THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION PUBLIC MEETING AGENDA

DECEMBER 15, 2022

Call to Order - Joyce S. Wilkerson, President

Roll Call - Lynn Rauch, Esq., General Counsel

Approval of Minutes - November 17, 2022

Committee Reports

Superintendent Remarks - Dr. Tony B. Watlington, Superintendent

- Board of Education - Other
  Superintendent Remarks Presentation

Action Item Questions and Answers

- Action Item Questions and Answers
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Written Testimony

- Written Testimony
  Board of Education - Other

Registered Student Speakers

- Student Speakers List
  Board of Education - Other

Registered Speakers on Action Items

- General Speakers List

Other Business - Board of Education Reorganization

Goals and Guardrails

- Progress Monitoring Report: Guardrail 3
  Board of Education - Other
- Progress Monitoring Presentation: Guardrail 3
  Board of Education - Other

Action Item

1. Adoption of Board of Education Public Meeting Schedule 2023
   Board of Education - Other
2. Contract with Brownstone Public Relations to Expand Two-Way Community Engagement Efforts ($70,000) - Withdrawn by Staff 12.8.2022

Superintendent - Contracts

3. Contract amendment with The DT Firm, LLC ($87,000)

   Superintendent - Amended Contracts

4. Approval of Personnel Hires (Update 12.9.2022)

   Talent - Other

5. Approval of Personnel Terminations (Updated 12.15.2022)

   Talent - Other

6. Administration's Recommendation for Termination of Professional Employees (Updated 12.15.2022)

   Talent - Other

7. Approval of Resignations and Retirements (Updated 12.15.22)

   Talent - Other

8. Authorization to purchase from vendors approved via the General Services Administration (GSA) Schedule 70 series contract

   Information Technology - Contracts

9. Contracts with Various Vendors on the PEPPM Master Contract - Technology Equipment and Peripherals ($4,500,000)

   Operations - Procurement - Contracts

10. Energy Performance Contract with NORESCO for the Guaranteed Energy Saving Act (GESA) 3 at Heston, Locke, Washington, Franklin, Hackett, Clemente, Ellwood, and Kirkbride Schools ($125,000,000)

    Operations - Facilities - Contracts

11. Amendment of Contracts with Wayne Moving and Storage Company, Inc., T & N Van Service and Affiliates, All Seasons Global Solutions (ASGS) - Moving Services ($2,000,000)

    Operations - Facilities - Amended Contracts

12. Amendments to Contracts with Various Vendors for Boiler Burner Repair Services ($1,200,000)

    Operations - Facilities - Amended Contracts

13. Contracts with Various Vendors for New Furniture and Equipment at T.M. Peirce Elementary School - ($3,700,000)

    Operations - Capital Programs - Capital Awards

14. Contract with Browntown Group LLC - Certified Payroll Reporting ($100,000)

    Operations - Procurement - Contracts

15. Ratification of Contract with Office Depot Business Solutions, LLC - Office Supplies - $12,000,000

    Operations - Procurement - Other

16. Amendment of Contract with SEON Design (USA) Corporation - Transportation Management System ($225,000)

    Operations - Transportation - Amended Contracts

17. Amendment to Contract with Joseph A. DeLuca Advisory & Consulting Services LLC for Program Management Services for the Office of

Environmental Management Services

Operations - Facilities - Amended Contracts

18. Authorization of School Bus Purchases from Various Vendors ($7,036,000)

    Operations - Transportation - Amended Contracts

19. Amendment to Contract with Terraphase Engineering, Inc. - Water Testing Program Management Services

    Operations - Facilities - Amended Contracts

20. Ratification of Acceptance of Grant from the Pennsylvania Department of Environmental Protection, Driving PA Forward: CY21 Truck & Bus Fleet Grant Program ($936,000)

    Operations - Transportation - Other

21. Ratification of Contract Amendment with O and S Associates Architects and Engineers for Professional Design Services for the Bayard Taylor Roof Replacement ($44,250)

    Operations - Facilities - Other

22. Ratification Amendment of Contract with The Sheward Partnership for Professional Design Services for the Kensington High School Building Envelope Improvement Project - No Cost Time Extension

    Operations - Facilities - Other

23. Contract with Gessler Construction Co., Inc. for Parking Lot Stormwater Management Improvements ($567,500)

    Operations - Facilities - Contracts

24. Amendment of Contract with Multiple Vendors - Interpretation and Translation Services

    Student Support Services - Amended Contracts

25. PowerSchool - Learning Management System ($1,750,000)

    Academic Support - Contracts

26. Review of Proposed Board Policies (REVIEW - NO ACTION) - Added 12.1.2022

    Board of Education - Other

27. Contract with Amazon.com Services, LLC. - Online Marketplace ($1,000,000) - Added 12.1.2022

    Operations - Procurement - Contracts

28. Change Orders at Various Locations ($552,110) - Added 12.2.2022

    Operations - Capital Programs - Other

29. Memorandum of Understanding with Kooth USA, LLC ($1,800,000) - Added 12.7.2022

    Student Support Services - Memorandum of Understanding

30. Teachers Institute of Phila- Teaching & Learning - MOU - AcademicSupport-FY23 - WITHDRAWN 12.13.2022

    Academic Support - Memorandum of Understanding

31. Amendment of Contract with Institute for the Development of African

American Youth, Inc. for Expansion of Safe Path School and Community Safety Corridor Program - Added 12.13.2022

Operations - School Safety - Amended Contracts

Adjourn

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

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

Title: Superintendent Remarks Presentation

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Superintendent Remarks Presentation	Supporting Document



THE SCHOOL DISTRICT OF PHILADELPHIA

Superintendent's Opening Remarks

December 15, 2022

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

District Recognition

Congratulations to President Joyce Wilkerson for Earning the 2022 Benjamin E. Mays Lifetime Achievement Award



Superintendent's Vision

The School District of Philadelphia will **achieve the Board's Goals and Guardrails**, as well as **become the fastest improving large, urban school district in the country**.



Board Goals and Guardrails

Goals

1. The percentage of 3-8 grade students who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.
2. The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.
3. The percentage of 3-8 grade students who are proficient on the state math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.
4. The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.
5. The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Guardrails

1. Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: (1) environmentally safe and clean; and (2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.
2. Every student will have a well-rounded education with arts, athletics, and other co-curricular opportunities integrated into the school experience.
3. Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.
4. Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Where We Are & Where We Are Going

- **Top Priority: Safety**
  - School Safety Measures
  - Student and Staff Wellness
- **Immediate Focus Areas**
  - Student Attendance
  - Teacher Attendance
  - At Risk for Dropout
- **Next Steps: Strategic Planning Process**



Strategic Planning Teams



- **50 central office staff, school-based staff, and students**
- Generate the content in the Strategic Plan, which will be considered by the Leadership Team

- **25 central office staff and school-based staff**
- Serve as the decision-making body for the Strategic Plan with input from other teams

- **Groups of parents/guardians, principals, teachers, school support staff, students, union representatives, central office staff, and external stakeholders**
- Provide feedback, opinions, and experiences to inform the Strategic Plan

Districtwide Attendance Data





Why Student Attendance Matters?

Students who **fail to complete their education** are more likely to experience **negative outcomes** including:

- ➔ Poverty
- ➔ Poor Health
- ➔ Time in the criminal justice system



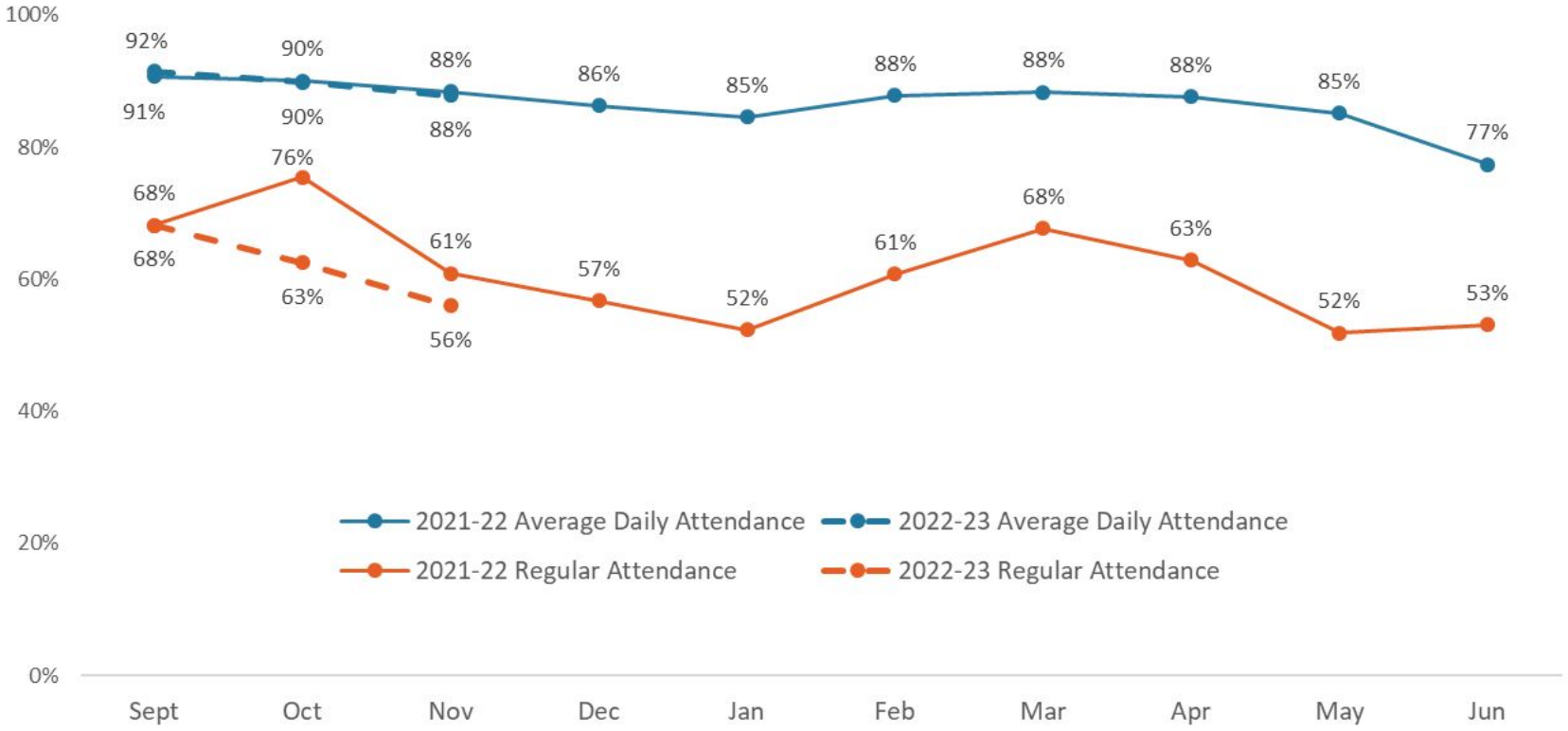
Why Teacher Attendance Matters?

- ➔ Teachers need to be present to provide benefits to students.
- ➔ Substitutes are not nearly as effective in promoting student learning.

Immediate Focus Area Tracking

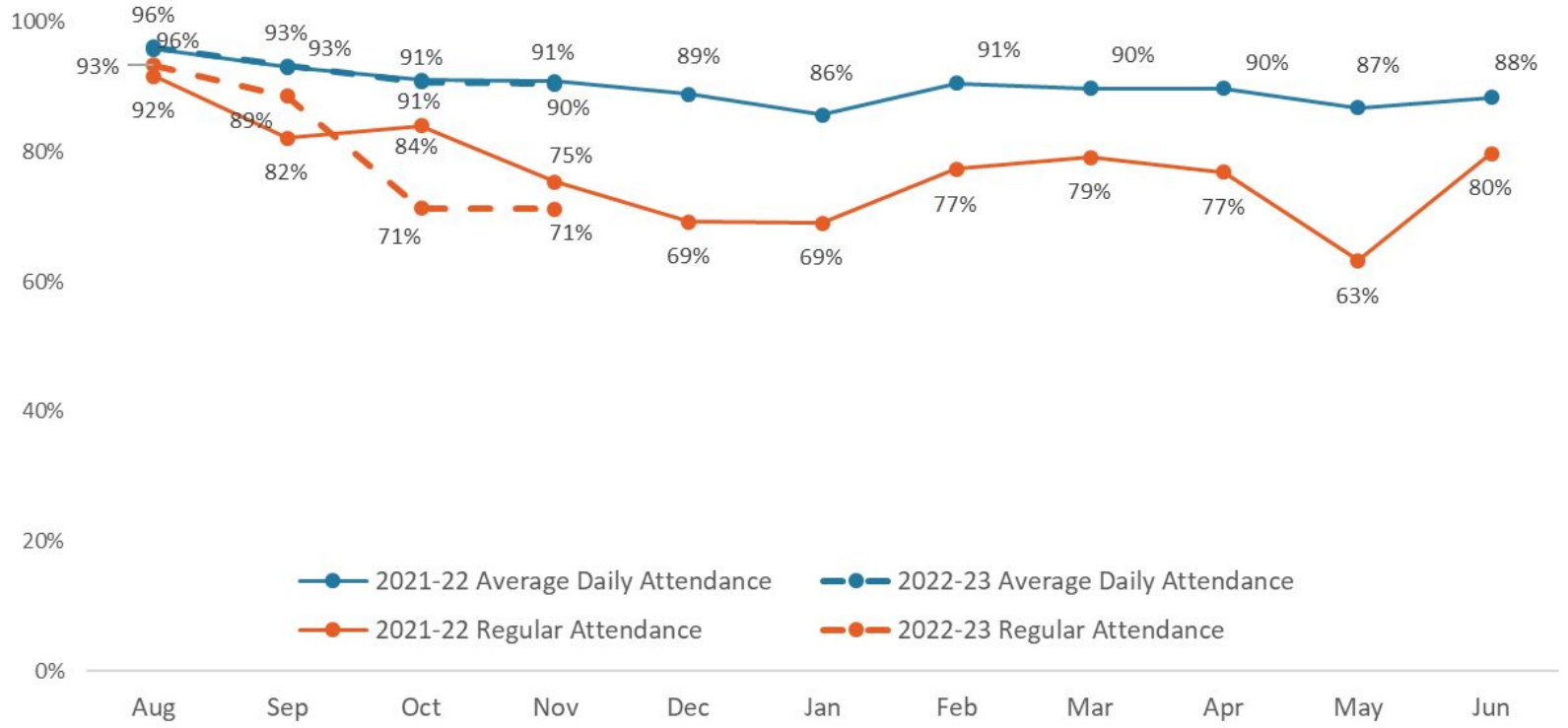
Indicators	Definition	Frequency of Monitoring	Monitoring Systems
Student Attendance	The percentage of students attending 90% or more school days in a month.	Monthly Annually	District Learning Network School
Teacher Attendance	The percentage of teachers attending 90% or more school days in a month.	Monthly Annually	District Learning Network School
Student Drop Out	Students left school without transferring or enrolled but did not show	Monthly Annually	**Awaiting Data Verification**

District-Wide Students Attendance Within Month: 2021-22 & 2022-23



Source: Qlik Climate Matters, 12/14/2022. SDP Office of Evaluation, Research, and Accountability.

District-Wide Teacher Attendance Within Month: 2021-22 & 2022-23



Source: Qlik School Employee Attendance, 12/14/2022. SDP Office of Evaluation, Research, and Accountability.

District-Wide

Student Dropouts within Month: 2021-22 & 2022-23

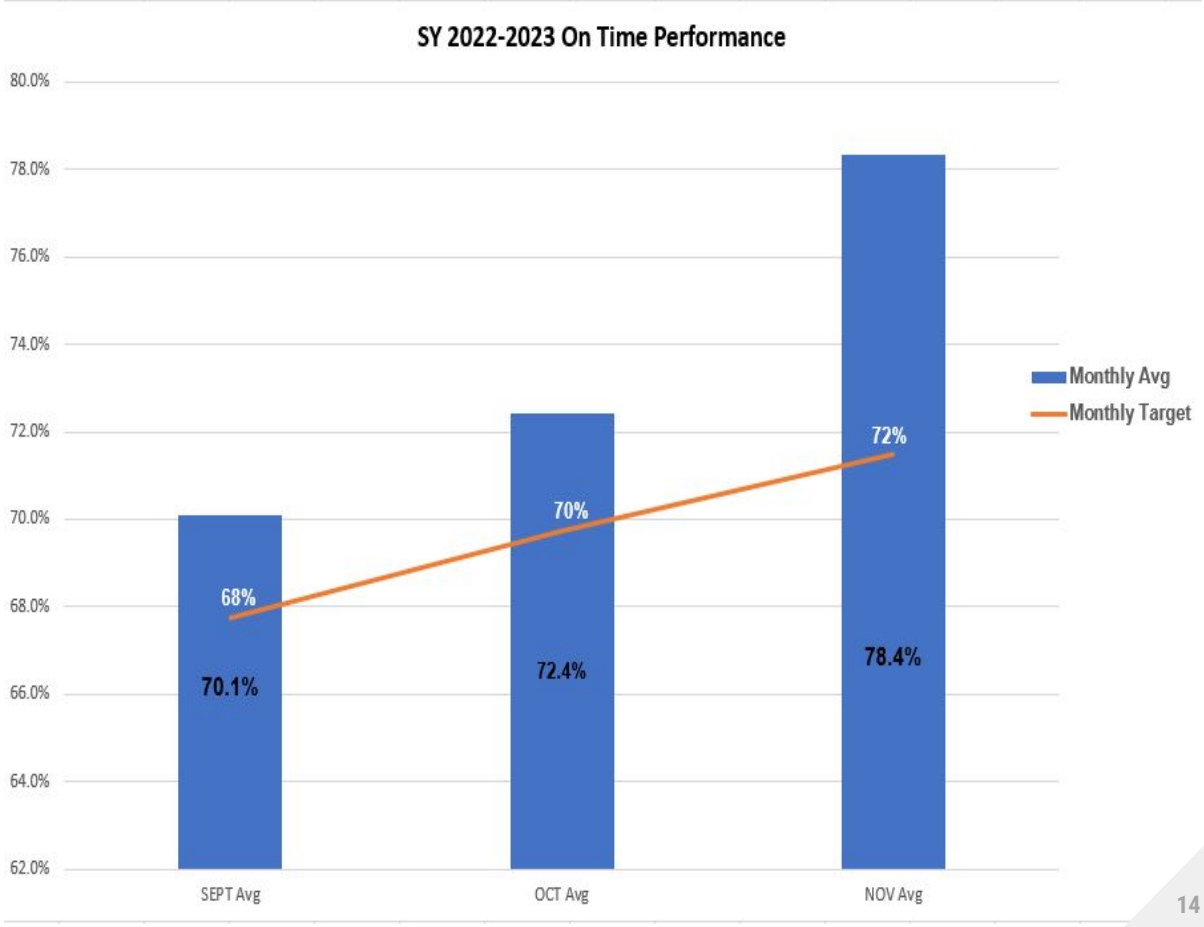
Awaiting Data Verification

Transportation Update



Transportation: On Time Performance Data

- On Time Performance Goal is 80%
- Monthly average currently exceeds monthly target (+1.75% increase)
- Our metric exceeds national standards established by Council of Great City Schools
- Transportation staff continues to audit routes for performance improvements



Action Item Questions and Answers - •

Title: Action Item Questions and Answers

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Action Item Questions and Answers	Supporting Document

The School District of Philadelphia

Board of Education
Action Item Questions and Responses
December 15, 2022

Table of Contents

Action Item Questions 1

Action Item Questions	Submitted by:	Response
6) Contract with Brownstone Public Relations to Expand Two-Way Community Engagement Efforts ($70,000) 1. Why is this action item coming from the Superintendent's Office instead of Communications? 2. What does this contract do that is different from the strategic environmental communications? 3. What is the pragmatic scope of this work? 4. What outcomes are we hoping for in order to ensure a return on investment?	Vice President Egea-Hinton Board Member Fix-Lopez	[Action item has been withdrawn.]

5. What are the deliverables? 6. How are we aligning strategies with families via the Family and Community Engagement (FACE) Office versus work in this item? 7. How does the work intersect with work that's already happening in the district?		
9) Energy Performance Contract with NORESCO for the Guaranteed Energy Saving Act (GESA) 3 at Heston, Locke, Washington, Franklin, Hackett, Clemente, Ellwood, and Kirkbride Schools ($125,000,000) 1. How do we plan for the next series of schools as it relates to the GESA projects?	Vice President Egea-Hinton	The Operations Division plans for the next series of GESA projects by identifying prospective District schools in specific geographic regions that will achieve the highest return on investment. The Operations Division works with an energy consulting firm that specializes in managing school districts energy savings initiatives to objectively assess the following factors for the purpose of informing the selection process: ● Schools with low HVAC system FCA (Facility Condition Assessment) scores ● Location, with preference giving to economically high-needs (disadvantaged) neighborhoods ● Financial viability of the project

		• Construction management approach • Proposed M/WBE approach • Savings calculation methodology • Measurement and verification of savings • Guaranteed savings history • Green and sustainable design approaches • Education/outreach for students and staff on the energy project • Energy Services Company (ESCO) client references • Reliability of equipment performance of ESCO's past retrofit projects • Performance during oral interview process Additionally, subcontractors are evaluated in the selection process considering the following factors: • Safety record – reviews of safety program and accident history • M/WBE status • Current and future workload • Past performance of work of a similar scope and size • Bonding capacity • Financial viability • Price

		All schools selected for GESA projects benefit from the heating, ventilation, and air conditioning improvements that are provided as part of the GESA contract. These benefits include increased environmental comfort and improved indoor air quality as required by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the Federal ESSER (Elementary and Secondary School Emergency Relief) funding. The GESA 1.4 project is scheduled to start in 2023 and be completed by 2024. Overall, the GESA 1 program will have completed HVAC improvement projects in twelve (12) schools by the end of 2024.
20) Ratification of Acceptance of Grant from the Pennsylvania Department of Environmental Protection, Driving PA Forward: CY21 Truck & Bus Fleet Grant Program ($936,000 1. How many buses do we have and how many are we phasing out	Board Member Danzy Vice President Egea-Hinton Board Member Salley	1. There are 370 buses in the yellow bus fleet. We have an additional 46 buses that were phased out and scheduled for auction. We have 171 buses over 15 years old, exceeding the national standard of 12 years of age. 2. Here is a chart of the current yellow bus fleet.

2. Request for a simple chart that shows how many are electric, how many are needed, etc 3. Request to see a comprehensive overview of the strategy and the bigger picture around this work 4. What's the average lifespan of our buses?		3. Our goal is to modernize the District's yellow bus fleet and have an average fleet age comparable to national standards. In order to accomplish this, our overall strategy is to continue purchasing a mix of buses including electric and clean-fuel ones to replace our aging buses. During FY22, with capital funds and awarded grants, we purchased 21 new buses (16 unleaded and 5 electric). With our most recent award of the Alternative Fuels Incentive Grant (AFIG) and Driver PA Forward - On Road Rebate (2021), we purchased 9 additional electric buses, which are scheduled for delivery in early 2023. In order to efficiently modernize the fleet and to phase out 171 buses that are over 15 years of age, we plan to diversify our fleet with alternative fuel (propane) buses in addition to electric and unleaded gasoline. The FY23 purchase plan includes 47 new buses (9 electric and 38 propane). Diversifying the yellow bus fleet will allow the District to reduce its carbon footprint and expeditiously phase out the older fleet. We will continue to apply for

		grants to supplement the cost of electric buses. 4. The average age of the fleet is 13 years. However, we have 171 buses over 15 years old, exceeding the national standard of 12 years of age.
24) Amendment of Contract with Multiple Vendors - Interpretation and Translation Services 1. How are we holding vendors accountable for ensuring that translation services provided are accurate and appropriate? 2. What are the reasons for delays in the use of services? 3. How are we ensuring that all staff are being trained in how to access and utilize translation and interpretation services that are available?	Vice President Egea-Hinton Board Member Fix-Lopez	1. To ensure services are accurate and appropriate all translated products receive a final proofreading quality service review by another individual before the final product is sent to the requestor. 2. The reasons for delays in the use of translation services are: the number of words in a document, few translators available to translate more obscure languages, complexity of the document, number of projects, competing priorities that require translating some documents before others. Additional delays include: document formatting, proofreading, and requestors making additional edits in documents submitted for translation.

4. How are we collecting data, particularly on the usage of translation and interpretation services that are available to schools? 5. How can we improve our use of services being offered? How do we standardize the use of these services across schools? How are we ensuring we are utilizing the serves correctly? 6. Why are we utilizing three different vendors to provide the services?		3. Annually, quick reference guides for accessing telephonic interpretation as well as requesting translation and interpretation services are shared with school leaders, department heads, secretaries, counselors, family engagement liaisons, bilingual counseling assistants, and other school-based positions who support parents and guardians whose primary language is not English. Instructions for how to request translation services also exist on the Office for Family and Community and Engagement (FACE) website. 4. Translation and interpretation requests forms allow us to collect, track, and monitor translation and interpretation services. 5. Board Policy 139 standardizes the use of these services across schools. FACE provides training and resources for school-based and district-level personnel on language access support. In September 2022, the Language Access Concern Form was launched, which allows individuals to report concerns.

		6. At this time, it would not be more efficient/effective to use a single vendor as we know of no local vendors that have the capacity to support the volume of District translation and interpretation work. Three vendors have allowed us to increase the number of languages translated, improve the time to complete requests, and better support simultaneous requests. This approach has also limited the risks of project rejection based on timeline, completing vendor requests, and contractor language capacity.

Written Testimony - •

Title: Written Testimony

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Written Testimony	Supporting Document

GREATER PHILADELPHIA EXTRACURRICULAR COLLABORATIVE

Testimony for School District of Philadelphia Board of Education

Laura Johnson, Sunrise of Philadelphia

December 14, 2022

Hello, my name is Laura Johnson. I serve as Deputy Executive Director of Sunrise of Philadelphia and a member of the Greater Philadelphia Extracurricular Collaborative (GPEC). The mission of Sunrise of Philadelphia is to support youth who face adversity to discover their strengths, experience success, and prepare for their future. Since Sunrise's founding in 1999, Sunrise has offered quality out-of-school time programming in partnership with neighborhood public schools across Philadelphia. The Sunrise approach unites caring staff, families, schools, and communities to help young people stay on track to high school graduation and connect to post-secondary opportunities.

