2022

End date: 6/30/2023

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

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
The School District of Philadelphia and the City of Philadelphia Department of Public Health (PDPH) are committed to working collaboratively to provide a safe and healthy learning environment for all students and staff considering the ongoing COVID pandemic. The School District relies on guidance from health authorities to determine appropriate operational protocols and recognizes the need for not only flexibility and the ability to strategically pivot to keep students and staff safe, but also health department staff support when the workload increases and staffing shortages/vacancies remain a challenge amidst the pandemic. This MOU will allow the School District to work with PDPH directly to assist with COVID response, as well as general health provisions as the needs arise. This collaboration will increase the District's capacity of contact tracing and case investigation, increase the ability to respond to COVID related inquiries from schools and parents, decrease the response time to provide guidance to the school level, vaccinations, immunization compliance support, and all other health-related matters when support is needed. COVID response directly supports the Board of Education's Guardrail 1 to ensure a safe and healthful

space for students and employees. Increased capacity for general health support and COVID response can boost students' and employees' confidence about being in school during the pandemic. While guidance may change in response to updates from PDPH and the Children's Hospital of Philadelphia, success of the collaboration will be measured by evaluation of improved health rates, vaccinations, immunizations, health related attendance, and the COVID response efforts from the District and feedback from stakeholders. The success of the COVID response program will help to limit the spread of the virus to others.

Related resolution(s)/approval(s):
August 15, 2019; No. 4

Office Originating Request: Student Support Services

Action Item - 22.

Title: Contracts with Various Qualified Vendors - Preschool Programs ($72,369,000)

Board of Education Meeting Date: 2/24/2022

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:
A Step Ahead Day Care, Inc.
AIGen Holding Company
Ann Kids Inc
Asociacion de Puertorriquenos en Marcha Inc. (APM)
ASPIRA, Inc. of Pennsylvania
Bambi Day Care, Inc.
Bright Horizons Children's Centers LLC
Brightside Academy Philadelphia LLC
Caring People Alliance
Children's Village
Childspace Day Care Center, Inc.
Community Concern #13 Multi-Purpose Learning Center, Inc.
Community Education Alliance of West Philadelphia
CORA Services, Inc.
Creative Learning Environments, Inc.
Diversified Community Services, Inc.
Early Childhood Environments, LLC
Federation Day Care Services, Inc.
Grace Neighborhood Development Corporation
Grace-Trinity United Church of Christ
Greater Philadelphia Young Men's Christian Association
Just Children N.E., Inc.
KenCrest Services
Kinder Academy, Inc.
Korean Community Development Services Center
Little People's Village
Lovie Lee's Stars of Tomorrow LLC
Mercy Neighborhood Ministries of Philadelphia, Inc.
Methodist Services
New Dynasty, Ltd.
Norris Square Community Alliance
Olde City Day School
Porter's Day Care & Educational Center, Incorporated
Pratt Street Learning Center Inc
Precious Angels Inc.
Settlement Music School of Philadelphia

Special People in Northeast, Inc. (SPIN)
The Children's Playhouse Early Learning Center, LLC
The Green/Byrne Child Care Center, Inc.
The Lighthouse
The Parent-Infant Center
Today's Child Learning Centers, Inc.
Total Child Care Systems, Inc.
Wonderspring
Young World Early Learning Center, Inc.
Your Child's World Learning Center
Youth Enrichment Programs, Inc.

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

Start date: 7/1/2022

End date: 6/30/2023

Compensation not to exceed: $72,369,000

Separate Compensation by Vendor:
All entities will be paid from the total amount of $72,369,000. The compensation for any individual community-based preK partner agency listed below will not exceed $9,000 per preK seat during the one-year project period, for a total contractual amount not to exceed:

A Step Ahead Day Care, Inc., $360,000
AlGen Holding Company, $1,620,000
Ann Kids Inc, $900,000
Asociacion de Puertorriquenos en Marcha Inc. (APM), $5,112,000
ASPIRA, Inc. of Pennsylvania, $3,789,000
Bambi Day Care, Inc., $540,000
Bright Horizons Children's Centers LLC, $360,000
Brightside Academy Philadelphia LLC, $6,210,000
Caring People Alliance, $1,188,000
Children’s Village, $2,394,000
Childspace Day Care Center, Inc., $342,000
Community Concern #13 Multi-Purpose Learning Center, Inc., $540,000
Community Education Alliance of West Philadelphia, $1,008,000
CORA Services, Inc., $1,260,000
Creative Learning Environments, Inc., $1,215,000
Diversified Community Services, Inc., $1,215,000
Early Childhood Environments, LLC, $360,000
Federation Day Care Services, Inc., $1,206,000
Grace Neighborhood Development Corporation, $3,645,000
Grace-Trinity United Church of Christ, $540,000