Today, I am here as a member of the Greater Philadelphia Extracurricular Collaborative (GPEC) and I want to encourage Dr. Watlington and the School Board to establish an Office of Extracurricular Partnerships, which will allow the District to better meet Guardrail 2 to improve student outcomes. This office would serve as the primary point of contact for all out-of-school time (OST) providers working in Philadelphia schools across funding streams; would report to the superintendent; and would create a common table for District and City officials, principals, and OST providers to coordinate.

Today I would like to discuss the numerous benefits that afterschool programs bring to students as individuals, the district as a system and how this above mentioned office would help to meet Dr. Watlington's goal to become the fastest improving district in the country. In June 2021 a PA Joint State Government Commission released a Return on Investment (ROI) of Afterschool Programs in Pennsylvania (report attached). The ROI overall shows that students who participate in afterschool and OST programs perform better in school and have improved educational outcomes when compared to youth who do not participate. A compendium of studies of PST program by the Afterschool Alliance showed academic outcomes including (Pg. 46):

- Improved school attendance and engagement in learning
- improved test scores and grades
- students at the greatest risk showed the greatest gains
- frequency and duration of afterschool participation increases benefits

c/o Children First PA
990 Spring Garden St, #200
Philadelphia, PA 19123

Office 215-563-5848
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Email info@childrenfirstpa.org

Web: childrenfirstPA.org
Social: childrenfirstpa

I have also attached a presentation from Dr. Terry Peterson highlighted the opportunities available to school districts to improve and expand access to afterschool and OST programs by leveraging the ARP ESSER funding that has been designated for afterschool programs. The district is currently directly funding afterschool programs through this funding, including Sunrise of Philadelphia. In order to ensure these programs are functioning at their highest level, leverage other programming funded by the state and city, and help ensure sustainability of these opportunities for youth, the Office of Extracurricular Partnerships should be opened with urgency and in partnership with programs providing this work.

Thank you,

Laura Johnson
Deputy Executive Director
Sunrise of Philadelphia
GPEC Leadership Team Member

Ashley Redfearn [redacted]

A LETTER TO THE PHILADELPHIA SCHOOL DISTRICT AND SCHOOL BOARD
12-14-2022
Dear Philadelphia School District and Board Members,

As you may know, Pennsylvania Value-Added Assessment System (PVAAS) data was recently released. We are writing this letter to provide an update and share that Memphis Street Academy (MSA) continues to not only meet but exceed the expectations for growth among its students.

In fact, growth scores illustrate that MSA is exceeding the standard for growth in Math and Science, and meeting the standard for growth in English Language Arts. Takeaways include:

- MSA's PVAAS 3-Year Composite Score Average in grades 6, 7, 8 underscore that the teacher's group of students exceeded the growth standard.
- In comparison to the state of Pennsylvania, MSA is above at 52.2% versus the state, at 12.1%.

We will continue to provide details so you can stay abreast of Memphis Street Academy's milestone achievements as well as the efforts that go into ensuring our students continue receiving the best educational experience and support possible.

Thank you,

Ashley Redfearn, CEO, American Paradigm Schools
Steven Bilski, CEO, Memphis Street Academy

Testimony, Board of Education, 12/15/22
Dr. Cheri Micheau, Former ESOL Teacher, OMCP Manager and Post-secondary Teacher Educator

There are several English Learner issues that continue to be ignored by the School District of Philadelphia, despite frequent testimony from my colleagues and me. Following is a list of concerns, all of which have been introduced multiple times, but have never been seriously addressed by the Board:

A. **Newcomer programs:** I understand that there is no plan to place newcomer programs in one or more middle and high schools next fall. Another year could go by without any meaningful effort to address a population that is not succeeding. There has been a need for many years for effectively planned and implemented newcomer programs—-indeed, a newcomer/international high school and middle school—-and there seems to be little will to move forward. Why? A number of new high school programs have been initiated in these past ten years; more and more dual language programs are being added; entire new high schools have been opened….and yet, newcomers continue to receive only very substandard services. Many excuses have been offered, including a concern that a newcomer program is "segregationist," but in the SDP's focus on equity, newcomers deserve a program that effectively meets their needs——that is equity, and this is legally required by law and legal decisions on English Learner education. As noted many times, the current newcomer program suffers from a lack of autonomy in rostering, unfortunate staffing decisions, apparent lack of support by administrators for developing an innovative program, and a lack of appropriate curriculum to move newcomers forward.
B. **Graduation:** It is concerning that absolute newcomers can graduate from high school within their first year in the U.S. despite very limited English; newcomer students with extremely limited English can arrive in February or March and still graduate because of the overly generous awarding of credits from their home countries—-an attempt to beef up graduation numbers at ELs' expense. For those who want to go on to college, this lack of time to learn English and inadequate language and content instruction will result in their having to pay tuition for remedial classes.
C. **BCAs:** There is a lack of sufficient BCA support in many schools because of staffing challenges caused, at least in part, by very low salary for a position that is so essential in a school with English Learners. Surprisingly, there is no consideration of BCAs' educational background in the salary structure; a BCA applicant with a Master's degree would be paid the same as a high school graduate. Also, there is no consideration of how new a school is to ELs and their

families in assigning BCAs; a school that is suddenly and unexpectedly flooded with newcomers should receive significant BCA support in their first years working with this population, even if the total number is lower than the "required minimum number" for a school to receive a BCA. In other words, the assignment of BCAs should be done by considering context, as well as pure numbers.

D. **PD:** We have spoken about the lack of meaningful professional development that addresses the needs of English Learners beyond QTEL training, and the lack of strong support—-and even a strong push— for teachers to attend QTEL. This includes the lack of second language-specific PD for ESOL teachers and also lack of PD that introduces ELs' needs (in areas such as curriculum or assessment or a specific content area) in more than a single Power Point slide. In my opinion, the "one Power Point slide" approach to addressing English Learners' needs is symbolic of how the District sees, and undervalues, ELs and their families: Mention them, but never really meaningfully and deeply respond to their needs.
E. **Policy 138**: Policy 138 for English Learners and dual language students makes a lot of promises for English Learners, but there is no apparent attempt to hold the SDP accountable for actually implementing that policy. Why does the Board not require various offices to report on how they are implementing their policies, to highlight their successes and to outline plans for addressing failures?
F. **Guidelines**: It is imperative that principals be informed, and frequently reminded, of certain procedures and guidelines related to English Learners and their families; and principals' supervisors need to hold them accountable for following these guidelines. For example: 1. It is legally required that a fully trained and qualified interpreter be present at any IEP meeting; it is not sufficient to use a random teacher, parent, community member, or other school staff member for this purpose. If a BCA is unavailable, the best option is using Language Line, since those interpreters are highly qualified and (we hope) objective. 2. English Learners should be clustered into as few elementary classrooms per grade as possible, so that ESOL teachers are better able to coordinate with their classroom teachers and to push in and/or pull out to reinforce what is actually happening in the classroom. If an ESOL teacher is faced with supporting many, many different classrooms, it becomes impossible to provide targeted and effective second language support. 3. ESOL teachers should never be pulled from ESOL instruction to serve as interpreters; this is especially problematic, since students are thus being deprived of their legally mandated ESOL time. ESOL teachers may be deployed as substitutes, but only in the rotation in which all teachers are called upon to sub; ESOL instruction is legally mandated, after all, and should not be a "throw-away" class. 4. Where feasible, all communication with families should be carried out in the families'

preferred languages. While the translation office cannot always help with daily communication and not every school has a BCA for every language, there are multiple resources that can be employed for communicating with families, such as Language Line and Google Translate—-the latter not perfect, but better than an all-English approach.

From: Horace Clouden

December 13, 2022

Subject: Action Item 28 - stop this monthly practice of paying for things that should not be considered.
To: Board of Education
Action Item - 28.
Title: Change Orders at Various Locations ($552,110) - Added 12.2.2022

Board of Education Meeting Date: 12/15/2022

Action under consideration

The Administration recommends the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform amendments of contracts for change order modifications to on-going construction projects at various locations, as follows:

With:
Allstates Mechanical, Ltd.
BSI Construction, LLC
Ernest Bock & Sons, Inc.
Five Star, Inc.
Geppert Brothers, Inc.
Hyde Electric Corporation
Madden Electric Associates, Inc
Murphy Quigley Company, Inc.
Robert Michaels and Associates, Inc.
Smith Construction, Inc.

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

Start Date: 12/16/22

End Date: Through project completion

Compensation not to exceed: $552,110

Separate Compensation by Vendor and Location:
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; $45,842
Murphy Quigley Company, Inc. - General Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $25,523
Smith Construction, Inc. - General Contract - Door Replacement at Catharine, Joseph W. Elementary School; $6,384
Murphy Quigley Company, Inc. - General Contract - Annex Demolition at Lea, Henry C. Elementary School; $21,455
BSI Construction, LLC - General Contract - New Construction at Peirce, Thomas May Elementary School; $1,075,951
Geppert Brothers, Inc. - General Contract - Demolition at Peirce, Thomas May Elementary School; ($800,122)
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $12,955
Five Star, Inc. - Plumbing Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $57,638
Hyde Electric Corporation - Electrical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $18,626
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Richmond Elementary School; $8,528
Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School; $73,682
Robert Michaels and Associates, Inc. - General Contract - Classroom Modernization at Vare - Washington Elementary School; $5,648

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.

The total number of construction contracts relative to the change orders is 11, with a value of $57,788,570. For the month of November, the change order total is $552,110, which is .97% of the total value of the aforementioned 11 construction contracts. Our current change order rate on all open construction contracts is 2.84%, of which 1.03% are design errors and omissions, 1.03% are unforeseen conditions and 0.78% are owner’s requests.

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

Funding Source: FY 23 Capital Budget

Related resolutions(s)/approval(s):
August 20, 2020; No. 12
April 22, 2021; No. 18
January 30, 2020; No. 24
November 19, 2020; No.7
September 23,2021; No. 13
January 28, 2021; No. 11
April 22, 2021; No. 16

Office Originating Request: Operations - Capital Programs

To the Board: The Board needs to ask the Superintendent to ask the Office of Capital Programs to compile a list of companies where there is a history of abusing the District. Why are we paying for design errors and what is the process for owner's request? Why is this not included in the original design (owner's request)? This monthly practice needs to stop.

Respectfully,
Horace Clouden
West Philadelphia Parent and Community Advisory Council Representative

From Horace Clouden

December 13, 2022
Subject: Action Item 29 To Say No to another pilot program with access to the minds of the children and their environments. Stop saying yes because it's a MOU (free to the District).

Action Item - 29.
Title: Memorandum of Understanding with Kooth USA, LLC ($1,800,000) - Added 12.7.2022

Board of Education Meeting Date: 12/15/2022

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:
Kooth USA, LLC

Purpose:
To assist with supporting students' mental health needs by reducing barriers and increasing student access to social, emotional, and mental health services and supports

Start date: 1/1/2023
End date: 6/30/2025

Value of Services not to exceed:$1,800,000

Location:
All Middle Schools; All High Schools;
Fitzpatrick, A. L. School
Anderson, Add B. School
Locke, Alain School
Greenfield, Albert M. Scihool
Adaire, Alexander School
Stearne, Allen M. School
Hamilton, Andrew School
Morrison, Andrew J. School

Day, Anna B. School
Lingelbach, Anna L. School
Harrington, Avery D. School
Bache-Martin School
Comegys, Benjamin B. School
Franklin, Benjamin K8 School
Bridesburg School
Henry, Charles W. School
Arthur, Chester A. School
Cook-Wissahickon School
Fell, D. Newlin School
McDaniel, Delaplaine School
Allen, Dr. Ethel School
Rhodes, E. Washington Elementary School
Gideon, Edward School
Heston, Edward School
Steel, Edward T. School
Stanton, Edwin M. School
Kirkbride, Eliza B. School
Allen, Ethan School
Bregy, F. Amedee School
Jackson Coppin, Fanny School
Fitler Academics Plus School
Hopkinson, Francis School
Edmonds, Franklin S. School
McCall, General George A. School
Meade, General George G. School
Kearny, General Philip School
Childs, George W. School
Nebinger, George W. School
Sharswood, George W. School
Spruance, Gilbert School
Disston, Hamilton School
Brown, Henry A. School
Lea, Henry C. School
Houston, Henry H. School
Munoz-Marin, Honorable Luis School
Dobson, James School
Blaine, James G. School
Ludlow, James R. School
Rhoads, James School
Cooke, Jay School
Jenks Academy for Arts and Sciences
Barry, John Elementary School

Hartranft, John F. School
McCloskey, John F. School
Taggart, John H. School
John Hancock Demonstration School
Welsh, John School
Greenberg, Joseph School
Brown, Joseph H. School
De Burgos, Julia School
Juniata Park Academy
Kenderton Elementary School
Waring, Laura W. School
Cassidy, Lewis C. Academics Plus School
Farrell, Louis H. School
Washington, Martha School
Bethune, Mary M. School
Mayfair School
McMichael, Morton School
Northeast Community Propel Academy
Olney School
Overbrook Educational Center
Overbrook Elementary School
Dunbar, Paul L. School
Penrose School
Potter-Thomas School
Pollock, Robert B. School
Lamberton, Robert E. School
Morris, Robert School
Blankenburg, Rudolph School
Mitchell, S. Weir Elementary School
Penn Alexander School
Gompers, Samuel School
Pennypacker, Samuel School
Shawmont School
Southwark School
Spring Garden School
Decatur, Stephen School
Duckrey, Tanner G. School
Roosevelt Elementary School
Holme, Thomas School
Finletter, Thomas K. School
Mifflin, Thomas School
Marshall, Thurgood School
Vare-Washington School
Bryant, William C. School

Longstreth, William C. School
Kelley, William D. School
Dick, William School
Hunter, William H. School
Ziegler, William H. School
Meredith, William M. School
McKinley, William School

Renewal Options: Yes

Number of Options: 2
Duration of each option to extend: Years: 1 Months:

Description:

Kooth USA, LLC (Kooth) is an international leader in providing online youth mental health support for students in grades 6 through 12. In partnering with Kooth, School District of Philadelphia (District) students will gain access to an online mental health community that they will be able to utilize when they are in and out of school. This support is intended to enhance existing mental health services. The District has the opportunity to be one of the few pilot programs in Pennsylvania.
Students will have access to three types of support via the platform: (1) therapeutic content and activities that they can utilize as needed (for example, articles, daily journal, resources on specific mental health topics); (2) peer support via discussion boards, which is an anonymous space where students are able to share their thoughts and feelings with other students, which can be in the form of a question, poetry, or an essay; and to ensure each student's safety, Kooth representatives monitor the discussion boards and will follow District protocol if content is identified; and (3) students can access Pennsylvania-licensed counselors for professional support using the messaging service and live-chat features that are available on the online platform.
The service is valued at $1.8 million dollars. We are receiving this service as an in-kind donation as part of the state's program.
As the mental health needs of youth grow, it is imperative that resources are provided that meet their needs, are accessible, and are youth-centered. To ensure that this service would support students' needs that are identified in the Board of Education's Guardrail, such as spaces with inclusive climates that provide students with access to robust social, emotional and mental health supports, a group of District students met with representatives from Kooth and learned about the service and posed questions to the Kooth representatives. Student involvement is important to Kooth and implementation will include a student advisory council to assist with implementation and provide ongoing feedback regarding service.

Kooth will provide the District insight and pulse reports which will provide additional information on the mental health landscape about our students. This includes information on topics such as sleep difficulties, suicidal thoughts, issues with relationships and school. By partnering with Kooth, we expect that (1) students will report an increased ability to access mental health support, (2) students who utilize Kooth will report a meaningful experience and would utilize again, and (3) platform utilization data will show increase in utilization over the school year.

To the Board: Just look at the number of schools listed, how can there be equal access of quality services? This is a pilot program. Can any of these children afford any mistakes? Let's look at the points in the action item. Point # 1: student supports – remember 70% of these students can't read on grade level. Point #2 peer space – where is the in-house creativity and is this duplicating any existing support? Point # 3 Counselors – is this duplicating the counseling services that the school district provides?

Here is another example of a company receiving monies ($1.8 billion) **off the backs of our students**. This is a MOU to **have access to half of the student population** and for an end result of **trial and error and to produce platform utilization data**. Let them perform their pilot program somewhere else. Let the support be in the form of **person to person** not someone over the internet. Open up these schools one day a week for the community to get involve with the mental health of the children with **welcoming events**.

Respectfully,
Horace Clouden
West Philadelphia Parent and Community Advisory Council Representative

Registered Student Speakers - •

Title: Student Speakers List

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Student Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
STUDENT SPEAKERS LIST
DECEMBER 15, 2022

Registered Student Speakers

1. Philip Dorn, Student - Julia R. Masterman
   Topic: High School Selection Process

2. Dominic Takacs, GAMP
   Topic: Special Education

Registered Speakers on Action Items - •

Title: General Speakers List

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
General Speakers List	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
ACTION MEETING
SPEAKERS LIST
DECEMBER 15, 2022

Registered Speakers

1. Lisa Haver, APPS
   Topic: Action Item 25, PowerSchool - Learning Management System

2. Justin Ennis, ASAP
   Topic: Lessons Learned from Salt Lake & Pittsburgh OST offices

3. Kristin Luebbert, District Staff Member
   Topic: Student Support in Schools

4. LeQuyen Vu, Community Member
   Topic: OST Programming

5. Maya Heiland, Community Member
   Topic: Boston Public School District's OST Administration and Why Philadelphia Should Model

6. Tawanna Jones, Community Member
   Topic: How the District Can Leverage its Resources with Better Coordination of OST

7. Christian Holland, District Staff Member
   Topic: Testimonies

8. Maddy Booth, Community Member
   Topic: Releasing more ARP funds for more OST programming

9. Judith Taggart, Community Member
   Topic: Charter Renewal

10. Rachel Whitley, Community Member
    Topic: Zhang Sah/OST Coordination

11. Khadijah Abdul-Jabbar, Community Member
    Topic: Black Charter Schools

12. Tiffany Johnson, Community Member
    Topic: Black Charter Schools

13. Lawrence Jones, Community Member
    Topic: Black Charter Schools

14. Mama Gail Clouden, Community Member
    Topic: Parent/Community Engagement

15. Horace Clouden, PCAC
    Topic: Sayre Pool

16. Leah Clouden, Community Member
    Topic: Community Engagement/Sayre Pool

17. Jon Landau, Community Member
    Topic: Forced Enrollment in JROTC Programs

18. Donald Litman, Community Member
    Topic: Patronage and Nepotism in the District

19. April Marinell, District Staff Member
    Topic: Needs of English Learners/New Teachers

20. Amanda Diesel, Parent/Guardian
    Topic: Facilities/Safety

21. Cari Akula, Parent/Guardian
    Topic: Communication

22. Darryl Seaford, Parent/Guardian
    Topic: Advocating for Charter School Culture

23. Ilene Poses, APPS
    Topic: Spending Priorities

24. Cathy Roccia-Meier, Community Member
    Topic: IU

25. Christian Dillard, Community Member
    Topic: Experience as an SDP Student/Guidance to Purpose through Support (G.P.S)

26. Anne Dorn, Parent/Guardian
    Topic: Magnet School Selection Process

Goals and Guardrails - •

Title: Progress Monitoring Report: Guardrail 3

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Progress Monitoring Report: Guardrail 3	Supporting Document

Partnering with Parents & Family Members, Guardrail 3:

Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

Guardrail Indicator 3.1:

The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 24.2% (52 schools) in August 2020 to 61.9% (133 schools) by August 2026.

Guardrail Indicator 3.2:

The percentage of schools that have a School Advisory Council (SAC) that holds the required minimum number of meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (216 schools) by August 2026.

Contents

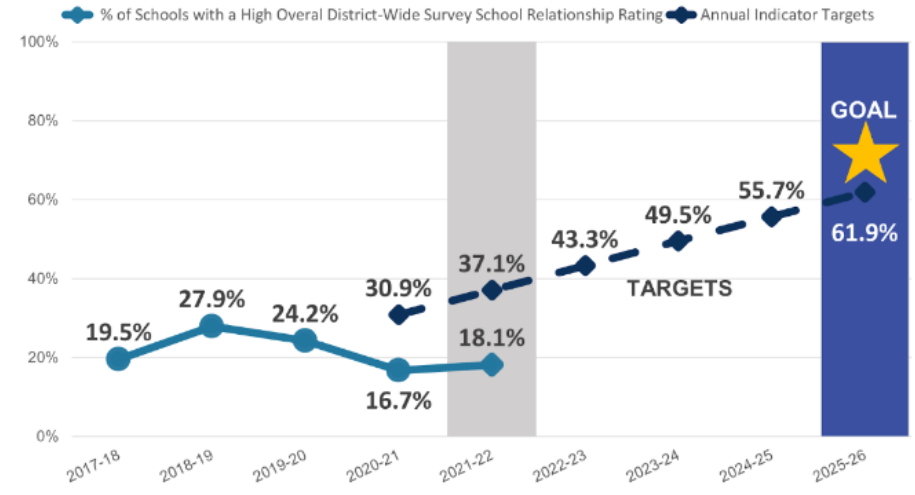
Page 2	Guardrail 3.1 Performance: Overall
Page 3	Guardrail 3.2 Performance: Overall
Page 4	Endnotes

Performance Color Legend



The percentage of schools with a high Relationship Score decreased since 2019-20 and is below the target.

Guardrail Indicator: Overall Progress	Off Track

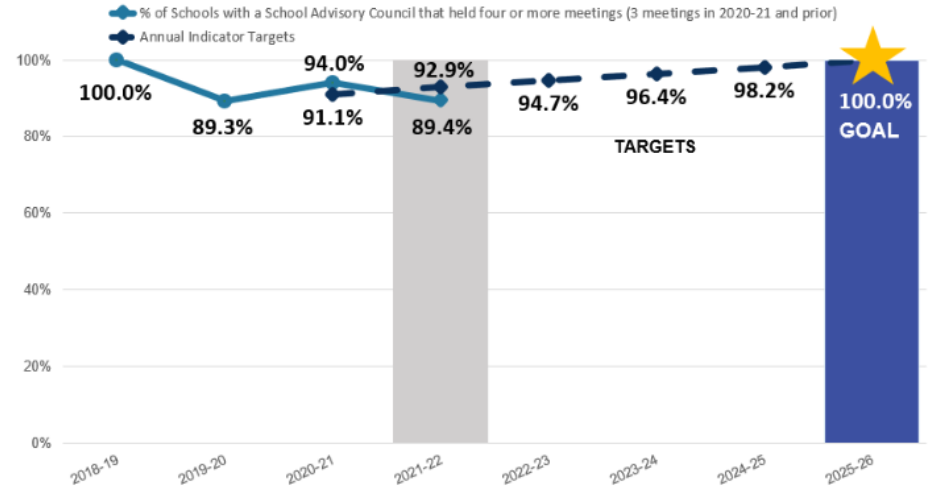




- Our 2021-22 target for Guardrail Indicator 3.1 was 37.1% of schools will have a high relationship score. We are Off Track on this Indicator.
- Data represents the first year since 2018-19 that students were in schools for a full year.
- Progress is negatively impacted by schools with low or no survey participation. Of the 127 schools with survey results, 31% met Guardrail Indicator 3.1.
- In addition to the 39 schools meeting the goal, 75 schools are within 1 point of meeting the high relationship score.

The percentage of schools with a School Advisory Council (SAC) that meets the required number of times per year decreased from last year and misses the target.

Guardrail Indicator: Overall Progress	On Track





- Our 2021-22 target for Guardrail Indicator 3.2 was 92.9% of schools will have a School Advisory Council (SAC) that meets four or more times a year. We are On Track on this Indicator.
- The required number of meetings changed from 3 or more between 2018-19 and 2020-21 to 4 or more in 2021-22, which accounts for the slight decrease from last year.

A high School Relationship Topic score is considered a school-level School Relationship topic score of 8.0 or higher and includes all accepted responses. For the District Wide Survey Response Rates, Parents/Guardians are counted by household, with a household counted for each school one of the household's student(s) attend.

Starting in 2021-22, the required number of School Advisory Council (SAC) meetings required to meet Guardrail Indicator 3.2 rose from 3 to 4 meetings. This change was made to align to The Office of Family and Community Engagement's requirement that SACs should hold at least four meetings per year.

Goals and Guardrails - •

Title: Progress Monitoring Presentation: Guardrail 3

Board of Education Meeting Date: 12/15/2022

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Progress Monitoring Presentation Guardrail 3	Supporting Document



Progress Monitoring

Guardrail 3: Parent and Family Engagement

December 2022

Progress Monitoring: Family Engagement - Guardrail 3

Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

Our indicators will measure progress towards ensuring our schools are welcoming to parents and families:

1. The percentage of schools with a high District-wide Survey School Relationship rating.
2. The percentage of schools that have a School Advisory Council (SAC) that holds the required minimum number of meetings per year.

What is included in the first Guardrail Indicator?

Subtopic	Respondents	Questions
School Relationship	Parents/ Guardians	• Parent activities at my child's school are scheduled at times that I can attend. • I know how to contact my child's teacher(s). • I am treated with respect in my child's school. • I am satisfied with the response I get when I contact my child's school with questions or concerns. • I feel welcome in my child's school.