Greater Philadelphia Young Men's Christian Association, $1,233,000
Just Children N.E., Inc., $306,000
KenCrest Services, $7,632,000
Kinder Academy, Inc., $3,681,000
Korean Community Development Services Center, $180,000
Little People's Village, $1,440,000
Lovie Lee's Stars of Tomorrow LLC, $180,000
Mercy Neighborhood Ministries of Philadelphia, Inc., $1,080,000
Methodist Services , $1,233,000
New Dynasty, Ltd., $270,000
Norris Square Community Alliance, $2,538,000
Olde City Day School, $360,000
Porter's Day Care & Educational Center, Incorporated, $1,764,000
Pratt Street Learning Center Inc, $1,422,000
Precious Angels Inc., $720,000
Settlement Music School of Philadelphia, $891,000
Special People in Northeast, Inc. (SPIN), $3,033,000
The Children's Playhouse Early Learning Center, LLC, $900,000
The Green/Byrne Child Care Center, Inc., $90,000
The Lighthouse, $2,394,000
The Parent-Infant Center, $450,000
Today's Child Learning Centers, Inc., $1,620,000
Total Child Care Systems, Inc., $900,000
Wonderspring, $630,000
Young World Early Learning Center, Inc., $414,000
Your Child's World Learning Center, $2,682,000
Youth Enrichment Programs, Inc., $522,000

Location:
Citywide deployment in District-approved preK partner sites

Renewal Options: No

Description:
The District is the single largest provider of quality preK programming for three- and four-year-olds in the City of Philadelphia, currently serving nearly 11,000 children through internally-operated programs in District buildings and partner-operated programs in high-quality, community-based centers. This action item seeks authorization for the District to contract with the partner-operated programs, all of which have qualified for this work through a rigorous and competitive review process which includes evaluation of a written comprehensive response to an RFP, multiple site visits, and review of prior experience and performance. In addition, all contracted providers must be licensed as child care sites and must maintain high-quality ratings under the Pennsylvania Department of Education's system for authorizing and monitoring preK, known as the Keystone STARS system.

Decades of national research have provided clear evidence that children who attend high-quality preK do better in school, are less likely to repeat a grade or require remediation

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

Performance metrics for all of the District's preK programs are collected across a variety of domains, from student academic and health outcomes to programmatic and fiscal compliance, and are reviewed and analyzed annually to assess results as well as inform future programming and support needs. Individual contractors are provided with coaching and other supports from the District to ensure that they continue to meet all licensing and quality standards; contractors that fail to meet required standards are terminated and their preK slots are reallocated to other qualified providers to ensure families continue to receive services.

High quality preK is generally accepted by national researchers and policy makers as an evidence-based strategy that provides substantial short and long-term academic, behavioral, social and health benefits for children, as well as positive social and economic impacts for the larger community. For two recent and widely published studies documenting this evidence, see the National Bureau of Economic Research's *The Long-Term Effects of Universal Preschool in Boston* (May 2021, by Guthrie Gray-Lobe, Parag A. Pathak and Christopher R. Walters) and *The Lifecycle Benefits of a Prototypical Early Childhood Program* (2019, by James Heckman, Jorge Luis García, Duncan Ermini Leaf, and María José Prados).

Related resolution(s)/approval(s):
April 22, 2021; No. 27
January 27, 2022; No. 20

Funding Source(s):
FY22-23 Federal Head Start Basic Continuation Grant;
FY22-23 PA Head Start Supplemental Assistance Program Grant;
FY22-23 PA Pre-K Counts Continuation Grant; and
FY22-23 PHLPreK Continuation Program Initiative.

Office Originating Request: Academic Support

ATTACHMENTS:

Description	Type

Action Item - 23.