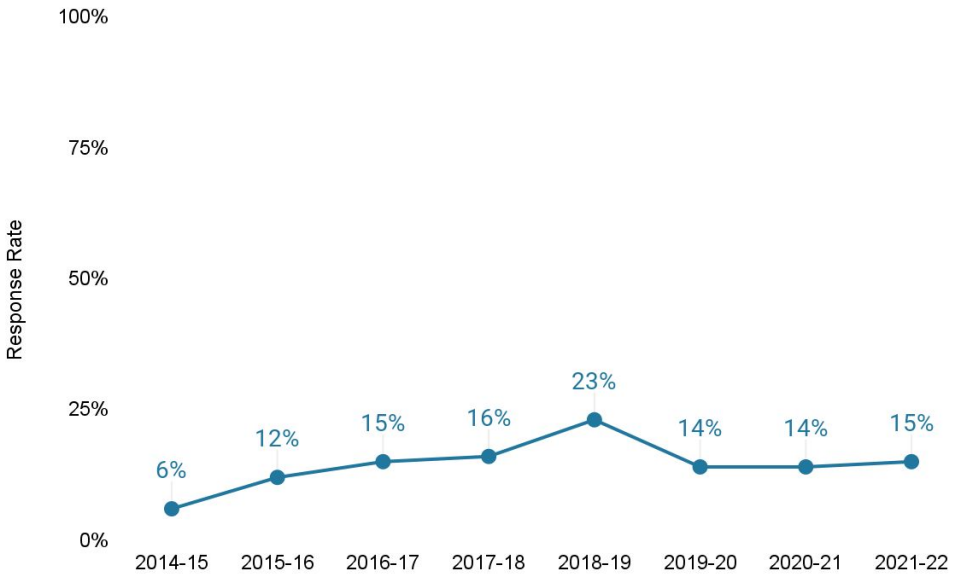
What is a “High” Rating?



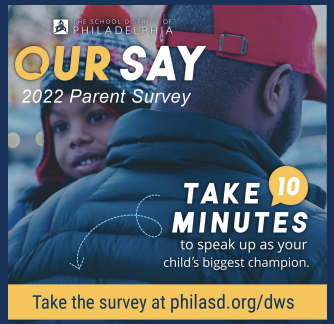
School Relationship Scores are out of **10**

School Relationship Rating Score of 8.0 or above = High

Parent/guardian participation on the District-wide Survey increased from 2014-15 through 2018-19.



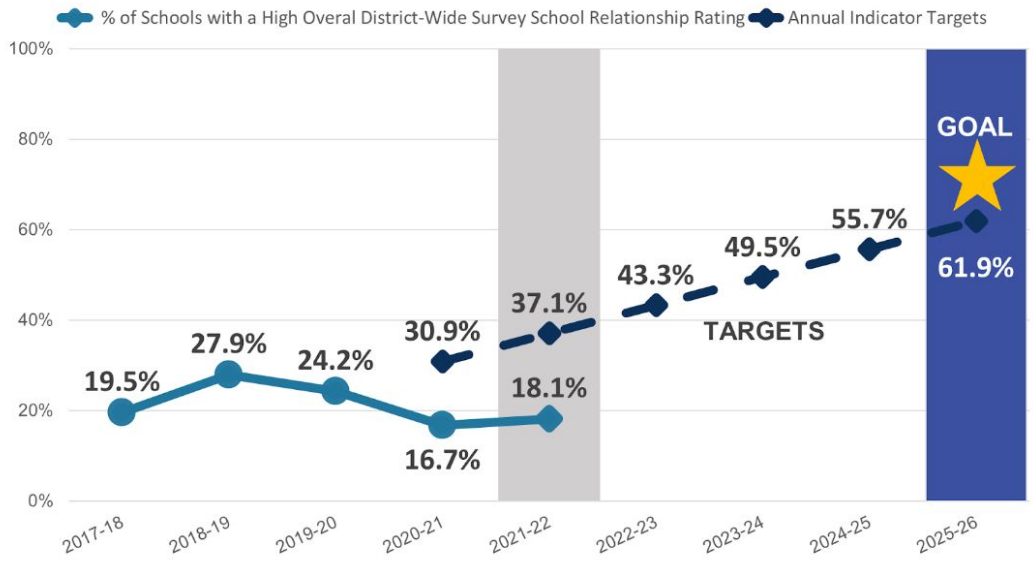
Note: Parent/Guardian response rates in 2017-18 and earlier were calculated by enrolled student. In all other years, the response rate was calculated by household.



- The survey was administered during virtual learning in 2019-20 and 2020-21.
- Parent/guardian participation decreased during the pandemic, when schools were unable to support in-person survey administration.
- Across all years, parent/guardian participation is higher in elementary schools compared to middle and high schools.
- Participation varies across networks and schools.

The percentage of schools with a high Relationship Score decreased since 2019-20 and is below the target.

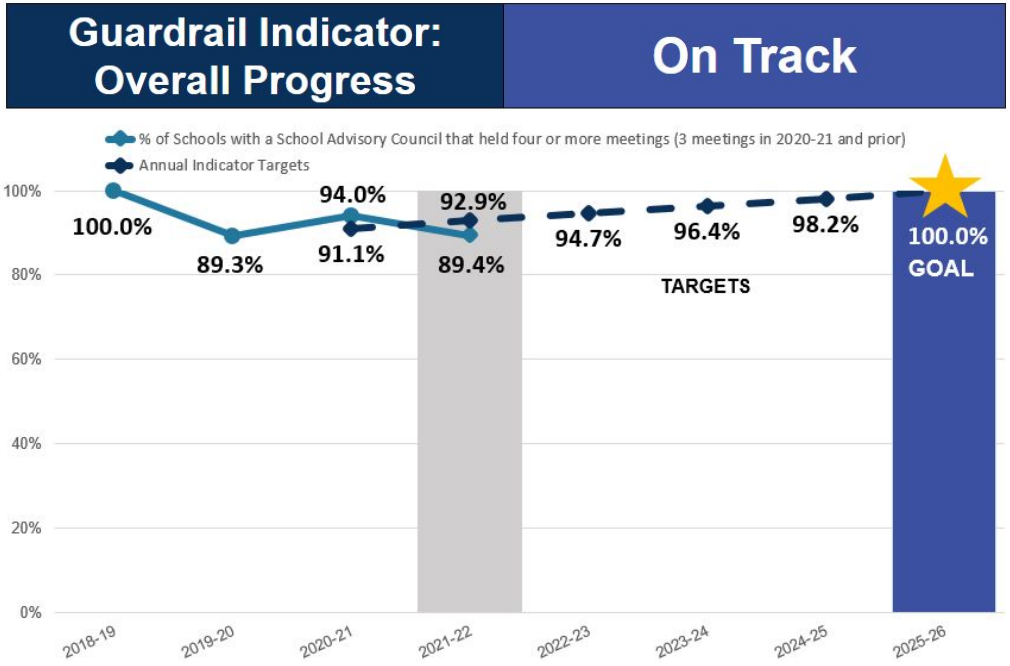
Guardrail Indicator: Overall Progress	Off Track





- Our 2021-22 target for Guardrail Indicator 3.1 was 37.1% of schools will have a high relationship score. We are Off Track on this Indicator.
- Data represents the first year since 2018-19 that students were in schools for a full year.
- Progress is negatively impacted by schools with low or no survey participation. Of the 127 schools with survey results, 31% met Guardrail Indicator 3.1.
- In addition to the 39 schools meeting the goal, 75 schools are within 1 point of meeting the high relationship score.

The percentage of schools with a School Advisory Council (SAC) that meets the required number of times per year decreased from last year and misses the target.





- Our 2021-22 target for Guardrail Indicator 3.2 was 92.9% of schools will have a School Advisory Council (SAC) that meets four or more times a year. We are On Track on this Indicator.
- The required number of meetings changed from 3 or more between 2018-19 and 2020-21 to 4 or more in 2021-22, which accounts for the slight decrease from last year.

Transition Team and Listening & Learning findings included issues related to Parent and Family Engagement.

Transition Team Recommendations:

Invest in new **FACE liaison positions** to further strengthen connections between schools and families and to help families better understand and access District resources. Launch a new two-way communication and discussion **management tool** to support in-person, community-based conversations throughout the year.

Make it easier for families to navigate the District and access key information by **redesigning the District website** and expanding communications efforts.

Evaluate the content, implementation, and effectiveness of current parent and family engagement policies, including **School Advisory Councils** and **School Engagement Plans**, and develop strategies to improve: school-family communication; parent and family involvement in decision making; and school-family collaboration and conflict resolution.

Listening & Learning Findings:

Families expressed that the way the District asks for feedback can feel performative because it is not clear whether feedback was considered when making decisions and if so, how.

Families lamented that important communications, often about logistical issues, are made last minute and can be unclear. Efforts to contact someone at the District can be frustrating when calls and email are not answered. This results in a lack of trust between families and the District.

Stakeholders also acknowledged that a lack of trust between families and the District is often the result of their past experiences.

Stakeholders believe that good school leaders involve students, families, and school staff in decision-making.

Next Steps



Short-term

- Upcoming Action Items
  - RFP for customer service system
  - Staff to support family and community engagement
- Address Central Office customer service approach

Long-term

- Consider parent/guardian engagement during Strategic Planning.

Action Item - 1.

Title: Adoption of Board of Education Public Meeting Schedule 2023

Board of Education Meeting Date: 12/15/2022

The Board of Education of the School District of Philadelphia adopts the following public meeting schedules for the 2023 calendar year - Public Action Meeting, Policy Committee, and Public Hearings

Public Action Meeting Schedule

- January 26, 2023 - Action Meeting
- February 23, 2023 - Action Meeting
- March 23, 2023 - Action Meeting and Adoption of Lump Sum Statement
- April 6, 2023 - Budget Hearing
- April 20, 2023 - Action Meeting
- May 25, 2023 - Action Meeting and Budget Adoption
- June 29, 2023 - Action Meeting
- July 13, 2023 - Action Meeting (TRAN)
- August 17, 2023 - Action Meeting
- September 21, 2023 - Action Meeting
- October 19, 2023 - Action Meeting
- November 16, 2023 - Action Meeting
- December 7, 2023 - Action Meeting and Board Organization

Policy Committee

- April 27, 2023
- November 2, 2023

Public Hearings

- June 1, 2023
- October 5, 2023

Office Originating Request: Board of Education

Action Item - 3.

Title: Contract amendment with The DT Firm, LLC ($87,000)

Board of Education Meeting Date: 12/15/2022

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:
The DT Firm, LLC

Purpose:
To provide general governmental affairs consulting services

Original Start Date: 12/15/2017

Current End Date: 12/17/2022

Amended End Date: 12/17/2023

Currently Authorized Compensation: $440,600

Additional Compensation:
$87,000

Total New Compensation: $527,600

Location:
Administrative Office(s)

Renewal Options: No

Description:
The services of this contract are required to support the School District of Philadelphia's (the District) relations and interaction with public officials and perform general lobbying activities with the goal of increasing funding for the District; advancing policies and legislation that support the District's efforts to achieve the Board's Goals & Guardrails; and building positive relationships with state elected officials. The DT Firm has provided sound guidance and

expertise to the District for the past five years, including assisting with the passage of legislation that has brought additional funding to the District. The District does not have expertise in this area, and it is more effective and efficient to use an established lobbying firm for this work.

In the last year, the DT Firm was instrumental in securing a number of legislative accomplishments for the District. The firm supported the District's efforts to increase substitute staffing flexibility, which was included in Act 91 of 2021, and improve teacher reciprocity, which was included in Act 55 of 2022. Most importantly, the DT Firm secured a five year extension on the District's ride share agreement in Act 54 of 2022. Annually, the District receives approximately $6 million through this ride share agreement -- a portion of the funding the Parking Authority collects from companies like Uber and Lyft. This translates to $30 million in revenue for the District through 2027.

While the District has been very satisfied with the services provided by The DT Firm, it also believes it is a good practice to competitively procure these services periodically to ensure that it is working with the best available partner. Therefore, prior to the completion of this contract period, the District intends to conduct a Request for Proposals (RFP) process to provide other firms, in addition to The DT Firm, an opportunity to compete for this work beyond December 2023.

Related resolution(s)/approval(s):
December 14, 2017; A-6
November 15, 2018; No. 28
November 21, 2019; No. 11
December 10, 2020; No. 9

Funding Source(s):
FY23 Operating
FY24 Operating

Office Originating Request: Superintendent

Action Item - 4.

Title: Approval of Personnel Hires (Update 12.9.2022)

Board of Education Meeting Date: 12/15/2022

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 November 30, 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.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 3 - FINAL	Supporting Document

RESOLVED, that the Board of Education hereby ratifies the appointment of the following persons to the positions, on the effective dates through **November 30, 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

ABOU EL HASSAN, MALIKA	SPECIAL EDUCATION ASSISTANT	FRANK, ANNE SCHOOL	11/23/22	$22,790.00 ANNUAL SALARY
ALVAREZ-BALDWIN, LISANIA	FAMILY ENGAGEMENT LIAISON	FAMILY & COMMUNITY ENGAGEMENT	11/28/22	$31,667.00 ANNUAL SALARY
ANDERSON, NAKIA	TEACHER,FULL TIME	POTTER-THOMAS SCHOOL	11/28/22	$50,065.00 ANNUAL SALARY
ANDERSON, WYNTER	SPECIAL EDUCATION ASSISTANT	NORTHEAST HIGH SCHOOL	11/14/22	$22,790.00 ANNUAL SALARY
ANDREWS, ANGELA	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	10/24/22	$22,790.00 ANNUAL SALARY
ASSUNCAO MANCIA, LORENE	COUNSELING ASST,BILINGUAL	FARRELL, LOUIS H. SCHOOL	11/14/22	$24,939.00 ANNUAL SALARY
AVILA, ANA K	COUNSELING ASST,BILINGUAL	SOUTHWARK SCHOOL	11/28/22	$24,939.00 ANNUAL SALARY
BELL, TYLANDA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	11/28/22	$22,790.00 ANNUAL SALARY
BOATWRIGHT, TAYLOR A	SPECIAL EDUCATION ASSISTANT	ROOSEVELT ELEMENTARY SCHOOL	11/01/22	$22,790.00 ANNUAL SALARY
BOLDEN, BADIRA	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	11/14/22	$22,790.00 ANNUAL SALARY
BOWMAN, RICSHAI SHANNELL	SPECIAL EDUCATION ASSISTANT	WILLARD, FRANCES E. SCHOOL	11/09/22	$22,790.00 ANNUAL SALARY
BRANCH, ANNA M	SPECIAL EDUCATION ASSISTANT	WEST PHILADELPHIA HIGH SCHOOL	11/23/22	$22,790.00 ANNUAL SALARY
BROWN, CHARLES	SPECIAL EDUCATION ASSISTANT	WRIGHT, RICHARD R. SCHOOL	11/02/22	$34,079.00 ANNUAL SALARY
BROWN, KATHLEEN	TEACHER,FULL TIME	ARTHUR, CHESTER A. SCHOOL	11/14/22	$50,065.00 ANNUAL SALARY
CARPINO, LISAMARIE	SCHOOL NURSE	HOPKINSON, FRANCIS SCHOOL	11/28/22	$56,416.00 ANNUAL SALARY
CHENG, JENNY	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	11/29/22	$50,065.00 ANNUAL SALARY
COHEN, BERYL A	TEACHER,FULL TIME	FRANKLIN LEARNING CENTER	11/07/22	$81,074.00 ANNUAL SALARY

COLEMAN, BRENDA	STUDENT CLIMATE STAFF,3 HOURS	MCKINLEY, WILLIAM SCHOOL	08/16/22	$9,266.00	ANNUAL SALARY
COLLAZOS, CATHERINE	PRG CD, MULTIPLE OFFICES	OFFICE OF THE CHIEF OF SCHOOLS	11/28/22	$55,910.00	ANNUAL SALARY
COOK, THERESA	SPECIAL EDUCATION ASSISTANT	EDMONDS, FRANKLIN S. SCHOOL	11/21/22	$22,790.00	ANNUAL SALARY
CORBIN, AMY B	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	10/17/22	$22,790.00	ANNUAL SALARY
CRUZ, YURI	STUDENT CLIMATE STAFF,6 HOURS	MCKINLEY, WILLIAM SCHOOL	11/09/22	$17,744.00	ANNUAL SALARY
CUMMINGS, JAMEEKA	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
DARBY, SHANTELL M	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	11/14/22	$22,790.00	ANNUAL SALARY
DAVIS, TERRANCE	SR RETIREMENT ANALYST	EMPLOYEE SUPPORT SERVICES	11/21/22	$62,810.00	ANNUAL SALARY
DAVIS, WILLIE	SPECIAL EDUCATION ASSISTANT	PENROSE SCHOOL	11/02/22	$22,790.00	ANNUAL SALARY
DEMBY-AFUM, STEPHANIE LAUREN	TEACHER,FULL TIME	CREATIVE AND PERFORMING ARTS	11/02/22	$73,357.00	ANNUAL SALARY
DIAZ, JENNIFER	COUNSELING ASST,BILINGUAL	ALLEN, ETHAN SCHOOL	11/16/22	$24,939.00	ANNUAL SALARY
DIXON, SYDIA B	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	11/21/22	$30,030.00	ANNUAL SALARY
DODD, MONIQUE YVONNE	SPECIAL EDUCATION ASSISTANT	BROWN, JOSEPH H. SCHOOL	11/14/22	$22,790.00	ANNUAL SALARY
DOWNES, PETER	TEACHER,FULL TIME	BARTRAM, JOHN HIGH SCHOOL	11/14/22	$73,255.00	ANNUAL SALARY
DREUITT, RAIJENE	TEACHER,FULL TIME	HARRINGTON, AVERY D. SCHOOL	11/07/22	$50,065.00	ANNUAL SALARY
DYE, IMARI JOI	SUPPORTIVE SERVICES ASST, 4 HR	BLAINE, JAMES G. SCHOOL	11/14/22	$13,507.00	ANNUAL SALARY
ELEDKAWI, ZAENAB	SPECIAL EDUCATION ASSISTANT	SOLIS-COHEN, SOLOMON SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
FARMBRY, CHRISTINE	SPECIAL EDUCATION ASSISTANT	HENRY, CHARLES W. SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
FAULK, LATOYA	SPECIAL EDUCATION ASSISTANT	SPRUANCE, GILBERT SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
FERNANDEZ, LOTIS	COUNSELING ASST,BILINGUAL	WELSH, JOHN SCHOOL	11/14/22	$24,939.00	ANNUAL SALARY
FITZGERALD, GREGORY	ASSOCIATE,ANALYTICS	DISTRICT PERFORMANCE OFFICE	11/21/22	$67,500.00	ANNUAL SALARY
FLAGG, JAMES AMERICUS	TEACHER,SPEC EDUCATION	FOX CHASE SCHOOL	11/03/22	$57,794.00	ANNUAL SALARY
FLORES, ALDER	COUNSELING ASST,BILINGUAL	CASTOR GARDENS MIDDLE SCHOOL	11/14/22	$24,939.00	ANNUAL SALARY
FOUNTAIN, TARINA D	TEACHER,SPEC EDUCATION	OVERBROOK HIGH SCHOOL	11/28/22	$50,986.00	ANNUAL SALARY

FOX, KILEA S	SPECIAL EDUCATION ASSISTANT	SAYRE, WILLIAM L. HIGH SCHOOL	11/09/22	$22,790.00 ANNUAL SALARY
FREEDMAN, LEAH ELLIE	STEP CASE MANAGER	PREVENTION & INTERVENTION	11/14/22	$49,041.00 ANNUAL SALARY
GAYLE, NADINE ANN-MARIE	TEACHER,FULL TIME	TAYLOR, BAYARD SCHOOL	11/29/22	$70,690.00 ANNUAL SALARY
GIBSON, DOUGLAS	SPECIAL EDUCATION ASSISTANT	SCIENCE LDSHP ACADEMY @ BEEBER	11/07/22	$22,790.00 ANNUAL SALARY
GILL, MARKCUS L	TEACHER,FULL TIME	SHEPPARD, ISAAC A. SCHOOL	11/14/22	$66,725.00 ANNUAL SALARY
GONZALEZ, CARMEN	TEACHER,FULL TIME	GIDEON, EDWARD SCHOOL	11/28/22	$56,416.00 ANNUAL SALARY
GROSSMAN, DEAN	STUDENT CLIMATE STAFF,3 HOURS	SPRUANCE, GILBERT SCHOOL	10/17/22	$9,540.00 ANNUAL SALARY
GUEST, CHANNEL J	SPECIAL EDUCATION ASSISTANT	LOCKE, ALAIN SCHOOL	11/28/22	$22,790.00 ANNUAL SALARY
HALL, CARLA NMN	CLIMATE SUPPORT SPECIALIST	WASHINGTON, GEORGE HIGH SCHOOL	11/21/22	$22,790.00 ANNUAL SALARY
HAMLER, EDWARD E	SENIOR RECRUIT AND SELECT ASSO	RECRUITMENT & STAFFING	11/15/22	$67,200.00 ANNUAL SALARY
HARDING GREEN, DIAMOND	STUDENT CLIMATE STAFF,3 HOURS	SPRUANCE, GILBERT SCHOOL	10/17/22	$8,872.00 ANNUAL SALARY
HARDISON, MICHELLE	SPECIAL EDUCATION ASSISTANT	KING, MARTIN LUTHER HIGH SCH.	11/07/22	$22,790.00 ANNUAL SALARY
HARTZELL, SARAH ANN	TEACHER,FULL TIME	DOBSON, JAMES SCHOOL	11/07/22	$50,065.00 ANNUAL SALARY
HERNANDEZ, NEZARETH	SPECIAL EDUCATION ASSISTANT	MUNOZ-MARIN, HON LUIS SCHOOL	11/21/22	$22,790.00 ANNUAL SALARY
HERRERA, AMANDA M	BILINGUAL VOC SUPPORT ASST	EDISON, THOMAS A. HIGH SCHOOL	11/14/22	$24,022.00 ANNUAL SALARY
HOLLOMAN, MYEISHA CHARDAE	SPECIAL EDUCATION ASSISTANT	STANTON, EDWIN M. SCHOOL	11/28/22	$22,790.00 ANNUAL SALARY
HUTTON, TALANI	TEACHER,SPEC EDUCATION	GOMPERS, SAMUEL SCHOOL	11/01/22	$50,986.00 ANNUAL SALARY
JACKSON, YUSUF	INVESTIGATOR	OFFICE OF SCHOOL SAFETY	11/14/22	$45,000.00 ANNUAL SALARY
JACKSON, NADIYA	TEACHER,SPEC EDUCATION	BUILDING 21	11/14/22	$50,986.00 ANNUAL SALARY
JACKSON, ROSALYN VICTORIA	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	11/07/22	$22,790.00 ANNUAL SALARY
JAQUIAS, AUDREY	SECRETARY I	ARTHUR, CHESTER A. SCHOOL	11/07/22	$28,988.00 ANNUAL SALARY
JONES, DANELLA	TEACHER,FULL TIME	GIDEON, EDWARD SCHOOL	10/31/22	$50,065.00 ANNUAL SALARY
JONES, ESSENCE	TEACHER,FULL TIME	WAGNER, GEN. LOUIS MIDDLE SCH.	11/07/22	$51,539.00 ANNUAL SALARY
JONES, COURTNEY	TEACHER ASST,PKHS	LEA SCHOOL HEAD START	10/11/22	$22,790.00 ANNUAL SALARY

JONES, KAREN	SPECIAL EDUCATION ASSISTANT	MAYFAIR SCHOOL	11/28/22	$10,130.00	ANNUAL SALARY
JONES, MARK L	SPECIAL EDUCATION ASSISTANT	NORTHEAST HIGH SCHOOL	11/28/22	$22,790.00	ANNUAL SALARY
LAMBERT, ADAM THOMAS	TEACHER,FULL TIME	ENGINEERING & SCIENCE HIGH SCH	11/21/22	$51,539.00	ANNUAL SALARY
LANG, MEKHI	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	10/17/22	$22,790.00	ANNUAL SALARY
LEE, CELESTINE	SPECIAL EDUCATION ASSISTANT	SHAWMONT SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
LYNAGH, ANNE E	SUPPORTIVE SERVICES ASST, 4 HR	MEREDITH, WILLIAM M. SCHOOL	11/15/22	$13,507.00	ANNUAL SALARY
MAJETTE JONES, DEANNA A	SPECIAL EDUCATION ASSISTANT	LONGSTRETH, WILLIAM C. SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
MAPP, LARRY DARNELL	TEACHER,FULL TIME	HARTRANFT, JOHN F. SCHOOL	11/03/22	$50,065.00	ANNUAL SALARY
MARTINEZ, DAHLIA	STUDENT CLIMATE STAFF,6 HOURS	EDISON, THOMAS A. HIGH SCHOOL	11/07/22	$19,080.00	ANNUAL SALARY
MATHIS, JULIAN S	SPECIAL EDUCATION ASSISTANT	PHILADELPHIA VIRTUAL ACADEMY	11/14/22	$22,790.00	ANNUAL SALARY
MAYE-HOSKINS, SHANIYYAH	SPECIAL EDUCATION ASSISTANT	ROOSEVELT ELEMENTARY SCHOOL	11/14/22	$22,790.00	ANNUAL SALARY
MCALLISTER, NAHEEMA Q	SPECIAL EDUCATION ASSISTANT	BLAINE, JAMES G. SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
MCCAIN, MICHELLE	SPECIAL EDUCATION ASSISTANT	LONGSTRETH, WILLIAM C. SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
MCGROGAN, KARYN E	TEACHER,FULL TIME	SOUTHWARK SCHOOL HEAD START	11/14/22	$73,357.00	ANNUAL SALARY
MCLAUGHLIN, ELIZABETH ANNE	TEACHER,FULL TIME	DEBURGOS, J. ELEMENTARY	11/07/22	$84,394.00	ANNUAL SALARY
MCNEILL, KIANNA	SPECIAL EDUCATION ASSISTANT	DOBSON, JAMES SCHOOL	11/07/22	$22,790.00	ANNUAL SALARY
MEIER, KAREN L	TEACHER,FULL TIME	GOMPERS, SAMUEL SCHOOL	11/07/22	$50,065.00	ANNUAL SALARY
MITCHELL, DESIREE M	BEHAVIORAL HEALTH COUNSELOR	DISSTON, HAMILTON SCHOOL	10/31/22	$57,611.00	ANNUAL SALARY
MOODY, SALA	SCHOOL COUNSELOR, 10 MONTHS	SPRUANCE, GILBERT SCHOOL	10/26/22	$65,708.00	ANNUAL SALARY
NELSON, CHRISTOPHER JOSEPH	LABOR RELATIONS OFFICER	EMPLOYEE RELATIONS	11/21/22	$75,010.00	ANNUAL SALARY
NELSON, LESLIE	TEACHER,FULL TIME	EDISON, THOMAS A. HIGH SCHOOL	11/15/22	$81,074.00	ANNUAL SALARY
NG, SIU HUNG	COUNSELING ASST,BILINGUAL	NORTHEAST COMMUNITY PROPEL ACD	11/28/22	$24,939.00	ANNUAL SALARY
NOISETTE, TAMAR	COUNSELING ASST,BILINGUAL	FELS, SAMUEL HIGH SCHOOL	11/14/22	$24,939.00	ANNUAL SALARY
PADILLA, PRISCILA	SPECIAL EDUCATION ASSISTANT	SULLIVAN, JAMES J. SCHOOL	11/17/22	$22,790.00	ANNUAL SALARY