Title: AMY Northwest Middle School Schoolyard Improvement Project, Lowell Elementary School Schoolyard Improvement Project, and Add B. Anderson Elementary School Schoolyard Improvement Project - limited Joinders to Subgrant Agreement (Added 2.3.2022)

Board of Education Meeting Date: 2/24/2022

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, deliver, and perform limited Joinders to Subgrant Agreement, subject to funding, as follows:

With: Philadelphia Authority for Industrial Development and The Trust for Public Land

Start Date: 2/25/22

End Date: 12/31/22

Upon receipt of the Stormwater Management Incentives Program (SMIP) grant funds by the Trust for Public Land, the Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform Operations and Maintenance Agreements, as follows:

With: The Philadelphia Water Department

Purpose: To enter into standard Operations and Maintenance agreements for the stormwater management practices

Start Date: 3/1/22

End Date: 12/31/2067

Location(s):
Academy for the Middle Years (AMY) at Northwest
Anderson, Add B. School
Lowell, James R. School

Description: Over two-thirds of District elementary schools do not have vibrant outdoor spaces with greening and age-appropriate equipment and safety surfacing. By partnering with The Trust for Public Land (TPL), the District has been able to make schoolyard improvements, including new playground and stormwater improvements at AMY Northwest Middle School
(AMY Northwest), Lowell Elementary School (Lowell), and Add B. Anderson Elementary School (Anderson). The District expects that through the implementation of these projects, students will have increased opportunities for high quality play and learning environments within the schoolyards at AMY Northwest, Lowell, and Anderson.

TPL has been awarded certain SMIP grant funds for AMY Northwest, Lowell and Anderson for stormwater improvements at those schools. These SMIP grants will help the District to advance its goal to provide green spaces at all schools.

The Administration recommends that the Board of Education authorize the School District to execute, deliver and perform limited joinders, as Property Owner, to Subgrant Agreements between the Philadelphia Authority for Industrial Development and TPL for the stormwater improvements at AMY Northwest, Lowell, and Anderson for purpose of the School District consenting to certain obligations under such Subgrant Agreements. Success will be measured by the increase of stormwater management on the school sites which will generate storm-water
credits and result in lower water utility cost.

AMY Northwest, Lowell, and Anderson were selected for these projects using the following criteria:

1. The school is located in an area of the city with low density of public play or green space;

2. The size of the yard can support play equipment and other exterior elements;

3. The schoolyard has good visibility from the surrounding neighborhood;

4. The school is located in the combined sewer area which makes it eligible for stormwater management; and

5. The school leadership expressed a willingness to engage students and staff and to maintain the improvements.

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

Related resolution(s) /approval(s):
January 28, 2021; No. 20
January 28, 2021; No. 21
December 9, 2021; No. 19

Office Originating Request: Operations - Capital Programs

Action Item - 24.

Title: Ratification and Authorization of Acceptance of a Donation from Wawa, Inc., for COVID-19 Testing Supplies ($2,000,000) - Added 02.07.2022 (Updated 02.10.2022)

Board of Education Meeting Date: 2/24/2022

Action under consideration

The Administration recommends that the Board of Education ratify and authorize the acceptance of a donation **from Wawa, Inc., via the Fund for** The School District of Philadelphia, through the Superintendent or his designee, as follows:

Donation from: Wawa, Inc.

Purpose: To facilitate access to COVID-19 testing materials for School District students and employees

Start date: 1/28/2022

End date: 6/30/2022

Value of donation up to: $2,000,000

Location: Schools and Administrative Offices

Description:
The School District has developed and implemented COVID-19 testing programs covering students and staff throughout the School District. Wawa, Inc. **offered to donate 80,000 BINAX NOW test kits to the Fund for the School District of Philadelphia for deployment** to help meet School District needs pending receipt of shipments of test kits from the federal government. This action item is a ratification and authorization request to accept Wawa's generous donation given the timing, health and safety considerations around COVID-19 testing, and test kit availability. Wawa started delivering test kits to the School District in late January, and they have been disseminated to schools and testing locations. The balance will be delivered on or before June 30, 2022.

Office Originating Request: Talent

Action Item - 25.

Title: The Student Voter Education and Registration Resolution - Added 02.10.2022

Board of Education Meeting Date: 2/24/2022

The Board of Education of the School District of Philadelphia is committed to the goal of providing all students with enriching and well-rounded school experiences that include access to resources and education about the importance of voting as well as support for eligible students in the process of voter registration.

Attached is a proposed resolution for Board consideration.

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Student Voter Education & Registration Resolution	Supporting Document

The Student Voter Education & Registration Resolution

A RESOLUTION of the Board of Education of The School District of Philadelphia to declare that we believe that we must ensure that all students have access to an education that teaches and promotes the importance of civic engagement and voter registration.