PARK, SAFIYYAH E	TEACHER,FULL TIME	WASHINGTON, GROVER JR. MIDDLE	11/28/22	$50,065.00 ANNUAL SALARY
PATTON, QUINN	SCHOOL CLIMATE MANAGER	COOK-WISSAHICKON SCHOOL	11/07/22	$74,989.00 ANNUAL SALARY
PEARCE, KATHLEEN MARIE	SCHOOL NURSE	WRIGHT, RICHARD R. SCHOOL	11/15/22	$73,357.00 ANNUAL SALARY
PINTELLA, ALEXIS	TEACHER,FULL TIME	PEIRCE, THOMAS M. SCHOOL	11/21/22	$56,416.00 ANNUAL SALARY
PLUMMER, DEON	SCHOOL CLIMATE LIAISON	STEEL, EDWARD T. SCHOOL	11/09/22	$45,556.00 ANNUAL SALARY
POWELL, RASHIYAH C	SPECIAL EDUCATION ASSISTANT	CASTOR GARDENS MIDDLE SCHOOL	11/15/22	$22,790.00 ANNUAL SALARY
RANSOM, KEESHA	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	11/15/22	$87,844.00 ANNUAL SALARY
RICHARDSON, SHAWN G	LEAVE ADMIN SPECIALIST	EMPLOYEE HEALTH SUPPORT	11/07/22	$60,295.00 ANNUAL SALARY
RILEY, KIYANNA	SPECIAL EDUCATION ASSISTANT	RHOADS, JAMES SCHOOL	10/26/22	$22,790.00 ANNUAL SALARY
RIVERA, ARIES	TEACHER,FULL TIME	ALLEN, ETHAN SCHOOL	11/16/22	$50,065.00 ANNUAL SALARY
ROBERTS, LONNIE PAUL	CLIMATE AND CULTURE COACH	CLIMATE & SAFETY	11/09/22	$70,000.00 ANNUAL SALARY
ROBINSON, KEYON T	TEACHER ASST,PKHS	LOGAN SCHOOL HEAD START	11/07/22	$22,790.00 ANNUAL SALARY
RODRIGUEZ, NATALIE	SPECIAL EDUCATION ASSISTANT	HUNTER, WILLIAM H. SCHOOL	11/14/22	$22,790.00 ANNUAL SALARY
RODRIGUEZ-TORRES, LYDIA E	EXECUTIVE ASSISTANT	OFFICE OF THE CHIEF OF SCHOOLS	11/21/22	$60,000.00 ANNUAL SALARY
SABIROVA, GULNOZA	COUNSELING ASST,BILINGUAL	BALDI MIDDLE SCHOOL	11/14/22	$24,939.00 ANNUAL SALARY
SAMMA, MEHILA	TEACHER ASST,PKHS	LEA SCHOOL HEAD START	11/14/22	$22,790.00 ANNUAL SALARY
SCHAEFFER, WARREN ROSS	BEHAVIORAL HEALTH COUNSELOR	WASHINGTON, GROVER JR. MIDDLE	11/14/22	$51,539.00 ANNUAL SALARY
SELOI MATHIS, FRANCINE C	PHYSICAL THERAPIST	OFFICE OF SPECIALIZED SERVICES	11/21/22	$66,540.00 ANNUAL SALARY
SERRANO, JULAICY	SECRETARY I	EDISON, THOMAS A. HIGH SCHOOL	11/14/22	$25,583.00 ANNUAL SALARY
SERRANO, ABBY A	SPECIAL EDUCATION ASSISTANT	AMY 5 AT JAMES MARTIN	11/07/22	$22,790.00 ANNUAL SALARY
SHABAZZ, BAHIA	SPECIAL EDUCATION ASSISTANT	WEBSTER, JOHN H. SCHOOL	11/23/22	$22,790.00 ANNUAL SALARY
SIDDQ, TATIANA	SPECIAL EDUCATION ASSISTANT	LAMBERTON,ROBERT E. ELEMENTARY	11/21/22	$22,790.00 ANNUAL SALARY
SLADE, JOHN	TEACHER,SPEC EDUCATION	KENDERTON ELEMENTARY	11/02/22	$50,986.00 ANNUAL SALARY
SMITH, HERMAN L	STUDENT CLIMATE STAFF,5 HOURS	BRIDESBURG SCHOOL	11/28/22	$15,900.00 ANNUAL SALARY

SPENCER, SUE E	TEACHER,FULL TIME	CLEMENTE, ROBERTO MIDDLE SCHL	11/21/22	$52,184.00 ANNUAL SALARY
STAGLIANO, LISA	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	11/07/22	$22,790.00 ANNUAL SALARY
STEINER, WALESKA	SPECIAL EDUCATION ASSISTANT	CARNELL, LAURA H. SCHOOL	11/14/22	$22,790.00 ANNUAL SALARY
STEWART, CONSTANCE	SPECIAL EDUCATION ASSISTANT	VARE-WASHINGTON ELEMENTARY	11/21/22	$22,790.00 ANNUAL SALARY
STRUNK, RACHEL	TEACHER,SPEC EDUCATION	BODINE, WILLIAM W. HIGH SCHOOL	11/14/22	$88,237.00 ANNUAL SALARY
SZATNY, CHRISTEN M	SUPPORTIVE SERVICES ASST, 3 HR	BROWN, JOSEPH H. SCHOOL	10/24/22	$10,130.00 ANNUAL SALARY
THOMAS, TONNY D	SPECIAL EDUCATION ASSISTANT	HOLME, THOMAS SCHOOL	11/21/22	$22,790.00 ANNUAL SALARY
THORNTON, JAKE	TEACHER,FULL TIME	LINCOLN, ABRAHAM HIGH SCHOOL	11/21/22	$50,065.00 ANNUAL SALARY
TSEGAYE, LEWANA	SUPPORTIVE SERVICES ASST, 4 HR	SOUTHWARK SCHOOL	10/13/22	$13,507.00 ANNUAL SALARY
VARTANIAN, MARITZA	COUNSELING ASST,BILINGUAL	OLNEY ELEMENTARY SCHOOL	11/14/22	$24,939.00 ANNUAL SALARY
WALKER, DAJE J	PRG CD, MULTIPLE OFFICES	OFFICE OF THE CHIEF OF SCHOOLS	11/15/22	$55,910.00 ANNUAL SALARY
WALLACE, BIANCA S	SUPPORTIVE SERVICES ASST, 3 HR	MITCHELL ELEMENTARY SCHOOL	11/16/22	$10,130.00 ANNUAL SALARY
WATERS, JAZMINE	PREVENTION & INTERVENTION LIAI	PREVENTION & INTERVENTION	11/07/22	$67,467.00 ANNUAL SALARY
WELLS-PRESTON, KIRA A'JAE	TEACHER,FULL TIME	CASSIDY,LEWIS C ACADEMICS PLUS	11/15/22	$50,065.00 ANNUAL SALARY
WILLIAMS, MATTHEW SHAWN	OPERATIONS TRAINEE, FINANCE	GRANTS COMPLIANCE	11/07/22	$49,565.00 ANNUAL SALARY
WILLIAMS, KAREN STACY	SPECIAL EDUCATION ASSISTANT	FINLETTER, THOMAS K. SCHOOL	11/28/22	$22,790.00 ANNUAL SALARY
WILLIAMS, JOSEPH BRANDON	TEACHER,FULL TIME	GOMPERS, SAMUEL SCHOOL	11/16/22	$60,835.00 ANNUAL SALARY
WILSON, AVEYON E	SPECIAL EDUCATION ASSISTANT	FELL, D. NEWLIN SCHOOL	11/08/22	$22,790.00 ANNUAL SALARY
WOODWARD, DESJAH K	SPECIAL EDUCATION ASSISTANT	SPRING GARDEN SCHOOL	11/21/22	$22,790.00 ANNUAL SALARY
WORTHAM, CURTIS Q	TEACHER,FULL TIME	OLNEY HIGH SCHOOL	11/16/22	$50,065.00 ANNUAL SALARY
WRIGHT, JAMES W	STUDENT CLIMATE STAFF,3 HOURS	SPRUANCE, GILBERT SCHOOL	10/17/22	$9,540.00 ANNUAL SALARY
YOUNG-HAUGHTON, TAUHEED A	TEACHER,FULL TIME	FOX CHASE SCHOOL	11/14/22	$50,065.00 ANNUAL SALARY

Action Item - 5.

Title: Approval of Personnel Terminations (Updated 12.15.2022)

Board of Education Meeting Date: 12/15/2022

Action under consideration

RESOLVED, by the Board of Education that the employment of the *following individuals* are terminated effective December 15, 2022, as recommended by the Superintendent.

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

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 4 - FINAL	Supporting Document

Item No. 4
December, 15, 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 December, 15, 2022:

Ny Burrows	Building Engineer
Mohamed Aliouat	Bus Driver
David Cuthbert	Special Education Assistant
Shanya Hill	Probationary General Cleaner
Jeffrey Bundy	Food Service Utility Worker
Gayle Goodman	Probationary Student Climate Staff
Roger Jones	Probationary Food Service Worker

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

FURTHER RESOLVED, that the Hearing Officer's Official Recommendation, Findings of Fact and Conclusion of Law are adopted as the reasons for this decision.

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

Action Item - 6.

Title: Administration's Recommendation for Termination of Professional Employees (Updated 12.15.2022)

Board of Education Meeting Date: 12/15/2022

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. J.S

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 - 7.

Title: Approval of Resignations and Retirements (Updated 12.15.22)

Board of Education Meeting Date: 12/15/2022

Action under consideration

RESOLVED, by the Board of Education that the resignations and retirements of the *following individuals* are accepted effective December 15, 2022.

*Names to be provided for public view immediately prior to the Board of Education Action Meeting on December 15, 2022.

Office Originating Request: Talent

ATTACHMENTS:

Description	Type
Action Item 7	Supporting Document

Item No, 7

December 15, 2022

RESOLVED, by the Board of Education that the resignations and retirements of the following individuals are accepted effective December 15, 2022

Alex, Sophy	Kensington Capa	Teacher,Full Time	11/29/2022	Resignation
Alford, Jamaal	Howe, Julia Ward School	Building Engineer-Group Ii	11/18/2022	Resignation
Ali, Danielle	Cassidy,Lewis C Academics Plus	School Nurse	01/06/2023	Resignation
Alvarez, Lorena	Science Leadership Academy	Teacher,Full Time	02/02/2023	Resignation
Amenra, Shayla	Hunter, William H. School	Teacher,Spec Education	12/23/2022	Resignation
Anand, Smriti	Greenfield, Albert M. School	Student Climate Staff,3 Hours	11/29/2022	Resignation
Arata, Lawrence	Washington, George High School	Teacher,Full Time	02/01/2023	Retirement
Archer, Lesli	Strawberry Mansion High School	Teacher,Spec Education	06/15/2023	Retirement
Aversa, Sonya	Houston, Henry H. School	Teacher,Full Time	11/22/2022	Resignation
Blankemeyer, Patricia	Widener Memorial School	Teacher,Spec Education	02/03/2023	Retirement
Bodi, Vera	Hackett, Horatio B. School	Special Education Assistant	09/26/2022	Resignation
Bozarth, Jessica	Penrose School	Teacher,Full Time	10/24/2022	Resignation
Brown, Betty Ann	Mc Michael, Morton School	Special Education Assistant	01/27/2023	Retirement
Brown, Amirah	Heston, Edward School	Teacher,Full Time	11/22/2022	Resignation

Byrd, Anthony	Jenks Academy Arts & Sciences	Custodial Assistant	11/16/2022	Resignation
Caldwell, Theodore	Office Of School Safety	School Safety Officer	11/4/2022	Resignation
Candelaria, Joshua	Facilities Central Maintenance	Trades Apprentice	02/23/2021	Resignation
Capponi, Lisa	Crossan, Kennedy C. School	Teacher,Full Time	06/15/2023	Retirement
Caruso, Samantha	Catharine, Joseph W. School	Teacher,Spec Education	01/13/2023	Resignation
Cogdell, Nicole	Attendance & Truancy Office	Attendance Coach	01/06/2023	Resignation
Cortorreal, Cesar	Kensington Capa	Teacher,Spec Education	11/15/2022	Resignation
Culler, Crystal	Lankenau High School	Student Climate Staff,6 Hours	11/28/2022	Resignation
Dallazia, Gabrielle	Wilson, Woodrow Middle School	Teacher,Full Time	01/27/2023	Resignation
Davis, Jonathan	Finletter, Thomas K. School	Teacher,Full Time	11/23/2022	Resignation
Demarest, Lauren	Taggart, John H. School	Teacher,Spec Education	01/27/2023	Resignation
Dempsey, Ashley	Castor Gardens Middle School	Food Svcs Assistant	11/27/2022	Resignation
Deshields, Emani	Girls, Phila High School For	Student Climate Staff,6 Hours	11/18/2022	Resignation
Despot, Bryan	Office Of School Safety	School Safety Officer	09/23/2022	Resignation
Dougherty, Patricia	Rhawnhurst School	Food Svcs Worker Ii	02/03/2023	Retirement
Dyson, Glenn	Arts Academy At Benjamin Rush	Teacher,Full Time	06/15/2023	Retirement
Enlow, Nabila	Meade, Gen. George G. School	Step Family Peer	11/09/2022	Resignation

Escobar, Kiana	Juniata PArk Academy	Bilingual Ciunseling Asst.	11/21/2022	Resignation
Everett, Tyrone	Masterman,Julia R. High School	Student Climate Staff,6 Hours	11/29/2022	Resignation
Falsetta, Matthew	Lankenau High School	Teacher,Full Time	01/06/2023	Resignation
Fan, Yucheng	District Performance Office	Data Analyst	12/16/2022	Resignation
Farrell, Jeanne	Jenks, Abram School	Teacher,Full Time	06/15/2023	Retirement
Finney, Jermiera	Spruance, Gilbert School	Bus Attendant	11/14/2022	Resignation
Fischman, Molly	High School Of The Future	Teacher,Spec Education	01/17/2023	Resignation
Flamer, Donna	Feltonville Intermediate	Supportive Services Asst, 3 Hr	11/22/2022	Resignation
Flowe, Charles	Rhoads, James School	Teacher,Full Time	11/22/2022	Resignation
Flynn, Frank	Disston, Hamilton School	Teacher,Full Time	02/03/2023	Retirement
Forlenza-Bailey, Harry	Bethune, Mary Mcleod School	Teacher,Full Time	01/09/2023	Resignation
Fortin, Lydia	Olney Elementary School	Student Climate Staff,6 Hours	11/30/2022	Retirement
Franchino, Richard	Solis-Cohen, Solomon School	Teacher,Full Time	06/15/2023	Retirement
Franklin, Caren	Payroll	Payroll Technical Supervisor	12/2/2022	Resignation
Frazer, Lynn	Gompers, Samuel School	Teacher,Full Time	11/14/2022	Resignation
Freeman, Ezenstine	Childs, George W. School	Special Education Assistant	11/28/2022	Resignation
Furgess, Millicent	Greenberg, Joseph School	Food Svcs Worker Iii	10/05/2022	Resignation

Gargan, Cathy	Taylor, Bayard School	Teacher,Full Time	06/15/2023	Retirement
Glover, Kimberly	Powel, Samuel School	Supportive Services Asst, 4 Hr	11/7/2022	Resignation
Gonzalez, Sabrina	Holme, Thomas School	Student Climate Staff,4 Hours	12/23/2022	Resignation
Graef, Russell	Northeast High School	Teacher,Full Time	01/03/2023	Resignation
Grafton, Marla	Blankenburg, Rudolph School	Teacher,Spec Education	01/20/2023	Retirement
Green, Samantha	Houston, Henry H. School	Supportive Services Asst, 4 Hr	09/08/2022	Resignation
Greenstreet, Nicole	Fitzpatrick, A.L. School	Student Climate Staff,3 Hours	11/17/2022	Resignation
Grice, Kelly	Washington, Grover Jr. Middle	Student Climate Staff,6 Hours	12/2/2022	Resignation
Gutchigian, Joyce	Ellwood School	Teacher,Full Time	06/15/2023	Retirement
Hamizi, Rabea	Southwark School	Special Education Assistant	10/28/2022	Resignation
Hamlin, Stanley	Wilson, Woodrow Middle School	Building Engineer-Group Iii	10/24/2022	Retirement
Hampton, Benaiah	Lowell, James R. School	Teacher,Spec Education	11/15/2022	Resignation
Handy, Patricia	Feltonville Intermediate	Special Education Assistant	11/04/2022	Retirement
Hernandez, Zillah	Deburgos, J. Elementary	Supportive Services Asst, 4 Hr	11/07/2022	Resignation
Hilburt, Jim	Jenks Academy Arts & Sciences	Teacher,Full Time	02/03/2023	Resignation
Hill, Krystal	Office Of School Safety	School Safety Officer	11/22/2022	Resignation

Hill, Crystal	Kenderton Elementary	Special Education Assistant	11/10/2022	Resignation
Hindsman, Marques	Engineering & Science High Sch	General Cleaner, 8 Hours	07/11/2022	Resignation
Howard, Debbie	Bus Attendants-Private Schools	Bus Attendant	01/06/2023	Resignation
Husen, Samrawit	Hamilton, Andrew School	General Cleaner, 8 Hours	05/31/2022	Resignation
Ings, Anthony	Logan, James School	Custodial Assistant	11/22/2022	Retirement
Jackson, Courtney	Harding, Warren G. Middle Sch	Teacher,Full Time	11/23/2022	Resignation
Jacobs, Shemroy	Masterman,Julia R. High School	Student Climate Staff,6 Hours	11/23/2022	Resignation
Johnson, Sade	Gompers, Samuel School	Food Svcs Assistant	06/15/2022	Resignation
Jones, Sierra	West Philadelphia High School	Special Education Assistant	11/18/2022	Resignation
Kaiser, Abbie	Mcdaniel, Delaplaine School	Teacher,Full Time	11/23/2022	Resignation
Kennedy, Gladys	Widener Memorial School	Bus Attendant,Six Hours	04/10/2023	Retirement
Kinsler-Bynum, Franklin	Blaine, James G. School	General Cleaner, 8 Hours	11/23/2022	Resignation
Lacey, Cheri	Lankenau High School	Food Svcs Assistant	11/09/2022	Resignation
Lapin, Anthony	Roosevelt Elementary School	Teacher,Full Time	06/15/2023	Retirement
Lewis, Desiree	Wright, Richard R. School	Bus Attendant,Six Hours	10/24/2022	Retirement
Lewis, Anthony	Dobson, James School	Climate Support Specialist	12/19/2022	Resignation
Livingston, Theresa	Taylor, Bayard School	Teacher,Spec Education	06/15/2023	Retirement

Lowery, Eileen	Kenderton Elementary	Teacher,Full Time	01/03/2023	Retirement
Lyons, Walter	Wagner, Gen. Louis Middle Sch.	Food Svcs Assistant	11/28/2022	Resignation
Lytes, Vanessa	Clemente, Roberto Middle Schl	School Nurse		Rescind
Mapp, Larry	Hartranft, John F. School	Teacher,Full Time	11/10/2022	Resignation
Mccafferty, Danielle	Girard Academic Music Program	Student Climate Staff,4 Hours	11/28/2022	Resignation
Mccullough, Donnesha	Mckinley, William School	Food Svcs Assistant	12/20/2022	Resignation
Mcdonald, Michael	Bridesburg School	Teacher,Spec Education	1/3/2023	Retirement
Mcdonough, Michelle	Allen, Ethan School	Teacher,Full Time	01/13/2023	Resignation
Mcfadden, Kiara	Morrison, Andrew J. School	Special Education Assistant	12/05/2022	Resignation
Mcfadden, Luisa	Allen, Ethan School	Special Education Assistant	11/23/2022	Retirement
Metzinger, Adrienne	Amy Northwest	School Nurse	06/15/2023	Retirement
Miller, Tonia	Olney High School	Teacher,Full Time	12/09/2022	Resignation
Murdock, Sameera	Dobson, James School	Food Svcs Worker Senior	12/23/2022	Resignation
Murphy, Bridgid	Rhawnhurst Bright Futures	Teacher,Full Time	03/24/2023	Retirement
Neris, Angeliz	Sheridan, Philip H. School	Student Climate Staff,6 Hours	11/16/2022	Resignation
Nesmith, Briana	Hartranft, John F. School	Special Education Assistant	09/30/2022	Resignation
Ortiz, April	Academy At Palumbo	Supportive Services Asst, 4 Hr	11/09/2022	Resignation

Osborne, Jaeden	Bryant, William C. School	Teacher,Full Time	11/10/2022	Resignation
Owens, Angel	Rhodes Elementary School	Student Climate Staff,6 Hours	05/27/2022	Resignation
Pace, Geraldine	Morrison, Andrew J. School	General Cleaner, 8 Hours	03/08/2023	Retirement
Palmer, Toni	Feltonville Intermediate	Special Education Assistant	10/10/2022	Resignation
Palmer, Rasheeta	Henry, Lea C.	Student Climate Staff,6 Hours	12/08/2022	Resignation
Paolone, Albert	Plumbing Services	Plumber A 5Dy	02/06/2023	Retirement
Patino, Tessa	Olney High School	Teacher,Full Time	01/11/2023	Resignation
Patterson, Derek	Office of School Safety	School Safety Officer	11/23/2022	Resignation
Peay, Haakim	Gompers, Samuel School	Bus Attendant	12/07/2022	Resignation
Pembroke, James	Office Of School Safety	School Safety Officer	11/02/2022	Retirement
Pride, Tanishia	Gompers, Samuel School	Asst Principal	01/03/2023	Resignation
Ragsdale, Lamont	Juniata Park Academy	Food Svcs Utility Worker	09/13/2022	Resignation
Reeves, Ondrea	Widener Memorial School	Special Education Assistant	12/13/2022	Resignation
Reid, Sheraina	Roosevelt Elementary School	Special Education Assistant	11/21/2022	Resignation
Riley, Arieonna	Rowen, William School	Food Svcs Assistant	11/28/2022	Resignation
Roberts, Shannon	Building 21	Teacher,Full Time	11/29/2022	Resignation
Robinson, J Jonathan	Office Of School Safety	School Safety Area Manager	12/16/2022	Resignation
Rodriguez, Evelyn	Stetson, John B. Middle School	General Cleaner, 8 Hours	11/21/2022	Resignation

Rosario-Sanchez, Genesis	Hopkinson, Francis School	Special Education Assistant	11/04/2022	Resignation
Ruiz, Samantha	Locke, Alain School	Step School Behavioral Consult	12/22/2022	Resignation
Rush, Camille	Shallcross Garage	Bus Chauffeur Pt (4-5Hrs/Day)	06/15/2022	Resignation
Rustin, Deborah	Penn Alexander School	Food Svcs Assistant	02/01/2023	Retirement
Scheffler, Ian	The Workshop School	Teacher,Full Time	11/23/2022	Resignation
Schiotis, Johnny	Washington, Grover Jr. Middle	Teacher,Full Time	01/17/2023	Resignation
Schmitt, Kylee	Greenfield, Albert M. School	Teacher,Full Time	01/03/2023	Resignation
Schulz, Ashley	Harding, Warren G. Middle Sch	Teacher,Full Time	01/08/2023	Resignation
Scornaienchi, Anthony	Fox Chase School	Teacher,Full Time	11/30/2022	Resignation
Scott, Maurice	Tilden Middle School	Student Climate Staff,5 Hours	11/15/2022	Resignation
Screen, Tiffany	Family & Community Engagement	Coord,Family & Community Engmt	10/21/2022	Resignation
Seward, Farrah	Rhodes Elementary School	Student Climate Staff,6 Hours	12/12/2022	Resignation
Shah, Muhammad	Houston, Henry H. School	School Nurse	1/17/2023	Resignation
Shaw, Nicole	Brown, Joseph H. School	Supportive Services Asst, 4 Hr	11/10/2022	Resignation
Shaw, Jennifer	Catharine, Joseph W. School	Teacher,Full Time	02/23/2023	Resignation
Simon, Lee	Rhodes Elementary School	Special Education Assistant	12/05/2022	Resignation

Smith, Vance	Stetson, John B. School	Student Climate Staff,6 Hours	11/30/2022	Resignation
Smith, Lauren	Frank, Anne School	Teacher,Spec Education	01/31/2023	Resignation
Sparks, Rayonnia	Castor Gardens Middle School	Food Svcs Assistant	11/07/2022	Resignation
Stafford, Madison	Meade, Gen. George G. School	Teacher,Full Time	11/22/2022	Resignation
Staton, Victor	Rhodes Elementary School	Special Education Assistant	06/15/2023	Retirement
Teti, Christopher	Custodial Auxiliary	Facilities Truck Chauffeur	11/2/2022	Resignation
Tolz, Elanna	Lea, Henry C.	Teacher,Spec Education	02/03/2023	Resignation
Tucker, Tanya	Kearny, Gen. Philip School	Food Service Assistant	12/05/2022	Resignation
Turchi, Arthur	Carpentry Services	Gen'L Construction Mech A 5Dy	01/09/2023	Retirement
Upchurch, Kyree	Office Of School Safety	School Safety Officer	09/20/2022	Resignation
Velez, Iris	Taggart, John H. School	Counseling Asst,Bilingual	12/09/2022	Resignation
Vizard, Frank	Food Services Admin & Support	Food Svcs Field Ops Supv	12/02/2022	Retirement
Waxman, Howard	Mastbaum, Jules E. High School	Teacher,Full Time	06/15/2023	Retirement
Whyte, Paul-Ann	Pennell, Joseph Elementary	Special Education Assistant	11/21/2022	Resignation
Wilkins, Brannon	Gideon, Edward School	Building Engineer-Group Ii	12/05/2022	Resignation
Willingham, Ali	West Philadelphia High School	Teacher,Full Time	11/23/2022	Resignation
Wise , Angela	Ziegler, William H. School	Special Education Assistant	12/01/2022	Resignation

Woodson, Deborah	Engineering & Science High Sch	Food Svcs Worker Ii	01/31/2023	Retirement
Yeager, Robert	Facilities Central Maintenance	Area Maintenance Foreman,5 Day	01/03/2023	Retirement
Young , Kenya	Girls, Phila High School For	Student Climate Staff, 6 hr	11/29/2022	Resignation
Zeitlin, Robert	Marshall, John School	School Psychologist	01/23/2023	Resignation
Zeoli, Eric	Carpentry Services	Trades Leader	01/03/2023	Retirement

Action Item - 8.

Title: Authorization to purchase from vendors approved via the General Services Administration (GSA) Schedule 70 series contract

Board of Education Meeting Date: 12/15/2022

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:
Various pre-qualified professional services firms pursuant to the General Services Administration (GSA) Schedule 70 master contract

Purpose:
To provide supplemental Information Technology professional and application services on an as-needed basis

Start date: 1/1/2023

End date: 12/31/2023

Compensation not to exceed: $4,500,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $4,500,000.

Location:
Administrative Office(s)

Renewal Options: No

Description:
This award represents an annual authorization to utilize the federal GSA IT Schedule 70 master contract that allows the Office of Information Technology to acquire on-demand IT

professional services for large-scale systems modernization projects to supplement the department's resources and expertise at various times throughout the year and for various types of projects. This contract award will establish a continued source for efficiently securing temporary IT staffing resources on an as-needed basis, when it would otherwise be difficult to attract, and/or cost ineffective to hire for short durations, full-time employees in these highly specialized areas. Such projects will include the Student Information System (SIS), Oracle systems, website and web-based applications, Instructional Software Integration Platforms, IT security services, Facilities and Operations Resource Management, and Transportation Management System.

This award will facilitate the quick and efficient acquisition of professional IT services in specialized areas of project management, application development, database, maintenance, technical design and systems engineering. This contract award is being made via the federal GSA Schedule 70 series contract, including #GS-35F and #GS-21F. There are currently over 4,600 vendors in total on the GSA contract that have been pre-vetted, pre-qualified, and with whom rates have been competitively solicited, for a wide range of products/services/platforms in specific service categories and areas of expertise. GSA contractors, when applicable, are designated with accredited M/WBE status when validated by the GSA. Funding for any resources that are acquired through this award will come from the individual project budgets to which they are associated and only as needed.

Related resolution(s)/approval(s):
December 9, 2021; No. 13
December 10, 2020; No. 16

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

Office Originating Request: Information Technology

Action Item - 9.

Title: Contracts with Various Vendors on the PEPPM Master Contract - Technology Equipment and Peripherals ($4,500,000)

Board of Education Meeting Date: 12/15/2022

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:
Various vendors on the Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) master contract

Purpose:
To provide general technology hardware, software, peripherals, parts, and related supplies to schools and administrative offices

Start date: 1/1/2023

End date: 12/31/2023

Compensation not to exceed: $4,500,000

Separate Compensation by Vendor:
All entities will be paid out of the aggregate amount not to exceed $4,500,000.

Location:
All Schools; Administrative Office(s)

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: $4,500,000

Description:
Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) is bid through IU 16 Central Susquehanna Intermediate Unit (CSIU). This award represents an annual

authorization to utilize the state PEPPM Master Contract to provide a source for schools and administrative offices to purchase technology equipment and related services including printer parts and supplies, various productivity (i.e. non-instructional) software, projectors, hard drives, computer parts, networking equipment, telecom equipment, and consumables (replacement bulbs, mice, keyboards, etc.).

As the nation's largest collection of branded technology products, the PEPPM Master Contract contains over 2 million products from hundreds of manufacturers, all competitively bid and awarded to hundreds of different pre-vetted resellers. PEPPM is managed by the Central Susquehanna Intermediate Unit and is endorsed by the Pennsylvania School Boards Association.

Related resolution(s)/approval(s):
December 9, 2021; No. 12
December 10, 2020; No. 17

Funding Source(s):
FY22-23 Operating and Capital Funds

Office Originating Request: Operations - Procurement

Action Item - 10.

Title: Energy Performance Contract with NORESCO for the Guaranteed Energy Saving Act (GESA) 3 at Heston, Locke, Washington, Franklin, Hackett, Clemente, Ellwood, and Kirkbride Schools ($125,000,000)

Board of Education Meeting Date: 12/15/2022

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:
NORESCO

Purpose:
To award an energy performance contract to NORESCO in alignment to the Guaranteed Energy Saving Act (GESA)

Start date: 12/16/2022

End date: 9/30/2024

Compensation not to exceed: $125,000,000

Location:
Heston, Edward School; Locke, Alain School; Washington, Grover Jr. Middle School; Franklin, Benjamin Elementary School; Hackett, Horatio B. School; Clemente, Roberto Middle School; Ellwood School; Kirkbride, Eliza B. School

Description:
The School District of Philadelphia plans to use American Rescue Plan Act (ARPA) funds to improve eight schools through the Guaranteed Energy Savings Act (GESA) Program. This allows for rapid design and construction to comply with the federal requirement that all construction work must be completed by September 30, 2024. The scope of work includes upgrading and replacing building systems to improve the indoor air quality in school facilities, including mechanical heating, ventilation, and air conditioning (HVAC) systems, filtering, and other air cleaning, fans, control systems, and related electrical work. This work shall incorporate school facility improvements to enable school building systems to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The schools selected were prioritized by the size of the school, the facilities conditions assessments, and maintenance backlog records.

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):
ESSER III

Office Originating Request: Operations - Facilities

ATTACHMENTS:

Description	Type

Action Item - 11.

Title: Amendment of Contracts with Wayne Moving and Storage Company, Inc., T & N Van Service and Affiliates, All Seasons Global Solutions (ASGS) - Moving Services ($2,000,000)

Board of Education Meeting Date: 12/15/2022

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

Purpose:
To provide additional funding for professional moving services at multiple school locations.

Original Start Date: 2/25/2022

Current End Date: 2/25/2024

Amended End Date: 2/25/2024

Currently Authorized Compensation: $1,500,000

Additional Compensation:
All entities will be paid out of the additional aggregate amount not to exceed $2,000,000 and total new $3,500,000 aggregate amount.

Total New Compensation: $3,500,000

Location:
Multiple school locations, including: William Dick Elementary School, Thomas Holme School, Thomas M. Pierce School, and AMY 5 at James Martin School.

Renewal Options: Yes

Number of Options: 1

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

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

Description:
The Office of Capital Programs has identified a need for increased funding for the current moving contract as a result of packing, transportation, and storage requirements that developed after the contract was awarded on February 24, 2022. The projected costs of moving and storage expenses related to the major renovation projects at Anderson, Blankenburg, Bregy, Carnell, Cramp, Houston, Longstreth, Sheridan, and Vare Washington Schools will exceed the contract amount currently authorized by approximately $500,000. Additionally, the FY24 moving expenses associated with the "swing space" relocations of William Dick Elementary School, Thomas Holme School, Thomas M. Pierce School, and AMY 5 at James Martin School will require the increased funding.

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.

Related resolution(s)/approval(s):
February 24, 2022; No. 11

Funding Source(s):
FY 23 Capital Budget ($1,900,000)
FY 23 Operations Budget ($100,000)

Office Originating Request: Operations - Facilities

Action Item - 12.

Title: Amendments to Contracts with Various Vendors for Boiler Burner Repair Services ($1,200,000)

Board of Education Meeting Date: 12/15/2022

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:
Herman Goldner Company, Inc.
Chadwick Service Company
Dewitt Heating and Air Conditioning

Purpose:
To increase funding of contracts under GSC-022 for boiler burner services and repairs

Original Start Date: 7/1/2020

Current End Date: 7/31/2023

Amended End Date: 7/31/2023

Currently Authorized Compensation: $3,000,000

Additional Compensation:
All entities will be paid out of the additional aggregate amount not to exceed $1,200,000 and new total aggregate amount not to exceed $4,200,000.

Total New Compensation: $4,200,000

Location:
Various locations of the School District of Philadelphia

Renewal Options: No

Description:
The Office of Facilities and Management Services requires support for repairs and service

of the boiler burner equipment in various School District buildings. Maintenance and service of boiler burner equipment is essential to provide and maintain heat in District facilities. These contractors are utilized in all schools as needed based on work orders placed for various repairs. The original award is $3,000,000 and a total of $2,685,471 has been spent in FY21 and FY22, leaving a balance of $314,529 to be spent in FY23.

The request for additional funding is due in part to rising material costs (over 30%) and increased scope of work to include oil tank and line maintenance. This contract is also being used in a coordinated effort with the oil tank cleaning general service contract to ensure comprehensive tank cleaning. Larger scale projects were also completed which adversely impacted the original funding request.

The contractors were selected through a competitive quote process and will be assigned work by the Office of Facilities Management and Services, who will monitor the work for quality and completeness.

The additional funding will support Guardrail – 1: Every school will be a safe, welcoming, and healthy place where all students, staff, and community want to be and learn each day.

Related resolution(s)/approval(s):
July 23, 2020; No. 13

Funding Source(s):
FY22-23 Operating

Office Originating Request: Operations - Facilities

Action Item - 13.

Title: Contracts with Various Vendors for New Furniture and Equipment at T.M. Peirce Elementary School - ($3,700,000)

Board of Education Meeting Date: 12/15/2022

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:
Meteor Education
Educational Furniture Solutions LLC
KayTwelve
Reed Associates

Purpose:
To procure furniture and equipment required to furnish the newly constructed T.M. Peirce Elementary School

Start date: 12/16/2022

End date: 12/30/2023

Compensation not to exceed: $3,700,000

Separate Compensation by Vendor:
All vendors will be paid out of the aggregate amount not to exceed $3,700,000.

Location:
Peirce, Thomas M. School

Renewal Options: No

Description:
The May 26, 2022 Board adopted Capital Improvement Plan (CIP) includes funding for a new T. M. Peirce Elementary School to include procurement of furniture and equipment. Prior to implementation of the approved budgeted line items, separate action of the Board of Education is sought. The newly constructed 77,000 square foot building will receive new furniture and technology in order to create collaborative and modern learning spaces and provide occupants with a complete and useable facility. Furniture will be procured from vendors who are a part of the competitively bid Pennsylvania Commonwealth Cooperative Programs, which provides favorable pricing.

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):
FY23 Capital Budget

Office Originating Request: Operations - Capital Programs

Action Item - 14.

Title: Contract with Browntown Group LLC - Certified Payroll Reporting ($100,000)

Board of Education Meeting Date: 12/15/2022

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:
Browntown Group LLC

Purpose:
To provide certified payroll reporting

Start date: 1/1/2023

End date: 12/31/2023

Compensation not to exceed: $100,000

Location:
Cassidy, Lewis C. Academics Plus School; Administrative Office(s)

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: $100,000

Description:
The Office of Procurement Services, in collaboration with the Office of Minority Small Business Development (OMSBD), has identified a need to obtain services from Browntown Group LLC to provide the following services on the Capital Program project for the building of the Lewis C. Cassidy School to fulfill the established requirements for the use of funds on this project:

- Coordinate with the Construction Management (CM) company point of contact to collect certified payrolls for participating contractors at all tier levels throughout the project.
- Extract this data that will be input by the CM company's point of contact from the LCP

Tracker software, which will be used throughout the project.
- The certified payroll data that will be collected will contain the demographics, gender, address (including zip codes) and trade union status (foreman, journeyman, apprentice), so that the School District may track and collect this data for internal and/or external reporting purposes.
- Turn over data to the OMSBD to match up with the CM original participation plan form(s) commitments compared to their actual manpower participation on the project.
- The OMSBD will report out to the appropriate stakeholders the progress and the ultimate outcomes for diversity with the workforce for this project.

Utilization of these services supports Board **Guardrail 1**: Every school will be a safe, welcoming, and healthy place for all students, staff, and community to learn. Our schools will be physically safe and clean with an inclusive environment. Students will have access to social, emotional, and mental health supports.

Funding Source(s):
FY23 Operating

Office Originating Request: Operations - Procurement

Action Item - 15.

Title: Ratification of Contract with Office Depot Business Solutions, LLC - Office Supplies - $12,000,000

Board of Education Meeting Date: 12/15/2022

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:
ODP Business Solutions, LLC (f/k/a Office Depot Business Solutions, LLC)

Purpose: Office and PPE supplies contract for District schools and administrative buildings

Start Date: 7/1/2022

End Date: 6/30/2023

Compensation not to exceed: $12,000,000

Location:
All Schools; Administrative Office(s)

Renewal Options: No

Description:
The Office of Procurement Services has identified the need for a dedicated source for office and PPE supplies that will be used by the schools and administrative offices throughout the School District. Office Depot offers significant savings as well as value-add programs like principal grant funds and monthly student supply awards. Additionally, Office Depot's just-in-time delivery model eliminates the need for onsite inventory holding at our schools. Office supplies are essential for the District's work across all of its goals. This action item seeks ratification authorization for a contract with this vendor originally approved by the Board as Action Item No. 39 at the June 23, 2022 Board of Education meeting, for purposes of clarification and correction concerning a funding and procurement misunderstanding. The Office of Procurement will regularly check competitors' pricing by releasing a new public solicitation for vendors to respond within the FY23 school year.

Related resolution(s)/approval(s):
June 23, 2022; No. 39

Funding Source(s):
FY23 Various Schools & Offices

Office Originating Request: Operations - Procurement

Office Originating Request: Operations - Procurement

Action Item - 16.

Title: Amendment of Contract with SEON Design (USA) Corporation - Transportation Management System ($225,000)

Board of Education Meeting Date: 12/15/2022

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:
SEON Design (USA) Corporation

Purpose:
To provide annual maintenance and project enhancements of the Transportation Services routing system

Original Start Date: 12/20/2012

Current End Date: 6/30/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $2,550,951

Additional Compensation:
$225,000

Total New Compensation: $2,775,951

Location:
District garages, Administrative Office(s) at 440 N. Broad Street, and various school offices

Renewal Options: No

Description:

The Department of Transportation Services is seeking a continuation of the contract with SEON Design Corporation. COMPASS is SEON's proprietary Transportation Routing System that is used to determine eligibility requirements for student transportation. COMPASS is an essential requirement used to create routes, and determine the transportation mode for eligible students (i.e. bus, SEPTA Fare Cards). The District seeks to increase the annual contract by $225,000 for FY24 to support yearly maintenance costs and project enhancements, such as route optimization software and customized reports. SEON is responsive and in compliance with its current contract. The success of the contract is measured by the District's continued effectiveness in managing student transportation eligibility requirements and the ability to make customized enhancements and reports as needed. This amendment directly supports the Board of Education's Guardrail 1: Welcoming and Supportive Schools. Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

Related resolution(s)/approval(s):
May 22, 2022; No. 61
May 27, 2021; No. 49

Funding Source(s):
FY24 Operating Fund

Office Originating Request: Operations - Transportation

Action Item - 17.

Title: Amendment to Contract with Joseph A. DeLuca Advisory & Consulting Services LLC for Program Management Services for the Office of Environmental Management Services

Board of Education Meeting Date: 12/15/2022

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:
Joseph A. DeLuca Advisory & Consulting Services LLC

Purpose:
To support the School District's efforts to comply with laws and regulations concerning asbestos management and lead in drinking water

Original Start Date: 1/1/2022

Current End Date: 6/30/2023

Amended End Date: 6/30/2025

Currently Authorized Compensation: $2,835,450

Additional Compensation:
$6,256,418

Total New Compensation: $9,091,868

Location:
Administrative Office(s)

Renewal Options: No

Description:
This action item will allow the District to amend the current contract with DeLuca Advisory & Consulting Services (DLA) to change the structure of the original contract from a one-year contract with two one-year renewal options to a three-year contract. DLA was initially retained

to oversee and execute the implementation of a Corrective Action Plan (CAP) designed to improve AHERA management and AHERA compliance within the Office of Environmental Management and Services (OEMS). The duration for the CAP execution was unknown at that time, and therefore a one-year contract with two one-year options was proposed. Based upon the work completed to date on the CAP, additional immediate needs have been identified, and a more refined completion date has been established; therefore, a not to exceed contract with a termination date is more appropriate. The increased costs included in this contract include the augmentation of OEMS staff that fill immediate staffing vacancies, which have been challenging. These positions will manage key functions of the Asbestos Hazard Emergency Response Act (AHERA) contract and the execution of the related actions funded with the recently awarded $5 million Environmental Protection Agency (EPA) Grant.

This work supports Board Guardrail 1 to provide safe, healthy and welcoming learning environments for all students.

Related resolution(s)/approval(s):
January 27, 2022, No. 25

Funding Source(s):
FY22 Operating Budget
FY23 Operating Budget
FY24 Operating Budget

Office Originating Request: Operations - Facilities

Action Item - 18.

Title: Authorization of School Bus Purchases from Various Vendors ($7,036,000)

Board of Education Meeting Date: 12/15/2022

Action under consideration

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

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

Purpose:
To purchase electric and other alternative fuel school buses

Original Start Date: 3/26/2021

Current End Date: 12/31/2023

Amended End Date: 6/30/2024

Currently Authorized Compensation: $11,500,000

Additional Compensation:
All vendors will be paid from the additional aggregate compensation not to exceed $7,036,000, and new total compensation of $18,536,000.

Total New Compensation: $18,536,000

Location:
Broad Street Garage

Passyunk Garage
Shallcross Garage

Renewal Options: No

Description:
The Department of Transportation Services is seeking authorization to use previously allocated Capital funds and approved grant funds to purchase school buses from Rohrer Bus, Inc., Wolfington Body Company, Brightbill Transportation, Inc., and the Lion Electric Company. These vendors are registered with COSTARS, the Commonwealth of Pennsylvania's cooperative purchasing program. Transportation Services continues to select old diesel school buses targeted for replacement due to age, reliability, and maintenance costs, and replace them with alternative energy vehicles. Alternative energy school buses provide cleaner, healthier air to our students and communities. The success of the authorization is measured by the ability of Transportation Services to continue to fulfill the District's mission of providing safe and efficient transportation. This authorization directly supports the Board of Education's Guardrail 1: Welcoming and Supportive Schools. Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

Related resolution(s)/approval(s):
March 25, 2021; No.28
April 21, 2022; No. 24

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

Office Originating Request: Operations - Transportation

Action Item - 19.

Title: Amendment to Contract with Terraphase Engineering, Inc. - Water Testing Program Management Services

Board of Education Meeting Date: 12/15/2022

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:
Terraphase Engineering, Inc.

Purpose:
To support the School District's efforts to continue its professional water testing program and execute the recently awarded Environmental Protection Agency (EPA) Water Infrastructure Improvements for the Nation Act (WIIN Act) Grant

Original Start Date: 4/27/2018

Current End Date: 6/30/2023

Amended End Date: 6/30/2027

Currently Authorized Compensation: $1,250,000

Additional Compensation:
$5,848,448

Total New Compensation: $7,098,448

Location:
All Schools

Renewal Options: No

Description:
This action item will allow the District to amend, extend, and increase the value of the current

contract with Terraphase Engineering to provide professional water testing program management services, and to execute the scope of work identified in the recently awarded EPA grant. The EPA grant specifically contemplates capitalizing on our existing relationship with Terraphase, to continue providing professional water testing program management services and installing filtered hydration stations, and expeditiously increase the pace of hydration station installations across District-owned schools. This contract supports the EPA grant focused on reducing lead exposure to children in drinking water by testing all drinking water outlets per the City of Philadelphia, Bill No.160618, Section A-703.1, and the installation of filtered hydration stations in school facilities at a rate of one hydration station per 100 students with a minimum of one hydration station per floor. The success of this contract will be obtained by completing the installation of filtered hydration stations by 2025, as described in the Board presentation on Guardrail 1.2 on November 17, 2022.

This work supports Board Guardrail 1 to provide safe, healthy and welcoming learning environments for all students.

Related resolution(s)/approval(s):
April 26, 2018; A-25

Funding Source(s):
FY22 Operating Budget
FY23 Operating Budget
FY24 Operating Budget
FY25 Operating Budget
FY26 Operating Budget
FY27 Operating Budget

Office Originating Request: Operations - Facilities

Action Item - 20.

Title: Ratification of Acceptance of Grant from the Pennsylvania Department of Environmental Protection, Driving PA Forward: CY21 Truck & Bus Fleet Grant Program ($936,000)

Board of Education Meeting Date: 12/15/2022

Action under consideration

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

From: Pennsylvania Department of Environmental Protection

Purpose: To support the purchase of electric school buses

Grant Start Date: 9/21/2022

Grant End Date: 12/31/2025

Amount up to: $936,000

Locations:
Broad Street Garage
Passyunk Garage

Description:
The Department of Transportation Services is requesting ratification approval for an award received on September 21, 2022, from the Pennsylvania Department of Environmental Protection (PA DEP). Transportation applied to PA DEP and was awarded a grant of $936,000. This award from PA DEP is under the Driving PA Forward: CY21 Truck & Bus Fleet Grant Program. This is the District's fourth award from the Driving PA Forward Program. The District received notification of the award on September 21, 2022. Staffing constraints and competing priorities delayed the processing of the award notification. The grant funding will be managed by the District Grants Office. The funding received from this award will provide supplemental support to cover some of the cost for six electric buses that the District projects will be delivered by the end of 2024. This will bring the total number of electric buses owned by the District to 20. These funds will also 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, more environmentally friendly vehicles. This acceptance directly supports the Board of Education's Guardrail 1: Welcoming and Supportive Schools. Every school will be a safe, welcoming, and healthy place where our students, staff, and community want to be and learn each day.

Office Originating Request: Operations - Transportation

Action Item - 21.

Title: Ratification of Contract Amendment with O and S Associates Architects and Engineers for Professional Design Services for the Bayard Taylor Roof Replacement ($44,250)

Board of Education Meeting Date: 12/15/2022

Action under consideration

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

With:
O and S Associates

Purpose:
To extend the time and increase the fee for O and S Associates, for professional design services provided for the Bayard Taylor Elementary roof replacement
Original Start Date: 10/26/2018
Original End Date: 8/20/2020
Amended End Date: 4/30/2023
Currently Authorized Compensation: $69,750
Additional Compensation: $44,250
Total New Compensation: $114,000
Location(s): Taylor, Bayard Elementary School
Description:
The Office of Capital Programs is requesting a fee increase for the architect of record, O & S Associates, for professional design services provided for the Bayard Taylor Elementary roof replacement project. The additional design fee was necessitated by the increase from the estimated project cost from $910,000 to $1,500,00 due to increased scope. The resulting design fee increased from $69,750 to $114,000. The contract scope was increased which required a construction time extension. The administrative design services period have been extended to align to the new construction completion date.
Guardrail 1: Welcoming and Supportive Schools - Every school will be a safe, welcoming, and healthy place where our students, staff and community want to be and learn each day.
Related resolution(s)/approval(s):
July 19, 2022; No. 20

Funding Source(s):
FY23 Capital Budget

Office Originating Request: Operations - Facilities

Action Item - 22.

Title: Ratification Amendment of Contract with The Sheward Partnership for Professional Design Services for the Kensington High School Building Envelope Improvement Project - No Cost Time Extension

Board of Education Meeting Date: 12/15/2022

Action under consideration

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

With:
The Sheward Partnership

Purpose:
To award a no-cost time extension to The Sheward Partnership, for professional design services for the Kensington High School Building Envelope Improvement Project

Original Start Date: 9/20/2019

Original End Date: 8/27/2021

Amended End Date: 4/30/2024

Currently Authorized Compensation: $331,250

Additional Compensation: $0

Total Compensation: $331,250

Location(s):
Kensington High School

Description:
The Office of Capital Programs is requesting a contract period extension for the architect of record, The Sheward Partnership, for professional design services provided for the building envelope improvement project at Kensington High School. The scope of work for this project includes replacement of the building roof, replacement of the windows and exterior doors, and extensive repair to the exterior masonry facade elements. The facade repairs include repointing and rebuilding portions of distressed brick masonry as well as refurbishment or replacement of steel lintels at exterior wall openings.

The design schedule extension is due to the project being put on hold for nine months as a result of budgetary concerns. This in turn has resulted in the delay of the competitive bid process for construction until January 2023. The new projected end date for the project is now April 30, 2024.

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

Related resolution(s)/approval(s):
July 19, 2019; No. 11

Funding Source(s):
FY23 Capital Budget

Office Originating Request: Operations - Facilities

Action Item - 23.

Title: Contract with Gessler Construction Co., Inc. for Parking Lot Stormwater Management Improvements ($567,500)

Board of Education Meeting Date: 12/15/2022

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:
Gessler Construction Co., Inc.

Purpose:
To contract with Gessler Construction Co., Inc. for a new parking lot and storm water management improvements at Andrew Hamilton School

Start date: 12/16/2022

End date: 6/30/2025

Compensation not to exceed: $567,500

Location:
Hamilton, Andrew School

Renewal Options: No

Description:
The Office of Capital Programs, through the facilities conditions assessment, has identified the need for a new parking lot and stormwater management improvements at Andrew Hamilton School. This project recommended for contract award was identified in the approved FY22 capital budget. The project was publicly advertised and the lowest responsible bidder is recommended for contract award. The District's design, construction, and project management teams have developed a site specific construction phasing plan in collaboration with principals and contractors for the site improvements. The work will be monitored by an inspector, project manager and construction manager to ensure the contractors meet the established budget and schedule.