WHEREAS, the City of Philadelphia ("City") has an expressed public commitment to ensuring that the youth of Philadelphia have access to voter education and registration opportunities across the City;

WHEREAS, The School District of Philadelphia ("District") serves as a designated voter registration agency as identified in federal and state law;

WHEREAS, the Board of Education ("Board") is committed to the goal of ensuring that every student has access to core academic knowledge and opportunity of experience that will prepare them for post-secondary success;

WHEREAS, the Pennsylvania Department of Education recognizes student voter registration as an important element of preparation for adult life;

WHEREAS, the Board is committed to the goal of providing students with a well-rounded educational experience that encourages civic engagement and participation;

WHEREAS, the Board encourages students to pursue and maintain civic engagement through voter education programs, by encouraging their peers and families to become civically engaged through participation in all federal, state, and local elections;

WHEREAS, the Board recognizes and acknowledges the importance of continued partnership with local City Commissioners and key stakeholders to support the ongoing efforts to increase civic engagement and voter registration among all eligible students in the City;

WHEREAS, the Board upholds the District's expressed commitment to ensuring that every school has the resources to provide sustainable year-round opportunities for eligible students to be registered to vote before they graduate, and to continue to vote and make informed decisions about voting;

WHEREAS, the Board acknowledges voter registration as a critical component of the civic education of our students and previously designated September 24, 2019 as Voter Registration Day in The School District of Philadelphia and encouraged all schools to

use that day to educate students about the importance of voting and to support eligible students in the process of voter registration;

NOW, THEREFORE, BE IT RESOLVED, that the District shall, in accordance with law, provide eligible students with access to official voter registration information, as follows:

(1) Any request by a student to be provided voter registration materials and/or information shall immediately be provided to the appropriate school official, granting the student access to necessary information;

(2) The District shall continue to maintain its practice of providing eligible students with comprehensive information related to supporting their knowledge of civic engagement and voting rights as a critical element of social science instruction;

(3) The District shall continue to maintain the opportunity for all eligible staff to become Voter Champions within their school communities, to support eligible students to become registered to vote before they graduate;

(4) The District shall continue to maintain, annually, the fourth Tuesday of the month of September, or if school is closed that day, the immediately following school day, as The School District of Philadelphia Student Voter Registration Day, throughout the District;

(5) The District shall continue to maintain its practice of providing eligible students with year-round opportunities to engage in voter registration activities and continue to carry out year-round initiatives related to these efforts; and

(6) District-implemented voter registration education initiatives and efforts shall be non-partisan and without pressure or influence on any individual or group of individuals to register to vote for any particular political party, to vote for any particular candidate, or to solicit campaign contributions.

Action Item - 26.

Title: Settlement of Civil Action-D.P. by and through the parents of D.P. - Added 02.17.2022

Board of Education Meeting Date: 2/24/2022

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:

Purpose: To settle claim of D.P., by and through the parents of D.P., filed against the School District in a civil action

Settlement Amount: $265,000

Settlement Agreement Date: On or after 2/24/2022

Location: Administrative Office(s)

Description: Plaintiff filed a Complaint in the Eastern District of Pennsylvania in December 2019, asserting civil rights and personal injury claims against the School District and alleging serious injuries. This action item seeks approval of a settlement of $265,000 in exchange for a full and complete general release of all claims, upon approval of the Court. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of contested litigation.

Office Originating Request: General Counsel

Action Item - 27.

Title: Settlement of Civil Action-James Russell - Added 2.17.2022

Board of Education Meeting Date: 2/24/2022

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: James Russel

Purpose: To settle claim of James Russell filed against the School District in a civil action

Settlement Amount: $200,000

Settlement Agreement Date: On or after 2/24/2022

Location: Administrative Office(s)

Description: Plaintiff filed a Complaint in the Philadelphia County Court of Common Pleas in August 2019, asserting personal injury claims against the School District and alleging serious injuries. This action item seeks approval of a settlement of $200,000, in exchange for a full and complete general release of all claims. The Office of General Counsel recommends this settlement as a fair and appropriate resolution of contested litigation.

Funding Source: FY22 Operating

Office Originating Request: General Counsel

Action Item - 28.