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 - Facilities

Action Item - 24.

Title: Amendment of Contract with Multiple Vendors - Interpretation and Translation Services

Board of Education Meeting Date: 12/15/2022

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:
Para-Plus Translations, Inc.
Global Arena, LLC
Quantum, Inc.

Purpose:
To provide oral interpretation and document translation services

Original Start Date: 3/2/2020

Current End Date: 6/30/2023

Amended End Date: 6/30/2026

Currently Authorized Compensation: $750,000

Additional Compensation:
All entities will be paid from the additional aggregate amount not to exceed $1,730,381, and total new compensation amount of $2,480,381.

Total New Compensation: $2,480,381

Location:
All Schools

Renewal Options: Yes

Number of Options: 1

Duration of each option to extend: Years: 3 Months:

Maximum compensation authorized per option period: $1,560,000

Description:
The School District of Philadelphia (the District) provides written and oral communication to families in their primary or chosen language, and provides translation and interpretation services to effectively support families who are non-English speaking or Limited English Proficient (LEP). The selected vendors will provide oral interpretation and/or document translation services in more than 200 languages, including the top nine languages in the District, which include Albanian, Arabic, Cambodian (Khmer), Chinese, French, Portuguese, Russian, Spanish, and Vietnamese, in addition to services the District currently has in place. With the recently adopted Board Policy 139, which supports coordinating all efforts related to language access within the District in order to communicate effectively, we have experienced an increase in the number of translations and interpretations occurring. As a result, the District seeks authorization to extend the existing contract period and increase contractor compensation to sustain district-wide language access services.

This contract amendment aligns with Guardrail 1, to further promote the goal of creating safe and welcoming schools for all students and families, by providing language accessibility services for parents and guardians whose primary language is not English.

Related resolution(s)/approval(s):
February 27, 2020; No. 43
December 9, 2021; No. 30

Funding Source(s):
FY 23: Operating
FY 24: Operating
FY 25: Operating
FY 26: Operating

Office Originating Request: Student Support Services

Action Item - 25.

Title: PowerSchool - Learning Management System ($1,750,000)

Board of Education Meeting Date: 12/15/2022

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:
PowerSchool Group, LLC.

Purpose:
Learning management system and educator evaluation tool for teachers, principals, assistant principals, and non-instructional professionals

Start date: 3/1/2023

End date: 6/30/2027

Compensation not to exceed: $1,750,000

Location:
All Schools

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: Each option at a fixed amount of 104% of the preceding year amount.

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

The Educator Effectiveness System established a statewide, comprehensive rating system for teachers, administrators and non-teaching professional employees based on traditional

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

PowerSchool Group, LLC. provides the District with a platform to deliver critical compliance training and role-specific online learning opportunities along with subsequent tracking. Examples of training include Act 126, Act 71, District Policy 252, and Threat Assessment Training for school staff. In addition, the District is now able to create its own online learning content that is directly compatible with PowerSchool Group, LLC. technical specifications to enhance professional learning across many content areas and groups of stakeholders. This functionality provides flexibility and customization to meet the needs of the District. Furthermore, the District serves as an Act 48 hour provider with the Pennsylvania Department of Education to ensure educators earn their continuing education hours to maintain active certificates. PowerSchool Group, LLC. provides a way to track and export this data to the state.

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

Funding Source(s):
Teaching and Learning Funding Source:
FY22-23 Professional and Technical Services Category
Educator Effectiveness Funding Source:
FY22-23 Professional and Technical Services Category

Office Originating Request: Academic Support

Action Item - 26.

Title: Review of Proposed Board Policies (REVIEW - NO ACTION) - Added 12.1.2022

Board of Education Meeting Date: 12/15/2022

The Board of Education will consider the amendment of the following policies, in the form attached, at the January Action Meeting:

- Policy 123 Interscholastic Athletics
- Policy 123.1 Concussion Management
- Policy 123.2 Sudden Cardiac Arrest (Eliminate)
- Policy 123.3 Sportsmanship
- Policy 212 Reporting of Student Progress
- Policy 253 Youth Suicide Awareness and Prevention
- Policy 800 Records Management
- Policy 814 Copyright Material
- Policy 822 Automated External Defibrillator(AED)/Cardiopulmonary Resuscitation (CPR)

Office Originating Request: Board of Education

ATTACHMENTS:

Description	Type
Policy 123 - Interscholastic Activities	Supporting Document
Policy 123 - Administrative Procedures	Supporting Document
Policy 123.1 - Concussion Management	Supporting Document
Policy 123.2 Sudden Cardiac Arrest (Eliminate)	Supporting Document
Policy 123.3 Sportsmanship	Supporting Document
Policy 212 - Reporting Student Progress	Supporting Document
Policy 212 - Administrative Procedures	Supporting Document
Policy 253 - Youth Suicide and Prevention	Supporting Document
Policy 253 - Administrative Procedures	Supporting Document
Policy 800 - Record Management	Supporting Document
Policy 800 - Administrative Procedure	Supporting Document
Policy 814 - Copyright Materials	Supporting Document
Policy 814 - Administrative Procedures	Supporting Document
Policy 822 - Automated External Defibrillator	Supporting Document
Policy 822 - Administrative Procedures	Supporting Document

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123

Section: 100 PROGRAMS

Title: Interscholastic Athletics

Adopted: January 19, 2017

Revised:

123 INTERSCHOLASTIC ~~ACTIVITIES~~**ATHLETICS**

Purpose

The **Board of Education ("Board")**~~School Reform Commission~~ recognizes the value of a program of interscholastic athletics as an integral part of ~~the total school~~ **providing a well-rounded school** experience ~~for~~**to** all **School District of Philadelphia ("D**~~d~~istrict**")** students and as a conduit for community involvement. **Therefore, the purpose of this policy is to offer opportunities for participation in interscholastic athletic programs to District students.** ~~The program fosters the growth of school loyalty within the student body as a whole and stimulates the community interest. The game activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork.~~

~~Definitions~~

~~For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such activities occur between schools within this district or outside this district.~~

Authority

In conformity with Pennsylvania and Federal law, the District shall ~~It shall be the policy of the SRC to~~ offer opportunities for participation in interscholastic athletic programs to **all** ~~male and female~~ students on **an**~~as~~ equal ~~a~~ basis as is practicable and without discrimination~~, in accordance with law and regulations~~. [1][2][3][4][5]

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Athletics, to maintain ~~The SRC shall approve~~ a program of interscholastic athletics ~~and require that all facilities utilized in that program properly safeguard both players and spectators and are kept free from hazardous conditions~~ **with appropriate and suitable equipment, practice sites, and**

competition sites. The Office of Athletics shall publish schedules of interscholastic athletics events publicly.

The **Office of Athletics** ~~SRC~~ shall **define** ~~determine~~ the standards of eligibility to be met by all students participating in an interscholastic **athletics** program **that complies with Pennsylvania Interscholastic Athletic Association (PIAA) requirements**. Such standards shall require that each student, before participating in any interscholastic **athletics** activity, be covered by student accident insurance; be free of injury; and undergo a ~~Pennsylvania Interscholastic Athletic Association (~~PIAA~~)~~ Comprehensive Initial Pre-Participation Physical Evaluation by a licensed physician.

~~The SRC further adopts those eligibility standards set by the Constitution of the P.I.A.A.~~

~~The SRC directs that n~~**N**o student may participate in interscholastic athletics who has not **met all of the requirements for eligibility.**~~:~~

~~1. Met the requirements for academic eligibility.~~
~~2. Adhered to applicable attendance and discipline standards of the district.~~[6][7]

The Superintendent or their designee shall disseminate rules for the conduct of students participation in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the PIAA, and the District.

Mandatory Regulatory Procedures

~~The Superintendent or designee shall ensure that s~~**Similar athletic programs shall be offered to both sexes in proportion to the District's enrollment.[2][3]**

~~The Superintendent or designee shall ensure that i~~**Interscholastic athletics** ~~are~~ **shall be open to all eligible students and all students shall be fully informed of the opportunities available to them.**[8~~12~~][9~~13~~]

Interscholastic athletic activities shall not be scheduled to conflict with any educational activity necessary for meeting the requirements of the approved curriculum, nor scheduled to begin for at least two (2) hours after the completion of the College Entrance Examinations.

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and ~~his/her~~ **their parent/guardian shall sign and return the acknowledgement of receipt and review of the following:[10][11][12~~8~~][13~~9~~]**

1. **Concussion and Traumatic Brain Injury Information Sheet**~~.~~
2. **Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet**~~.~~

Transgender **and Gender Non-Conforming Student** Participation

~~Keeping in accordance with the SRC Policy 252 (Transgender and Gender Non-Conforming students), the principal will serve as the primary point of contact for any questions or concerns regarding Pennsylvania Interscholastic Athletic Association (PIAA) matters.~~ **Students participating in interscholastic athletics may participate on the team of the gender with which they identify.** All students and employees must adhere to ~~SRC p~~**P**olicy **252 - Transgender and Gender Non-Conforming Students**.[1~~5~~**4**]

Bullying and Hazing

Bullying, hazing, and harassment are antithetical to competitive sports. All students and employees must adhere to ~~SRC~~ Policy 247 **-** ~~(~~Hazing~~)~~**,** ~~and SRC~~ Policy 249 **-** ~~(~~Bullying/Cyberbullying~~)~~, **Policy 123.3 - Sportsmanship, and the Student Code of Conduct.[15]**[16][17]**[18]**

~~Off-Campus Activities~~

~~This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[7]~~

1. ~~The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.~~
2. ~~The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.~~
3. ~~Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.~~
4. ~~The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.~~
5. ~~The conduct involves the theft or vandalism of school property.~~
6. ~~There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.~~

~~**Delegation of Responsibility**~~

~~Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent/guardian.~~

~~The Superintendent or designee shall annually prepare, approve and present to the SRC for its consideration a program of interscholastic athletics, which shall include a complete schedule of events. S/He shall inform the SRC of changes in that schedule as they occur.~~

~~A coach, faculty member, or district representative from each school involved shall be present at each game or contest and shall remain with his/her group or team until it leaves the building or grounds where the event is held.~~

~~The direct control of athletics in each school may be delegated to authorized staff within the school in accordance with procedures established by the Superintendent or designee.~~

~~Guidelines~~

~~Male/Female Athletic Opportunities Report~~

~~By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[14]~~

~~By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[14]~~

~~The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[14]~~

Legal References:

1. 24 P.S. §16-1601-C, et seq.
2. 22 Pa. Code §4.27
3. 34 CFR §106.41
4. Pol.**icy** 103 **- Nondiscrimination in School and Classroom Practices**
5. Pol.**icy** 103.1 **- Nondiscrimination - Qualified Students with Disabilities/Protected Handicapped Students**
6. Pol.**icy** 204 **- Attendance**
7. Pol.**icy** 218 **- Student Conduct and Discipline**
8. **22 Pa. Code §12.1** ~~24 P.S. 5323~~
9. **22 Pa. Code §12.4** ~~24 P.S. 5333~~
10. Pol.**icy** 123.1 **- Concussion Management and Sudden Cardiac Arrest**
11. **24 P.S . §5323** ~~22 PA Code 12.1~~
12. **24 P.S. §14-1425** ~~22 PA Code 12.4~~
13. 24 P.S.§5321, et seq.
14. Pol.**icy** 252 **- Transgender and Gender Non-Conforming Students**
15. Pol.**icy** 247 **- Hazing**
16. Pol.**icy** 249 **- Bullying/Cyberbullying**
17. **Policy 123.3 - Sportsmanship**
18. **Student Code of Conduct**

Effective: March 28, 2019
Revised:

Administrative Procedures for Interscholastic Athletics
(Attachment for Policy No. 123, 123.1, ~~123.2~~, 123.3)

Purpose

These procedures are adopted by the ~~Division~~ **Office** of Athletics to effectuate the mandates of Board of Education Policy 123, 123.1, ~~123.2,~~ and 123.3.

Definitions

Athletic activity ~~shall mean all of the following~~**:**

1. Interscholastic athletics.
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including ~~cheerleading,~~ club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
3. Practices, interschool practices and scrimmages for all athletic activities.

Appropriate medical professional ~~shall mean all of the following~~**:**

1. A licensed physician who is trained in the evaluation and management of concussions.
2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.
3. A licensed or certified athletic trainer (ATC) who is trained in the evaluation and management of concussions.

Interscholastic athletics: All activities related to competitive athletic contests or competitions conducted between or among school entities as teams associated with the Philadelphia Public League ("PPL"), Middle Grades Conference ("MGC"), or Pennsylvania Interscholastic Athletics Association ("PIAA").

Sportsmanship ~~shall mean all of the following~~**:**

~~1. A sport or athletic activity will be enjoyed for its own sake.~~
~~2. A sport or athletic activity will be enjoyed with proper consideration for fairness, ethics, and respect.~~
~~3. A sport or athletic activity will be enjoyed with a sense of fellowship with one's competitors.~~

Actions which are fair and ethical and/or not intended to demean, embarrass, intimidate or injure opposing contestants, teams, spectators, and/or officials and that foster a sense of fellowship with one's competitors.

Procedures

Any ~~member~~ school sponsoring an ~~interscholastic~~ athletic activity may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, the symptoms and

warning signs of sudden cardiac arrest **and information about electrocardiogram testing**, bullying and hazing, and sportsmanship. In addition to the student**-** athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, **neuropsychologists,** athletic trainers, **physical trainers,** and content experts.

Each school year, prior to participation in an interscholastic athletic activity, every student-athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the PPL Student-Athlete Code of Conduct and PIAA CIPPE Form filled out by a physician, and signed appropriately. Similarly, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet and the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

A coach, faculty member, or District representative from each school involved shall be present at each game or contest and shall remain with their group or team until it leaves the building or grounds where the event is held.

The direct control of athletics in each school may be delegated to authorized staff within the school in accordance with procedures established by the Superintendent or their designee.

Removal from Play **from an Athletic Activity**

A student or coach who, as determined by the game official, appropriate medical professional, appropriate school administrator**, PPL, MGC,** or **PIAA** ~~Philadelphia Public League~~ representative, exhibits any signs of a concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engages in any form of unsportsmanlike conduct while participating in an interscholastic athletic activity shall be removed from participation at that time **and the emergency response system will be activated if necessary**.

Any student or coach known to have exhibited signs or symptoms of concussion **or traumatic brain injury**, sudden cardiac arrest, bullying and hazing, or engaged in unsportsmanlike **conduct**~~behavior~~ prior to or following an athletic activity shall be **prohibited**~~prevented~~ from participating in athletic activities.

Return to Play

The appropriate school administrator shall not return a student and/or coach to participation **in an athletic activity** until the student and/or coach is evaluated and cleared for return to participation in writing by an appropriate medical professional or the Office of the President of the Philadelphia Public League. The **Office of Athletics**~~Board of Education~~ may designate a specific appropriate medical professional(s) to provide written clearance for return to participation. The student and/or coach may be required to complete any mandatory online

training coursework through the National Federation of State High School Associations (NFHSLearn) prior to their return to play.

Training

All coaches shall annually, prior to coaching an athletic activity, complete the (1) Concussion in Sports; (2) Sudden Cardiac Arrest; (3) Bullying, Hazing & Inappropriate Behaviors; and the (4) Sportsmanship certification training courses offered by the National Federation of State High School Associations (NFHSLearn - www.nfhslearn.com).

In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers, and District employees that unsportsmanlike conduct is prohibited.

Penalties

A student or coach found in violation of the provisions of ~~this policy~~ these procedures related to removal from play and return to play shall be subject to the following penalties~~, as enforced by the Philadelphia Public League~~:

1. For a first violation, suspension from participation in or coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from participation in or coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from participation in or coaching any athletic activity.

Off-Campus Activities

This policy shall also apply to student and employee conduct that occurs off school property and would otherwise violate the Student Code of Conduct or Employee Code of Ethics.

Maintenance Schedule

Administrative procedures will be reviewed in accordance with the Interscholastic Athletics policy cycle, or if an event requires additional review.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.1

Section: 100 PROGRAMS

Title: Concussion Management **and Sudden Cardiac Arrest**

Adopted: January 19, 2017

Revised:

123.1 CONCUSSION MANAGEMENT **AND SUDDEN CARDIAC ARREST**

Purpose

The **Board of Education ("Board")** ~~School Reform Commission~~ recognizes the importance of ~~ensuring~~ the safety of students participating in ~~the district's~~ athletic programs **at the School District of Philadelphia ("District")**. **The purpose of** ~~T~~**t**his policy **is** ~~has been developed~~ to provide guidance for **athletes, parents/guardians, and athletic personnel about** prevention, detection**,** and treatment of concussions **and sudden cardiac arrest in** ~~sustained by~~ students while participating in an athletic activity.

~~Definitions~~

~~Appropriate medical professional shall mean all of the following:[1]~~

1. ~~A licensed physician who is trained in the evaluation and management of concussions.~~
2. ~~A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a licensed physician trained in the evaluation and management of concussions.~~
3. ~~A licensed psychologist neuropsychologically trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.~~

~~Athletic activity shall mean all of the following:[1]~~

1. ~~Interscholastic athletics.[2]~~
2. ~~An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[3]~~
3. ~~Noncompetitive cheerleading that is sponsored by or associated with a school.[3]~~
4. ~~Practices, interschool practices and scrimmages for all athletic activities.[3][2]~~

Authority

Pennsylvania law requires that each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet and the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.[1][2]

Delegation of Responsibility

~~Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent/guardian.~~

~~Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.[4]~~

The Board directs ~~T~~the Superintendent or **their** designee**, through the Office of Athletics in conjunction with the Office of Student Health Services, ~~shall~~ to** develop administrative procedures to implement this policy, which shall include protocols for concussion management **and sudden cardiac arrest**.

~~Guidelines~~

~~The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists.[4]~~

~~Removal from Play~~

~~A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participating in an athletic activity shall be removed by the coach from participation at that time.[4]~~

~~Return to Play~~

~~The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The SRC may designate a specific appropriate medical professional(s) to provide written clearance for return to participation.[4]~~

~~Training~~

~~All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers for Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.[4]~~

~~Penalties~~

~~A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:[4]~~

1. ~~For a first violation, suspension from coaching any athletic activity for the remainder of the season.~~
2. ~~For a second violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.~~
3. ~~For a third violation, permanent suspension from coaching any athletic activity.~~

Mandatory Regulatory Procedures

Nothing in this act shall be construed to abridge or limit any rights provided under a collective bargaining agreement or law.[1][2]

Except as provided under paragraph (2), nothing in this act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school entity or school employee.[1][2]

Any coach acting in accordance with this policy shall be immune from any civil liability.[1]

Legal References:

~~1. 24 P.S. 5322~~
~~2. Pol.icy 123 - Interscholastic Athletics~~
~~3. Pol.icy 122 - Extracurricular Activities~~
1. 24 P.S. 5323
2. **24 P.S. 14-1425**

~~**Related Information:**~~

~~24 P.S. 5321 et seq~~
~~Pol.icy 822 - Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)~~

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.2

Section: 100 PROGRAMS

Title: Sudden Cardiac Arrest

Adopted: January 19, 2017

Revised:

123.2 SUDDEN CARDIAC ARREST

Purpose

The Board of Education ("Board") School Reform Commission recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes.[1]

Definitions

Athletic activity shall mean all of the following:[2]

1. Interscholastic athletics.[3]
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[4]
3. Noncompetitive cheerleading that is sponsored by or associated with a school.[4]
4. Practices, interschool practices and scrimmages for all athletic activities.[4][3]

Delegation of Responsibility

Per Pennsylvania Interscholastic Athletic Association (PIAA) rules, all student athletes must have their PIAA CIPPE Form filled out by a physician, and signed by both the student-athlete and his/her parent /guardian. Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.[5]

Guidelines

The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, pediatric cardiologists, and athletic trainers.[5]

Removal from Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time.[5]

Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities.

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist.[5]

Training

All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health.[5]

Penalties

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:[5]

1. For a first violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a second violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a third violation, permanent suspension from coaching any athletic activity.

Legal References:

1. 24 P.S. 5331 et seq
2. 24 P.S. 5332
3. Pol. 123
4. Pol. 122
5. 24 P.S. 5333

Pol. 822

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 123.3

Section: 100 PROGRAMS

Title: Sportsmanship

Adopted: March 28, 2019

Revised:

123.3 SPORTSMANSHIP

Purpose

The Board of Education **("Board")** recognizes the importance of ~~ensuring a~~ **providing** positive experience**s** for students participating in ~~the District's~~ athletic programs **in the School District of Philadelphia ("District")**. **The purpose of** ~~T~~**t**his policy **is** ~~has been developed~~ to provide guidance for **student athletes, parents/guardians, and athletic personnel about** sportsmanship, leadership, and character development by students while participating in an athletic activity. [1][2]

~~Definitions~~

~~For the purposes of this policy, the terms below are defined as followed:~~

~~**Sportsmanship** shall mean that a sport or activity will be enjoyed for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with one's competitors. All activities within the District's athletic programs shall be conducted within the Sportsmanship guidelines set forth, at all times.~~

~~**Athletic activity** shall mean all of the following:~~

1. ~~Interscholastic athletics.~~
2. ~~An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.~~
3. ~~Noncompetitive cheerleading that is sponsored by or associated with a school.~~
4. ~~Practices, interschool practices and scrimmages for all athletic activities.~~

Authority

As permitted by the Pennsylvania School Code, the Board may adopt and enforce such policies necessary and proper to prohibit unsportsmanlike conduct in connection with any athletic activity, regardless of whether the conduct occurs on or off school property or outside of school hours. [1]

Delegation of Responsibility

~~Per Philadelphia Public League (PPL) rules, all student-athletes, coaches and sports administrators must adhere to the league code, promoting our~~**The Board directs the Superintendent or their designee, through the Office of Athletics, to adopt rules for student-athletes, coaches, and athletic personnel that promote** core values of teamwork, sportsmanship, leadership**,** and character.[2]

~~Each school year, prior to participation in an athletic activity, every student-athlete and his/her parent/guardian shall sign and return the acknowledgment of receipt and review of the Philadelphia Public League Student-Athlete Code of Conduct. [2]~~

~~The Superintendent is authorized to delegate the creation of administrative procedures to implement this policy, which shall include protocols for the promotion of our core values of Teamwork, Sportsmanship, Leadership, Character Development through participation in an athletic activity, and shall prohibit unsportsmanlike conduct, bullying hazing and other inappropriate behavior.~~

Mandatory Regulatory Procedures

Unsportsmanlike Conduct

The Board ~~of Education~~ prohibits unsportsmanlike conduct in connection with any athletic activity, regardless of whether the conduct occurs on or off school property or outside of school hours. ~~[1][2]~~**[3][4]**

The Office of Athletics shall annually inform student athletes, parents/guardians, and athletic personnel of the rules created in connection with this policy and require appropriate acknowledgements.

~~In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers and District employees that unsportsmanlike conduct are prohibited, by means of distribution of written policy, publication in handbooks, verbal instructions by the coach at the start of the season and/or posting of notice/signs. All Philadelphia Public League member coaches will be required to annually complete the Sportsmanship online coursework through the National Federation of State High School Associations (NFHSLearn).~~

Bullying, Hazing & Inappropriate Behaviors

Bullying, hazing, and harassment are antithetical to competitive sports. All students and employees must adhere to Policy 247 - Hazing, Policy 249 - Bullying and Cyberbullying, and the Student Code of Conduct. [5][6][7]

~~The Board of Education prohibits bullying, hazing and inappropriate behaviors in connection with any athletic activity, regardless of whether the conduct occurs on or off school property or outside of school hours. [3][4][5]~~

~~In addition to posting this policy on the District's website, the District shall annually inform students, coaches, sport administrators, parents/guardians, volunteers and District employees that bullying, hazing and inappropriate behaviors are prohibited, by means of distribution of written policy, publication in handbooks, verbal instructions by the coach at the start of the season and/or posting of notice/signs. All Philadelphia Public League member coaches will be required to annually complete the Bullying, Hazing & Inappropriate Behaviors online coursework through the National Federation of State High School Associations (NFHSLearn).~~

~~This policy, along with Policy 247 (Hazing), and Policy 249 (Bullying), procedures and Codes of Conduct, shall be provided to all school athletic coaches and volunteers affiliated with any athletic activity annually, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in an athletic activity.~~

Legal References:

1. 24 P.S. § 510
2. Philadelphia Public League (PPL) By-Laws
3. ~~**Policy 123.1 - Concussion Management and Sudden Cardiac Arrest**~~
4. ~~24 P.S. § 5352~~**Policy 218 - Student Conduct and Discipline**
5. ~~24 P. S. § 13-1302.1-A~~**Policy 320 - Freedom of Speech and Political Activities**
6. ~~Title IX of the Education Amendments of 1972~~**Policy 247 - Hazing**
7. **Policy 249 - Bullying/Cyberbullying**

~~**Related Information:**~~

~~Policy 247 (Hazing), and~~
~~Policy 249 (Bullying) procedures and~~
~~Student Codes of Conduct~~
~~National Federation of State High School Associations (NFHSLearn)~~

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 212

Section: 200 Pupils

Title: Reporting of Student Progress

Adopted: April 27, 1981

Revised: January 18, 2018

212 REPORTING OF STUDENT PROGRESS

Purpose

The **Board of Education ("Board")** ~~School Reform Commission~~ **is committed to welcoming every School District of Philadelphia ("District") parent and guardian and encouraging them to be partners in their child's school community. The Board also recognizes** ~~believes~~ that cooperation and communication between school and home is a vital component in the growth and education of each student. ~~The SRC acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.~~[1] **The purpose of this policy is to develop consistency in communication and engage educators, students, and families in the collaborative process of improving student outcomes.**

Authority

As required by the Pennsylvania School Code, students in public schools shall be graded and classified through a system of measuring academic progress. ~~The SRC directs that the District's instructional program shall include a system of measuring all students' academic progress.~~[2][**3**]

~~The SRC directs the establishment of a system of reporting student progress that includes academic progress reports, grade reports, and parent/guardian conferences with teachers.~~

~~In order to ensure meaningful participation, parents/guardians whose dominant language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress.~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Office of Academic Supports (OAS) in conjunction with the Chief of Schools Office (COS), to establish a system of reporting student progress that includes, but is not limited to, academic progress reports, grade reports, and parent/guardian conferences with teachers. OAS and COS ~~The Superintendent or designee~~ shall develop administrative procedures for reporting student

progress to parents/guardians, including annual publication of marking guidelines which outlines the grading guidelines for reporting student progress in Kindergarten and grades ~~K-12~~**1 through 12**. The marking guidelines will be available to all parents/guardians on the District website.