Title: Acceptance of Donation from The Fund for The School District of Philadelphia and Authorization of Contract for Facilities Planning and Community Engagement ($1,300,000) - Added 2.22.2022 - Updated 2.24.2022

Board of Education Meeting Date: 2/24/2022

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 a donation and to execute and perform contracts, subject to funding, as follows:

Donation From:
The Fund for The School District of Philadelphia

Contracts with:
Claire Weisz Architects, LLP dba WXY Studios
Skai Blue Media

Purpose: Facilities planning and community engagement project

Donation and Contract Start Dates: 2/25/2022

Donation and Contract End Dates: 6/30/2023

Donation for up to: $150,000

Contract compensation not to exceed: $1,300,000

Justification of Donation: As a result of generous donation of funds of $50,000 from Leslie Miller and Richard Worley Foundation and $100,000 from the Philadelphia Equity Alliance via the Philadelphia Foundation the District has been provided the opportunity to receive services to support a robust facilities planning, community engagement and capital projects communication initiative. The generous donation of funds will be used to offset a potion of the costs to the District of embarking on a facilities planning and community engagement process.

Location(s):
All Schools

Description: The District intends to enter into a Contract Agreement with Claire Weisz Architects, LLP dba WXY Studios (WXY) and Skai Blue Media (SBM). The Fund will transfer to the District donated funds for the facilities planning and community engagement project.
WXY is a practice specializing in the realization of urban design, planning and architectural solutions in challenging contexts with a focus on community

engagement to build solutions. WXY will help to develop an engagement process that includes every District school community that is inclusive of the city's diversity, and is responsive to the priorities of Philadelphia's neighborhoods. WXY's role will be to lead and manage community engagement as the District works to establish a new paradigm for engagement with school communities to build trust and repair relations. WXY will also develop data driven materials, including an interactive website for use in community facilitated conversations for school communities.

SBM is a full-service multimedia communications and marketing agency headquartered in Philadelphia. They will support WXY and the District in developing and executing a transparent approach to communicating in various forms to support a robust facilities planning process.

The District intends to enter into a Contribution Letter of Agreement with The Fund whereby Leslie Miller and Richard Worley Foundation and the Philadelphia Equity Alliance via the Philadelphia Foundation will donate $150,000 to the Fund, which the Fund will then transfer to the School District.

The District intends to enter into a Contract Agreement with WXY and SBM and The Fund will transfer to the District donated funds for the facilities planning and community engagement project.

The primary goal of this contract is to develop and execute a clear, transparent and accessible community engagement process that will help inform decisions and secure community buy-in and support for the process and recommendations related to the development of a Facilities Master Plan (FMP) for the School District of Philadelphia inclusive of nearly 300 buildings, annexes, administrative buildings, and athletic fields, totaling over 25.6 million square feet. The entire process will conclude with a full FMP in Spring 2023.

Accepting these donations and contracting with these organizations supports Board Guardrail 1, Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day.

Goals and Guardrails: Guardrail 1

Funding Source(s):
FY22 Grants
FY22; FY23 Operating

Office Originating Request: Superintendent's Office

Office Originating Request: Superintendent

Action Item - 29.

Title: Contract with Various Temporary Staffing Vendors (Robert Half International, Inc. and Solomon Page Group, LLC) - No Additional Cost - Added 2.22.2022

Board of Education Meeting Date: 2/24/2022

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:
Robert Half, International Inc.
Solomon Page Group, LLC

Purpose:
To supplement the pool of temporary staffing to support administrative offices as needed

Start date: 2/25/2022

End date: 1/31/2023

Compensation not to exceed: $0

Separate Compensation by Vendor:
This action items is not requesting additional spending authorization. These two additional firms will be paid from the same aggregate amount of $7,250,000 previously approved by the Board of Education for temporary staffing services.

Location:
All locations

Description:
Previously, the district identified a qualified list of temporary staffing firms to fulfill different types of personnel needs (i.e., HR staff, budget analysis, etc.) with all Department managers to fill short term on an as-needed basis throughout the ERP project.

The District is now requesting to add additional vendors to provide temporary coverage needs or temporary-to-permanent roles when staff are on leave or transition from their roles. Given the changing nature of the labor market for central office staff roles, the District is seeking additional partnerships to address strategic hiring needs.

Supplementing the contractor pool to assist with staffing needs supports our goals and guardrails to ensure we have the staff to support the projects and priorities required of the

central office to support schools in this work.

Related resolution(s)/approval(s):
October 28, 2021: No. 10
December 13, 2018; No. 6
March 26, 2020; No. 7
June 24, 2021; No. 23

Funding Source(s):
FY23: Operating

Office Originating Request: Talent