All appropriate staff members, as part of their professional responsibility, shall comply with the systems established for measuring and reporting student progress.

Mandatory Regulatory Procedures

~~Various methods of reporting, appropriate to grade level and curriculum content, shall be utilized.~~

Both student and parent/guardian shall receive warning of a pending grade of failure, or one that would adversely affect the student's academic status.

Scheduling of parent-teacher conferences shall occur at times and places that ~~ensure~~**promote** the greatest degree of participation by parents/guardians.

In order to promote meaningful participation, parents/guardians whose primary language is not English shall be offered appropriate interpretation and translation services for grade reports and other appropriate notices related to the reporting of student progress. [4]

~~Grade reports shall be issued at intervals of not less than nine (9) weeks.~~

~~Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.~~

Legal References:

1. Policy- 216 - Student Records
2. Policy- 127 - Assessment~~s System~~
3. **24 P.S. § 15-1531**
4. ~~Pol. 138 - English as a Second Language/Bilingual Education Program~~
4. **Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language is not English**

~~**Related Information:**~~
~~24 P.S. 510~~
~~24 P.S. 696~~
~~24 P.S. 1531~~
~~22 PA Code 4.11~~
~~Philadelphia Home Rule Charter - 12-300~~

Administrative Procedures for Reporting of Student Progress
(Attachment for Policy No. 212)

Purpose

The School District of Philadelphia ("District") adopts these procedures to effectuate Board of Education Policy 212 - Reporting of Student Progress. The purpose of these Administrative Procedures is to develop consistency in communication and engage educators, students, and parents/guardians in the process of improving student outcomes.

Procedures

The following Administrative Procedures should be used when reporting student progress to parents/guardians and students, and when reporting student progress in the aggregate at the school or District levels.

Reporting Individual Student Progress to Parents/Guardians and Students

The District shall use various methods to report student progress which include, but are not limited to the following:

1. Report cards: Quarterly standardized report cards shall indicate student progress at regular intervals each year.
2. Interim reports: Interim reports shall contain updated information about student progress on graded work, and/or upcoming assignments or tests.
3. Parent-teacher conferences.
4. Other methods as determined by individual schools and in consultation with parents/guardians.

These methods are intended to:

1. Communicate students' current performance, relative strengths, areas for growth, and goals for the end of the current school year.
2. Ensure collaboration between various stakeholders to ensure the identification, coherence, and support to enhance the student learning.
3. Provide a summary of information regarding the student's mastery of skills and concepts, academic achievement, development, and attendance records.
4. Provide resources for parent-teacher conferences, report cards, written correspondence, electronic mail, and electronic reporting through the District network consistent with Board of Education Policies 213, 215, 216, and 217.

The Responsible Parties for Reporting Students Progress to Parents/Guardians and Students

1. School-level professional staff are responsible for implementing the instructional expectations and regularly documenting student progress in the systems established by the Office of Information Technology, in consultation with other program offices.

2. School-level professional staff are also responsible for participating in scheduled identified progress monitoring meetings that are established by the Office of Academics, Office of Schools, Office of Student Support Services, and/or individual schools, to discuss research-based practices to support students' needs that impact academic performance.
    a. For example:
        i. Individualized Education Plan Meetings
        ii. Multi-Tiered System of Support
        iii. Inter-Agency Conferences
        iv. Parent/Guardian Conferences
        v. Professional Learning Communities
        vi. Grade or content meetings

3. The Office of Student Support Services will develop and communicate the process for the translation of documents and translation services for effective communication among the District's diverse populations.

4. The Chief of Schools Office will develop and communicate the approved yearly calendar, that includes District-wide assessment dates, recording quarterly progress dates, and dates for reporting/collaborating on student progress to parents/guardians and students.

Methods of Grading Student Progress

1. The Office of Academic Supports will develop and communicate the expectations for grade level content, via instructional resources, and guidelines for measuring student progress for quarterly and annual reporting.

2. The District's marking guidelines for Kindergarten through Grade 12 are available on the District's website at: https://www.philasd.org/curriculum/curriculum-and-instruction/marking-guidelines/

3. Teachers must include timely opportunities for students to submit late work and makeup work procedures that promote student learning, engagement, and achievement.

4. Teachers can accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment. Students will be made aware of the deadline established by the teacher.

5. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.

The Process for Communication to Parents/Guardians and Students

1. Communications shall be timely and should reflect the availability of the following:

a. Phone calls, conferences, open houses, or parent education meetings;
b. Paper copies & electronic copies; and
c. Translation or interpretation of reporting documents and services as required by law and policy.

2. The reporting of progress must include the following:
    a. Conferences and/or meetings to accommodate the attendance of all necessary stakeholders, depending on the meeting type, options for either in person, by phone, or virtual meetings.
    b. Four progress reports, in the form of report cards, are communicated to parents/guardians throughout the school year by the following methods:
        i. Parent portal; and/or
        ii. Printed and distributed as needed and/or requested.
    c. Four interim reports are communicated to parents/guardians throughout the school year by the following methods:
        i. Parent portal; and/or
        ii. Printed and distributed as needed and/or requested.

3. The SDP Parent/Family and Student Portals gives parents/guardians and students access to a student's academic progress.
    a. The District provides support to parents/guardians regarding how to access and navigate the SDP Parent Portal.
        i. The following link provides additional contexts: https://www.philasd.org/face/fr/parent-and-family-portal/
        ii. IT Family Help Desk can be reached at the following links and numbers:
            1. https://www.philasd.org/ithelpdesk/
            2. FamilyTechSupport@philasd.org
            3. (215) 400-4444

4. The Office of Evaluation, Research & Accountability administers an annual District-Wide Survey where families and students have the opportunity to provide feedback about instruction, school-parent communication, and other topics.

5. Communications shall be in conformity with Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language Is Not English.

<u>The Process for Measuring and Reporting Student Progress in the Aggregate</u>

1. The Office of Evaluation, Research & Accountability will identify, communicate, train, and provide technical support regarding the District-wide assessment(s).

2. In collaboration with the Office of Academic Supports, the Office of Evaluation, Research & Accountability will communicate, train, and provide technical support regarding federal and Commonwealth assessments for student Progress Accountability, currently Pennsylvania System of School Assessment (PSSA), Keystone, Pennsylvania

Alternate System of Assessment (PASA), Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and NOCTI assessments.

3. The Chief of Schools Office will communicate the yearly student progress calendar with professional staff and stakeholders in accordance with Policy 803 - School Calendar.

4. The Chief of Schools Office, in conjunction with the Office of Academic Supports and the Family and Community Engagement Office, shall support each school leader to develop a communication plan for school-level progress monitoring meetings, interim reports, and quarterly progress report conferences.

5. Resources will be provided to school leaders about best practices for informing parents/guardians about student progress.

Maintenance Schedule

These administrative procedures will be reviewed annually.

Related Information:

Policy 213 - Assessment of Student Progress
Policy 215 - Promotion and Retention
Policy 216 - Student Records
Policy 217 - Graduation Requirements

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 253

Section: 200 Pupils

Title: Youth Suicide Awareness and Prevention

Adopted: June 16, 2016

Revised:

253 YOUTH SUICIDE AWARENESS AND PREVENTION

Purpose

The ~~School District of Philadelphia (the District) adopts this Youth Suicide Awareness and Prevention Policy in acknowledgement of the District's commitment~~**Board of Education ("Board") is committed to protecting and supporting the physical and mental health of students and** to maintaining ~~a~~ safe**, welcoming, and healthy** environments in ~~all~~**every School District of Philadelphia** ("District") school **and buildings** ~~and; to protect the health, safety, and welfare of its students; to promote healthy development; and to safeguard against the threat, attempt, or completion of suicide among school-aged youth~~.

~~The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students~~ **Suicide impacts students** and the entire school community ~~are significant~~. **Therefore, the purpose of this policy is to promote the health, safety and welfare of students; promote healthy development; safeguard against the threat, attempt or completion of suicide among students; and maintain support for students and school communities in such events**. ~~Therefore, in order to ensure the safety and welfare of students, the District will establish prevention, risk assessment, intervention and postvention procedures; including educating school personnel and students on the risk factors, protective factors, actions and resources necessary to prevent suicide and promote mental well-being.~~

Authority

As required by the Pennsylvania Public School Code, the Board shall adopt a suicide awareness and prevention policy to promote the health and safety of its students. [1]

~~This policy shall describe procedures for several different activities along the continuum of suicide prevention in the school district. These activities include the following:~~

a) To provide protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity
b) To provide school procedures following a student's suicide threat or attempt that does not occur on District property or during a Districtsponsored activity, but that is reported to any District personnel
c) To provide protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide
d) To provide postvention protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event)
e) To provide re-entry protocol for a student following hospitalization for suicidal ideation or suicide attempt
f) To provide at least 4 hours of gatekeeper training to all educators across the district every five years, fulfilling Act 71 mandate
g) To provide additional professional development in risk assessment, elevated risk factors and crisis intervention for school counselors, school social workers and psychologists.
h) To provide protocol for parental information notification and involvement.

Delegation of Responsibility~~Publication of Policy~~

The Board directs the Superintendent or their designee, through the Office of Student Support Services, to promote the safety and welfare of students, to establish suicide prevention, risk assessment, intervention and postvention procedures; including educating school personnel and students on the risk factors, protective factors, actions, and resources necessary to prevent suicide and promote mental well-being. The administrative procedures shall contain the equivalent content as required by law. [1]

The **Office of Student Support Services**~~District~~ will notify ~~its~~ District employees~~, students, and parents/guardians~~ of this Policy **through annual training** and will post the policy on the District's website. **[1]**

~~Definitions~~

~~Behavioral Health Emergency:~~ ~~When a student expresses, verbally or in writing, the desire or intention to inflict serious or life-threatening injury to him/herself or others.~~

~~Gatekeepers:~~ ~~Individuals in a community who have face-to-face contact with large numbers of community members as part of their usual routine. They may be trained to identify persons at risk of suicide and refer them for an assessment, treatment or supporting services as appropriate.~~

~~Mental Health:~~ ~~A state of mental and emotional being that can impact choices and actions that affect wellness.~~

~~Non-Suicidal Self-Injury~~ ~~(NSSI~~~~): Self-injurious behavior without intent to die, often with goal to relieve distress, punish self, escape, or gain attention.~~

Parent involvement: Parents and guardians play a key role in youth suicide prevention, assessment, referral, treatment, and reintegration. Parent's/guardian's involvement includes: learning about the warning signs and risk factors for suicide, making decisions about their child's welfare and connecting their children to professional help when necessary. (Parents can reference the School District of Philadelphia, Prevention & Intervention Website for Warning Signs, Risks Factors and Resources).

Postvention: Programs and interventions for survivors following a death by suicide, designed to reduce the risk of suicide contagion through: assistance of the survivors to cope with a suicide death; addressing the social stigma associated with suicide; and disseminating factual information about the suicide death of a member of the school community.

Preparatory Acts: Acts or preparation towards making a suicide attempt, but before the potential for harm has begun. This can include anything beyond a verbalization or thought, such as assembling a method (e.g., buying a gun, collecting pills) or preparing for death by suicide (e.g., writing a suicide note, giving things away).

Protective Factors: Characteristics, (biological, psychological, and social), or conditions that may reduce risk and the likelihood of an individual attempting to take his/her life. Protective factors can include: receiving effective mental health care; positive connections to family, peers, community, and social institutions that fosters resilience; feelings of autonomy; and problem-solving skills. Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental illness.

Resilience: An individual's innate ability to persevere in the face of adversity, which reduces their risk of unhealthy outcomes. Resilience enables the individual to reach good outcomes. Factors that enhance a child's resilience pathway include: positive relationships with caregivers, peers, or a caring adult; internal strengths such as problem-solving skills, determination and hope; and environmental factors like effective schools and communities.

Risk assessment: An assessment interview of a student who may be at risk for suicide, conducted by the appropriate school staff (i.e., school psychologist, school counselor or school social worker). This interview is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and access to means, presence of support systems, level of hopelessness and helplessness, mental health status, and other relevant risk factors.

Risk Factors for Suicide: Characteristics or conditions that increase the chance that a person may try to take his or her life. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. The large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior. The more risk factors, the higher the risk for suicide. (Reference the School District of Philadelphia, Prevention & Intervention Website for Warning Signs, Risks Factors and Resources.)

School Connectedness: The belief held by students that adults and peers in the school care about them as individuals as well as about their learning. School-Wide Suicide Crisis Response: School emergency response to the serious harm or death of a student or staff by suicide.

Self-Harm (SH): Behavior that is self-directed and deliberately results in injury or potential for injury to oneself. This can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide. If self harm is a result of suicidal ideation or suicidal action, emergency referral procedures must be followed.

Student Suicide Crisis: An episode when a student is deemed at risk for suicide.

Suicidal Act or Suicide Attempt (SA): A self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

Suicide Attempt Survivor: An individual who engaged in a self-directed behavior with the intent to die and survived.

Suicidal Behavior: Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicide Contagion: When suicidal behavior or a suicide results in an increase in the suicidal behaviors of others. Guilt, identification and modeling are thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

Suicidal Ideation (SI): Thoughts about wanting to be dead or about actively wanting to commit suicide. Even without a plan or intent, ideation should be taken seriously.

Suicide: Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

Suicide Loss Survivor: A person who has experienced the suicide of a family member, friend, or colleague.

Warning Signs: Evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future. An evaluation by a mental health professional is essential to rule out the possibility of suicide and/or to initiate appropriate treatment. (Refer to the Behavior Health Emergency Procedure, Section 6, below, and the School District of Philadelphia, Prevention & Intervention Website.)

Suicide Awareness and Prevention Education

Staff Development on Suicide Awareness and Prevention

District policies and procedures for suicide awareness and prevention are now mandated by Act 71. As part of the District's professional development plan, professional educators in all school buildings serving students in grades six (6) through twelve (12), shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years. Act 71 can be reviewed here: http://payspi.org/wp-content/uploads/2015/08/Act-71.pdf

Additional professional development in risk assessment and crisis intervention will be provided to school counselors, school social workers and school psychologists.

All District school-based personnel, including, but not limited to, administrators, teachers, school counselors, classroom assistants, support staff, secretaries, coaches, bus drivers, custodians, and cafeteria workers, shall receive information regarding the District's policy and procedures, risk factors, elevated risk factors, warning signs, protective factors, response procedures, referrals and resources, in order to raise suicide awareness and prevention measures.

This information will be posted online on the School District's website. More information about risk factors, protective factors and high risk groups can be found on the School District of Philadelphia website. This information will help inform school personnel in identifying and referring youth at risk.

Suicide Awareness and Prevention Education for Youth

Students will receive age- and developmentally-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, as well as help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Literature on the current risk and protective factors and warning signs will be posted on the school district website. In addition, schools may provide supplemental small group suicide prevention programming for students.

Student Suicide Crisis: The Behavioral Health Emergency Procedure: Identification, Risk Assessment, Response, Reentry and Documentation

***If student needs immediate *medical* treatment, school staff should call 911.**

IDENTIFYING A CHILD AT RISK

All school personnel are responsible for looking out for the well-being of students. This includes being sensitive to signs that a student might have mental health distress. The mere presence of a

risk factor, or belonging to a high risk group, does not in and of itself mean a student is at risk for suicide...

Some children show overt signs of suicidal risk, while some may show emotion or behaviors that make staff concerned about their well-being. While all school personnel are not responsible for evaluating suicide, all staff are, however, responsible for referring students to the principal or designee when a child presents with mood or behaviors of concern, or self-refers. In these situations, the following steps should be taken:

1. **SECURE IMMEDIATE SAFETY:**
    a. The staff member who identifies such a student must immediately notify the principal and/or designee
    b. School staff will continuously supervise the student to ensure the student is never left alone; Staff interacting with or around the student will maintain calm and open lines of communication.
    c. If student needs immediate medical treatment, school staff will call 911 and follow procedure 511.0 (see http://www.phila.k12.pa.us/offices/administration/policies/principals/511.0.html).
2. **CONDUCT INITIAL RISK ASSESSMENT:** When a student is identified by a staff person as a potential risk, as soon as possible within presentation, a Suicide Assessment for level of risk of danger will be conducted. The following steps will be taken:
    a. The principal or designee will consult with the school psychologist/ counselor or their designee. Additional mental health assessment support will be consulted from provider mental health school-based supports. These may include: School Therapeutic Services, (STS) SAP Assessor, or Behavioral Health Rehabilitation Service (BHRS) provider. For any mental-health provider assisting in a suicide risk assessment, please ensure that the individual is a Master's Level staff: (for STS - Lead Clinician, for BHRS – Behavior Specialist Consultant or Mobile Therapist). For additional consultation, contact the assigned Prevention & Intervention Liaison.
3. **CATEGORIZE RISK LEVEL**: The school psychologist, school counselor or designee will assess for level of risk. The level of risk will determine the appropriate action.
    a. ROUTINE: Intervention within five days. No active suicidal or homicidal ideation, but extreme distress and/or a history of suicidal/homicidal Behavior
    b. URGENT: Intervention within 24 hours. Some current suicidal/homicidal ideation, but with no plan and with the ability of the child or adolescent and his/her family to contract for safety and carry out a safety plan.
    c. EMERGENT: Immediate Intervention. Current suicidal/homicidal ideation with clear, expressed intentions, and/or plan, and/or access to means, and/or past history of carrying out such behavior.
4. **TAKE ACTION:**
    a. For Routine and Urgent Situations: The school counselor, school psychologist or designee will:
        i. Contact parent/guardian and invite them to an immediate Emergency Conference.

ii. Assist the family/guardian to identify and invite appropriate and necessary supports, such as legal guardian, CUA, DHS and other supportive family members.
iii. Assist family in connecting with existing mental health treatment providers, or assist in linking family to new mental health resources.
iv. Obtain parent/legal guardian consents for release of information for new providers and ensure releases for active providers are current and signed by the current legal guardian.
v. Complete Parent Emergency Conference form, documenting reason for referral and recommendations (found at School District of Philadelphia/Prevention and Intervention website: http://webgui.phila.k12.pa.us/offices/p/preventionintervention/behavioral-health)
vi. Conduct periodic check-in with student to continue to assess risk until stable
vii. Follow up with parent/guardian and "released" provider to confirm linkage with mental health treatment and to obtain reports on progress

b. For Emergent Situations: (302/201 Psychiatric Examinations) The Department of Behavioral Health and disability Services provides 24/7 emergency behavioral health care and dispatches a Mobile Emergency Team (MET) to assess the needs of students experiencing behavioral/mental health crisis that requires immediate intervention. The school counselor, school psychologist or designee will:
i. Contact the assigned Prevention & Intervention Liaison to determine if a call for the Mobile Emergency Team is warranted.
ii. If the Prevention & Intervention Liaison is not available, the school personnel will call the Behavior Health Emergency line at (267)-784-7895, which is staffed by the School District of Philadelphia's Office of Prevention and Intervention.
iii. If the Behavior Health Emergency line responder approves, the school personnel will immediately contact the Mobile Emergency Team
iv. If the Behavior Health Emergency line responder provides alternate direction in lieu of contacting the MET, school personnel will follow those instructions.
v. Call Parent/legal guardian and invite in for immediate Emergency Conference, and complete Parent Emergency Conference form • Involuntary Psychiatric Examination (302): If a psychiatric evaluation is warranted, but there is no consent, the MET will assist in the process for an involuntary psychiatric examination. This will require police transport and a school staff member that witnessed the behaviors to accompany the student.
vi. Complete Behavioral Health Emergency Form to accompany student to the Crisis Response Center. Voluntary Psychiatric Examination (201): The MET may provide assistance with voluntary commitments (201), but is NOT a vehicle for de-escalation or transporting students to hospitals or for services. MET will ONLY transport to Crisis Response Center if ALL of

the following criteria are met: (1) a psychiatric examination is warranted; (2) the child is: 14 years old or older, and consents to exam; or child is under 14 and legal guardian consents and are present at the time of the MET assessment; and (3) time permits.

1. Complete Behavioral Health Emergency Form to accompany student to the Crisis Response Center.

vii. Submit Serious Incident Management System (SIMS) Report. (SIMS is completed for incidents which affect the health, safety and welfare of the pupils; employees and visitors; may be of a criminal nature; or may generate public concern.

RE-ENTRY PROCEDURE

The following is the re-entry procedure for a student returning to school following a mental health crisis (e.g., suicide attempt, psychiatric hospitalization):

1. A school counselor or other designee will coordinate with the student, their parent or guardian, their teachers, and any outside mental health care providers
2. Upon re-entry into school, the counselor or designee will enter and/or update the student into RTII/MTSS Level II/III process, for support planning and progress monitoring.
3. If appropriate, a referral to the SAP assessor will be made to assist with obtaining further treatment referrals and resource linkages.
4. The school counselor or designee will request that the parent/guardian provide the school with documentation from the child's mental health care provider that states that the child is no longer a danger to themselves or others.
5. When authorized by the student's parent or legal guardian, the school counselor or other designee will coordinate with the appropriate outside mental health care providers to ensure mental health recommendations for the school and child are appropriately followed.
6. The school counselor or mental health designee will conduct initial frequent check in's with the student, titrating frequency as dictated by the child's needs, to help the student readjust to the school community and to address any ongoing concerns.

DOCUMENT AND FOLLOW-UP

The counselor or designee will:

- Complete and send Counselor Emergency Report (page 1) and Parent Emergency Conference Form to the assigned Prevention & Intervention Liaison (FAX: 215-400-4223) within 24hrs of incident
- Obtain a School District of Philadelphia Release of Information for the treatment facilities (emergency room-CRC and/or inpatient psychiatric facility and/or partial hospital), if not already obtained.
- Follow up with the parent/guardian and treatment facilities, as authorized by the legal guardian, to participate in hospital's discharge planning meetings.
- Follow up with the treatment facility, as authorized by legal guardian consent for release of information, to obtain both the discharge plan summary and the psychiatric evaluation.

- Upon reentry into school, enter student into RtII/MTSS Level II/III data base.
- Document 7-day and 30-day follow-up using page 2 of Counselor Emergency Report.
- Retain copies of all above documents in student's confidential file

Response to School-wide Suicide Crisis

SCHOOL SAFETY/CRISIS RESPONSE TEAM

Each District school shall establish a School Safety/Crisis Response Team in compliance with the District's adoption (March 2007) of the National Incident Management System (NIMS). For the purpose of suicide response, the team may - Pg. 9 Page 9 of 11 include, but is not limited to, administrators, school counselors, school nurse, social worker, school resource officer, teachers, and other members of the school's Student Assistance Program team. The team should also include individuals designated as coordinators and/or investigators on cases involving peer-to-peer harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

RESPONSE TO SUICIDE OR SUICIDE ATTEMPT:

The first District personnel on the scene of a suicide or suicide attempt shall follow the District's crisis response procedures as outlined in the District Readiness and Emergency Management (REM) School Safety Plan and shall immediately notify the principal or designee. The principal or designee will immediately activate the District Incident Management System, as outlined in the District's School Safety Plan.

District personnel will immediately notify the parents or guardians of the affected student(s). If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law.

Postvention

Immediately following news of a student death by suicide, the school-based crisis response team will meet to develop and implement a postvention action plan to guide school response. The District's Prevention & Intervention Liaisons are available to facilitate and support the school team as needed. Each school is expected to follow the major Incident Crisis/Emergency Response Checklist as outlined by the Office of School Safety. This checklist can be found within the live Safety Plan completed by the school's safety team, annually.

In cases of Student/Staff Death:

- Notify Student Services for Prevention & Intervention (267)258-3236 or email: preventionandintervention@philasd.org
- Notify Assistant Superintendent
- Convene Safety/Leadership Team Meeting
- Prepare and distribute, with approval from the office of Communication, a Parent Notification Letter with resources for families (see School Safety Plan)
- Debrief, complete and submit Emergency/Crisis Intervention Report (See school safety Plan) to preventionandintervention@philasd.org or fax to (215)400-4223
- Submit Serious Incident Management System (SIMS) Report

Recommended Resources for Youth Suicide Awareness and Prevention

Crisis Intervention Resources (Emergency Services and Lifelines):

Emergency Services in Philadelphia - Department of Behavioral Health and Intellectual disAbility Services (DBHIDS)
http://philadelphia.pa.networkofcare.org/mh/emergency-services.aspx

Lifelines:

- National Suicide Prevention Lifeline: 24-hour, toll-free for anyone in suicidal crisis or their friends and loved ones. 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. http://www.suicidepreventionlifeline.org
- The Trevor Lifeline: The only nationwide, around-the-clock, crisis intervention and suicide prevention lifeline for LGBTQ young people, ages 13-24 1.866.488.7386
- TrevorChat: Free, confidential, secure instant messaging service for LGBTQ young people, ages 13-24 http://www.TheTrevorProject.org

Non-Emergent Resources:

2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide
http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf

Act 71
http://payspi.org/wp-content/uploads/2015/08/Act-71.pdf

Act 71 Information page
www.payspi.org/act71

American Foundation for Suicide Prevention
http://www.afsp.org/

~~"American Indian Life Skills Development/Zuni Life Skills Development" – University of Washington~~
~~http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81~~

~~Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ): Affirming service providers adhere to best practices guidelines for LGBTQ clients~~
~~http://www.apa.org/pi/lgbt/resources/guidelines.aspx~~

~~Pennsylvania Youth Suicide Prevention Initiative (PAYSPI)~~
~~www.payspi.org~~

~~"Signs of Suicide" Prevention Program (SOS)~~
~~http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/~~

~~Substance Abuse and Mental Health Services Administration (SAMHSA) – Suicide Prevention Information~~
~~http://www.samhsa.gov/suicide-prevention~~

~~Suicide Prevention Resource Center~~
~~http://www.sprc.org/~~

~~U.S. Department of Education, Office for Civil Rights (OCR), guidance related to disability discrimination and sex discrimination~~
~~http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504~~

~~Youth Suicide Warning Signs~~
~~http://www.youthsuicidewarningsigns.org/~~

~~Attachment:~~

- ~~Major Incident Crisis/Emergency Response Checklist~~

Legal References

1. **24 P.S. § 15-1526(a-c)**

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Youth Suicide Awareness and Prevention
(Attachment for Policy No. 253 and consistent with Act 71)

Purpose

The Board of Education ("Board") is committed to maintaining a safe and welcoming environment in all School District of Philadelphia ("District") schools and acknowledges the impact of suicide on students' mental health, academic performance, and ability to participate in activities that provide a well-rounded education. Suicide impacts students, families, and the entire school community. Therefore, the purpose of these administrative procedures is to promote the health, safety and welfare of students' development and to safeguard against the threat, attempt, or death by suicide among students, and to provide support in such events.

These administrative procedures shall describe procedures for several different activities along the continuum of suicide prevention in the District. These activities include the following:

a) To provide protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity;
b) To provide school procedures following a student's suicide threat or attempt that does not occur on District property or during a District sponsored activity, but that is reported to any District personnel;
c) To provide protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide;
d) To provide postvention protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event);
e) To provide re-entry protocol for a student following hospitalization for suicidal ideation or suicide attempt;
f) To provide at least 4 hours of gatekeeper training to all educators across the District every five years, fulfilling Act 71 mandate;
g) To provide additional professional development in risk assessment, elevated risk factors, and crisis intervention for school counselors, school social workers, and psychologists;
h) To provide protocol for parental information notification and involvement;
i) To provide student awareness education.

Procedures

These Administrative Procedures shall apply in any situation where a student is expressing suicidal ideation or threats, including verbal or physical behaviors, on school property, at any school-sponsored activity, or on any public vehicle providing transportation to or from a school, or portal to portal, or school-sponsored activity. These administrative procedures shall also apply following a suicide threat or attempt that does not occur on school grounds or during a school-sponsored activity, but that is reported to any school personnel. In conformity with Pennsylvania Law, the District has developed resources and protocols for the the following situations and requirements:

a) Protocol if a student expresses suicidal thoughts or intention of self-harm on District property, at any District-sponsored activity, on any District vehicle providing transportation to or from a school or District-sponsored activity:
   i) The District's protocol in this respect can be found at the following LINK.
   ii) Other than linked above, the Department of Transportation Services will follow normal incident protocols for student expressions of suicidal thoughts or intentions of self-harm on District transportation.
b) Protocol following a student's suicide threat or attempt that does not occur on District property or during a District sponsored activity, but that is reported to any District personnel:
   i) The District's protocol in this respect can be found at the following LINK.
c) Protocol for acute crisis response immediately after (e.g., same or next day) a student has died by suicide:
   i) The District's protocol in this respect can be found at the following LINK.
d) Protocol and activities to help the school community recover after a suicide event (the weeks following a suicide event):
   i) The District's protocol in this respect can be found at the following LINK.
e) Protocol for a student following hospitalization for suicidal ideation or suicide attempt:
   i) The District's protocol in this respect can be found at the following LINK.
f) Protocol for at least 4 hours of gatekeeper training to all educators across the district every five years, fulfilling Act 71 mandate:
   i) The District provides an hour of training on Cornerstone annually to all staff and requires certain school staff to complete the same. The list of staff that completed the training will be stored and maintained in Cornerstone. The list will be reviewed by the Office of Prevention and Intervention for compliance. On a regular basis, the training materials will be reviewed for quality and applicability to the District setting.
g) Provide additional professional development in risk assessment, elevated risk factors and crisis intervention for school counselors, school social workers and psychologists:
   i) The District offers various professional development opportunities in risk assessment, etc. throughout each year.
h) Provide protocol for parental information notification and involvement:
   i) The District's protocol in this respect can be found at the following LINK.
i) Student Awareness Education:
   i) The District is implementing the evidence-based Signs of Suicide (SOS) program to provide suicide awareness education to students, staff, and families. SOS teaches students how to identify signs of depression and suicide within themselves and friends. Additional mental support is available during and after this training for students. Additionally, the program provides training for parents, community, and school staff, in addition to their yearly training, that focuses on teaching them to recognize at-risk students and what next steps to take to support that youth.

Maintenance Schedule

These Administrative Procedures shall be reviewed upon review of the policy, or on an as needed basis.

Related Information:

Recommended Resources for Youth Suicide Awareness and Prevention

Crisis Intervention Resources (Emergency Services and Lifelines)

Emergency Services in Philadelphia:

- **9-1-1**
- **Nearest Hospital Emergency Department**
- **Mental Health Delegate 24/7:** Compassionate, trained professionals are available 24-hours a day, 7 days a week. Callers will receive counseling, guidance and direction for receiving prompt evaluation and treatment services. If needed, they will come to your home, school to complete the assessment. (215) 685-6440
- **Philadelphia Children's Crisis Response Center**: 24/7. The center serves children and adolescents, ages 3-17. Philadelphia Children's Crisis Response Center treats children and adolescents experiencing an acute mental health crisis. 3300 Henry Avenue, Falls Center 2, Suite 3N, Philadelphia, PA 19129. (215) 878-2600 https://www.philachildrenscrc.com
- **PATH Children's Urgent Care Center:** The UCC serves children/youth who are experiencing a serious behavioral health issue that needs to be addressed as soon as possible. Ages served: 3-18, as well as those youth 18-21 who continue to receive children's services if they continue to be enrolled in school, or they continue to be in the custody of DHS. If hospitalization (partial or inpatient is needed, this service is not appropriate). 1919 Cottman Avenue, Philadelphia, PA 1911. (215) 728-4651 http://www.pathcenter.org/bh/Children's%20Urgent%20Care%20Center.htm

Lifelines:

- Dial 988 Suicide Prevention Hotline: 24 hours a day 7 days a week, PLEASE talk to someone if you are in a crisis. Just dial 988 https://988lifeline.org/help-yourself/youth
- The **Philly HopeLine**: (833) PHL-HOPE/ (833) 745-4673. The Philly HopeLine is an award-winning free and confidential helpline run by Uplift Center for Grieving Children

in partnership with the School District of Philadelphia as a resource for students and caregivers. The HopeLine is staffed by Master's-level clinicians from Uplift. We offer dedicated service hours for grieving Spanish speakers and LGBTQ+ youth, and our interpretation line supports over 150 different language needs.

- Philadelphia Warm-line: (855)507-9276

- **Text "Brave" to 741-741** which connects to a Crisis Text Line, or Call 1-800-273-TALK (8255) if you feel you are in crisis and need to talk NOW.

- **National Suicide Prevention Lifelin**e: 24-hour, toll-free for anyone in suicidal crisis or their friends and loved ones. 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. http://www.suicidepreventionlifeline.org

- **The Trevor Lifeline**: The only nationwide, around-the-clock, crisis intervention and suicide prevention lifeline for LGBTQ young people, ages 13-24 1.866.488.7386

- **TrevorChat**: Free, confidential, secure instant messaging service for LGBTQ young people, ages 13-24 http://www.TheTrevorProject.org

Non-Emergent Resources:

- All the Feels Student Journal

- 2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide
  https://www.hhs.gov/surgeongeneral/reports-and-publications/suicide-prevention/index.html

- Act 71
  https://codes.findlaw.com/pa/title-24-ps-education/pa-st-sect-24-15-1526.html

- **American Foundation for Suicide Prevention**
  http://www.afsp.org/

- **Girl's Health.Gov**
  The "Your Feelings" section offers support and information to teenage girls about mental health and emotional well-being, recognizing when to get help, and who to turn to for support.
  https://www.girlshealth.gov/feelings/index.html

- **Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ)**: Affirming service providers adhere to best practices guidelines for LGBTQ clients
  http://www.apa.org/pi/lgbt/resources/guidelines.aspx

- **NAMI Teens and Young Adults**
  Information on this website includes how to recognize the signs of mental illness, how to help a friend, how to manage mental health while in college, and how to take charge of your mental health.
  https://www.nami.org/Your-Journey/Kids-Teens-and-Young-Adults

- **NIH: FAQ About Suicide**
  Suicide is a leading cause of death in the United States and a major public health concern. When a person dies by suicide, the effects are felt by family, friends, and communities. This brochure, developed by the National Institute of Mental Health (NIMH), can help you, a friend, or a family member learn more about the warning signs of suicide, ways to help prevent suicide, and effective treatment options.
  https://www.nimh.nih.gov/health/publications/suicide-faq

- **MentalHealth.Gov for Educators**
  Educators are often the first to notice mental health concerns in their students. This website provides ways educators, families, and caregivers can help young people, students and their families who may need mental health support and resources.
  https://www.mentalhealth.gov/talk/educators

- **"Signs of Suicide" Prevention Program (SOS)**
  SOS overview

- **Substance Abuse and Mental Health Services Administration (SAMHSA**) – Suicide Prevention Information
  http://www.samhsa.gov/suicide-prevention

- **Suicide Prevention Resource Center**
  http://www.sprc.org/

- **The Jed Foundation- Protecting Emotional Health and Preventing Suicide**
  Transitioning into adulthood can bring big changes and intense challenges. The Jed Foundation (JED) empowers teens and young adults with the skills and support to grow into healthy, thriving adults.
  https://jedfoundation.org

- **Youth Matters Philly**
  Find What You Need When You Need It: A web app designed to help vulnerable Philly youth locate & rate community resources
  https://www.youthmattersphilly.org

- **Youth Suicide Warning Signs**
  http://www.youthsuicidewarningsigns.org

- **Youth Suicide Definitions**

Important Youth Suicide Definitions

Resources Recommended by PDE:

- A comprehensive set of resources for youth suicide awareness and prevention is accessible at PDE Suicide Prevention & Awareness
- Suicide Prevention Task Forces: are groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- List of County CASSP and Children's Behavioral Health Contact Persons
- List of County Crisis Intervention Services
- Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities
- SAMHSA's Preventing Suicide: A Toolkit for High Schools
- Services for Teens at Risk (STAR-Center)

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 800

Section: 800 Operations

Title: Records Management

Adopted: June 24, 2021

Revised:

800 RECORDS MANAGEMENT

Purpose

~~The Board of Education ("Board") recognizes that as a governmental agency performing a wide range of educational, personnel, financial, legal, and business functions, the School District of Philadelphia ("District") generates and receives an extensive variety of written and electronic records. Sound business practices and legal and regulatory requirements dictate that many of these records be maintained in a retrievable manner for prescribed periods of time.~~

The purpose of this policy is to require the **School District of Philadelphia ("**District**")** to establish and maintain a records management **process** ~~system~~ that defines District staff responsibilities and complies with federal and state laws and regulations.

~~Definitions~~

~~**Electronic mail (email) system:** A system that enables users to compose, transmit, receive, and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets, and other electronic documents.~~

~~**Litigation hold:** A communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the current or potential litigation or investigation.~~

~~**Records:** Information, regardless of physical form or characteristics, that documents a transaction or activity of the District and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the District. The term includes a document, paper, letter, map, book, tape, photograph, film, or sound recording, information stored or maintained electronically, and a data-processed or image-processed document. [1][2]~~

~~**Records retention schedule:** A comprehensive listing of district records stating retention periods and proper disposition of District records.~~

~~**Records management system:** The system implemented by the District for the retention, retrieval, and disposition of all records generated by District operations~~.

Authority

As required by the Pennsylvania Public School Code, the **Board of Education (“**Board**”)** shall retain, as a permanent record of the District, Board minutes, annual auditor's reports, and annual financial reports.**[1]** All other financial records, including financial account books, orders, bills, contracts, invoices, receipts, and purchase orders, shall be retained by the District for a period of not less than six (6) years.[~~3~~**1**]

All other District records shall be retained in accordance with state and federal law and regulations and the District record retention schedule(s). ~~The District shall make a good faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden. [4][5]~~

Delegation of Responsibility

The Board directs the Superintendent or their designee, through the Records Management Office, to develop and maintain, in consultation with the Chief Information Officer and Office of General Counsel (“OGC”), a records management **process** ~~system~~ for the District that complies with legal and regulatory requirements and this policy **in consultation with program offices.**

The Records Management Office shall be responsible to:

1. Ensure that training is provided to appropriate District staff members. ~~Such training may include:~~
    a. ~~Operation, care, and handling of equipment and software;~~
    b. ~~Instructions on using the records retention schedule(s);~~
    c. ~~Procedures and responsibilities of District staff in the event of a litigation hold;~~
    d. ~~Identification of what is and what is not a record; and~~
    e. ~~Protocols for the categorization, retention, transfer, storage, preservation, and disposal of records.~~
2. **Create and maintain administrative procedures, a Record Center User’s Guide (“User’s Guide”), and a Records Retention Schedule to provide guidance on which records must be maintained; how to effectively maintain, catalog, and dispose of records; and how to proceed in the event of a litigation hold. [2][3]**
3. Review all records retention schedule(s) ~~annually~~ **as needed** to ensure that record descriptions and retention periods are updated as necessary.
4. Annually notify District schools and offices of the**ir obligations under this Policy and the related documents and provide guidance in conjunction with OGC and the Information Technology office (“IT”). It is the responsibility of each program office**

to monitor compliance. ~~records to be packed for storage or disposed of and ensure that all identified records are properly transferred, stored, or disposed. Each school or office shall conform to these requirements in a timely manner.~~

5. ~~Periodically evaluate the effectiveness and implementation of the records management system and recommend changes as needed.~~

Each District school or office ~~shall appoint a records coordinator who~~ shall be responsible for ~~ensuring~~ the school's or office's adherence to the requirements of Board policy and records management ~~system~~ **processes, as well as for developing its own written protocol.**

Any individual granted access to District records ~~or data is~~ **shall comply with Board Policy, the Employee Code of Ethics, and Acceptable Use Policy.** ~~responsible for the legal and ethical usage of the information.~~

Mandatory Regulatory Procedures

~~Records Management System~~

~~The District is committed to implementing procedures to effectively manage and provide necessary access to District records and data while ensuring the confidentiality, integrity, and availability of the information.~~

~~The District's records management system shall be the principal means for the retention, retrieval, and disposition of District records, including paper, electronic, and email records. The system shall not rely primarily on backup systems to manage the retention and disposition of records.~~

~~The Office of Records Management shall create and maintain a Record Center Users Guide ("Users Guide") which shall include:~~

1. ~~Criteria to distinguish records of the District from the supplemental personal records of individual employees. [6][7]~~
2. ~~System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced, and disposed.~~
3. ~~Preservation and protection measures to protect the integrity of records and data.~~
4. ~~Procedures and employee designated for determining whether an item is a record.~~
5. ~~Procedures for adding, revising, or deleting records and data.~~
6. ~~Records retention schedule(s).~~
7. ~~Provisions for the storage and retrieval of records in the event of an emergency or disaster.~~
8. ~~Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:~~
    a. ~~Who can initiate a litigation hold,~~
    b. ~~How and to whom a litigation hold is communicated,~~

c. Who will determine which records are subject to the litigation hold,
d. Who will be responsible for collecting and preserving such records and data,
e. Who will be responsible for monitoring and ensuring the District's compliance with the litigation hold, and
f. In what format the records will be collected.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc.

For any record not covered by a records retention schedule, the Records Management Office, in consultation with the Chief Information Officer and OGC, as needed, shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule(s).

The District shall delete and/or dispose of records in a manner that protects any sensitive, proprietary, or confidential information or individual privacy rights, and helps conserve natural resources.

Records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

Electronic Records

Electronic records shall be retained and disposed of in the same manner as records in other formats.

The District shall develop and maintain adequate and up-to-date documentation about each electronic record system. Documentation may:

1. List system title and responsible employee(s) or office;
2. Specify all technical characteristics necessary for reading or processing the records stored on the system;
3. Identify all defined inputs and outputs of the system;
4. Define the contents of the system, including records formats and database tables;
5. Identify vital records and information;
6. Determine restrictions on access and use; and
7. Describe update cycles or conditions.

Email Records

Email messages, in and of themselves, do not constitute records. Retention and disposition of email messages depends on the function and content of the individual message.

Records on an email system, including messages and attachments, are District property and shall be retained and disposed of in accordance with the District's records retention schedule(s).

~~Email messages and attachments that do not meet the definition of records shall be deleted as required by District procedures.~~

~~Email records may be maintained as an electronic record or be printed and maintained as a paper record.~~

~~For each email considered to be a record, the following information shall be retained:~~

1. ~~Message content,~~
2. ~~Name of sender,~~
3. ~~Name of recipient, and~~
4. ~~Date and time of transmission and/or receipt.~~

Contractors

Records created or maintained by contractors employed by the Board shall be retained and disposed of in accordance with the District's records management **process**~~system~~. [**4**~~8~~]

Legal References:

1. ~~65 P.S. § 67.102~~
2. ~~Policy 801 - Public Records~~
3. 24 P.S. §5-518
4. ~~65 P.S. § 67.901~~
5. ~~Policy 828 - Suspected Financial Misconduct and Dishonesty~~
6. 65 P.S. § 67. 101-67.3104~~708~~
7. 20 U.S.C. § 1232g
8. 65 P.S. § 67.506

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Records Management
(Attachment for Policy No. 800)

Purpose

These Administrative Procedures are to describe and guide the implementation and application of Board of Education Policy 800.

Definitions

Document hold: A communication ordering that all records and data relating to an issue to be addressed by current or potential litigation or investigation be preserved for possible production during the current or potential litigation or investigation.

Records: Information, regardless of physical form or characteristics, that documents a transaction or activity of the District and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the District. The term includes a document, paper, letter, map, book, tape, photograph, film, or sound recording, information stored or maintained electronically, and a data-processed or image-processed document. This can include emails and texts.

Non-Record Materials: Items that are not created, received, or used in the process of transacting or communicating District business, policies, and decisions. Non-Record Materials may include, but are not limited to, extra copies of documents used or maintained for convenience of reference, stocks of publications, blank forms, library and museum material made or acquired and preserved solely for reference or exhibition purposes, notes, journals, diaries, and similar documents created by a District officer or employee for their own personal convenience, copies of documents in any media furnished to the public under the Pennsylvania Right-to-Know Law, advertisements, spam, junk mail, textbooks, instructional material, and preliminary drafts, working papers, and informational notes that have no impact on how information is interpreted or used or that otherwise have no value to the District. Non-Record Materials also include transitory messages which consist of material used to communicate information with short-term value that is not intended to formalize or perpetuate knowledge and does not set policy, establish guidelines or procedures, certify a transaction, become a receipt, or have a bearing on actions or decisions taken or not taken.

Procedures

I. Records Retention

The District records are generally comprised of business records and student records.

(1) Student Records

Student records include records pertaining to individual students which are maintained by the District.

(2) Business Records

Business Records include all records that are not considered Student Records as defined above.

(a) Non-Record Materials

Not all materials legally constitute records for purposes of this Policy and under law. Non-Record Materials are excluded from the definition of a Record and consist of items that are not created, received, or used in the process of transacting or communicating District business, policies, and decisions. Non-Record Materials may include, but are not limited to, extra copies of documents used or maintained for convenience of reference, stocks of publications, blank forms, library and museum material made or acquired and preserved solely for reference or exhibition purposes, notes, journals, diaries, and similar documents created by a District officer or employee for their own personal convenience, copies of documents in any media furnished to the public under the Pennsylvania Right-to-Know Law, advertisements, spam, junk mail, textbooks, instructional material, and preliminary drafts, working papers, and informational notes that have no impact on how information is interpreted or used or that otherwise have no value to the District. Non-Record Materials also include transitory messages which consist of material used to communicate information with short-term value that is not intended to formalize or perpetuate knowledge and does not set policy, establish guidelines or procedures, certify a transaction, become a receipt, or have a bearing on actions or decisions taken or not taken.

The Office of Records Management, in consultation with the Office of General Counsel (OGC) and the Office of Information Technology (IT) shall create and maintain Administrative Procedures, a Record Center Users' Guide ("Users' Guide"), and a Records Retention Schedule. Record retention periods are determined based on the content, nature, and purpose of the record and not on its format or the media on which the record is stored. Only the Office of Record Management and OGC can establish the records retention periods for each category of records and set retention periods based on legal, fiscal, administrative, and historical value. The Records Retention Schedule provides the minimum retention period the District is required to maintain for each District Record. All District and Board Staff and Board Members shall comply with the retention requirements as provided and shall follow the protocols established by the Office of Records Management to have each record properly disposed of once the record has met its retention period in the absence of document holds, described in Section IV, below.

Each program office shall develop, in conformity with the Records Retention Schedule, and maintain written protocols for records management and submit the same to OGC, the Office of Records Management, and IT. These protocols shall include the following:

(1) the location(s) (ex. Google Drive/hard drive/application/traditional file cabinet) where each type of record retention category is stored;
(2) the form(s) (ex. electronic/paper) in which each type of record retention category is stored; and

(3) processes for transferring and/or preserving records subject to retention or document hold(s) upon an employee's separation from the District.

Each program office shall consult with and notify the Office of Records Management, OGC and IT regarding changes to their protocols, or if changes to the Records Retention Schedule are necessary.

II. Records Storage and Destruction

Unless a document hold is in place, each District program office shall annually destroy records that have passed the retention schedule timelines. IT shall annually, prior to the conclusion of the fiscal year, send notification to all District program offices to destroy records in conformity with the Records Retention Schedule and Users' Guide and/or document hold and preserve any records that fall into a records retention category in conformity with that program office's written protocols.

A program office shall follow the Users' Guide and its own written protocols to manage documents that should be retained, stored and/or retrieved (ex. hard copy storage, external hard drive, off-site electronic storage).

A program office shall follow the Users' Guide when destroying records and submit a certification to the Office of Records Management/OGC and properly note the records being destroyed or stored, so they can be located at a later time. Records that have been disposed prior to submitting a certification must be reported to the Office of Records Management.

Non-record materials may be destroyed at any time without prior approval. Non-record materials that contain confidential information, including, but not limited to, social security numbers, student information, employee information, and information pertaining to legal or investigation matters must be destroyed or permanently deleted in a manner so that such information cannot be identified or retrieved.

District Records destroyed or damaged by fire, flood, natural disaster, environmental conditions, or lost due to theft or disposal-in-error must be immediately reported to recordsdestruction@philasd.org.

If there are any questions regarding whether a document is a record that should be preserved and/or which records retention category it falls under, then the program office should contact OGC and the Office of Records Management.

III. Document Holds

Upon receipt of a document hold, District staff shall not delete, destroy or alter any records responsive to the hold. District staff should also gather documents and/or the physical or electronic location of documents that are sought and provide the same to OGC. If there is any question as to whether a document falls within the parameters of a document hold, District staff

should preserve the document. Any ambiguities are to be resolved in favor of retaining documents. All document holds should be sent to OGC, IT and the Office of Records Management, unless specifically prohibited.

OGC shall notify, upon a reasonable expectation of litigation or actual notice of litigation or investigation, all District program offices and/or staff that could have documents that are related to or regarding the matter which it has determined the District has a legal obligation to preserve. The notification shall define the subject matter of the documents that should be preserved indefinitely and not destroyed, as well as the definition of "documents."

The District shall make a good faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden. If you receive any request for production of documents or information from any person or entity outside of the District, you must promptly notify the OGC, unless you are advised by the District's Office of Inspector General or a law enforcement or judicial agency not to do so.

IV. Training

The Records Management Office, in conjunction with IT and OGC, shall provide training to appropriate District staff members. Such training may include by way of example:

a. Instructions on using the records retention schedule(s).
b. Procedures and responsibilities of District staff in the event of a document hold.
c. Identification of what is and what is not a record.
d. Protocols for the categorization, retention, transfer, storage, preservation and disposal of records.

Maintenance Schedule

These Administrative Procedures shall be reviewed on an as needed basis.

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 814

Section: 800
OPERATIONS

Title: Copyright Material

Adopted: April 27, 1981

Revised: May 18, 2017

814 COPYRIGHT MATERIAL

Purpose

The Board of Education ("Board") respects the rights of copyright owners and does not authorize or condone improper duplication or use of copyrighted materials. Furthermore, the Board wishes to promote the production and use of high quality materials in the educational program to provide for enriching and well-rounded education experiences. The purpose of this policy is to guide School District of Philadelphia ("District") staff and students in the responsible use of copyrighted materials and to build their understanding of appropriate uses.

Authority

~~The School Reform Commission emphasizes that f~~**F**ederal law **generally prohibits** ~~makes it illegal for anyone to~~ **duplication or use of** copyrighted materials without permission. ~~The SRC acknowledges that severe penalties are provided for unauthorized copying of audio, visual, software, online or printed materials unless the copying falls within the bounds of the fair use doctrine.~~[1]

Definitions

~~Under the fair use doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. In order for the duplication or alteration of a product to fall within the bounds of fair use, four (4) standards must be met:~~

1. ~~*Purpose And Character Of The Use* – The use must be for such purposes as teaching or scholarship and must be nonprofit.~~
2. ~~*Nature Of The Copyrighted Work* – Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers.~~

3. *Amount And Substantiality Of The Portion Used* – Copying the whole of a work cannot be considered fair use; copying a small portion may be considered fair use if appropriate guidelines are followed.
4. *Effect Of The Use Upon The Potential Market For Or Value Of The Copyrighted Work* – If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties.

Delegation of Responsibility

Staff may make copies of copyrighted school district materials that fall within the established administrative procedures. Where there is reason to believe the material to be copied does not fall within the administrative procedures, prior permission shall be obtained from the principal.

Staff members who fail to adhere to this policy and administrative procedures may be held personally liable for copyright infringement.

Staff members shall be responsible for instructing students in fair copyright practices and academic integrity, including guidance on citing resources appropriately.

The Board directs the Superintendent or their designee, through the Offices of General Counsel, Academic Support, and Information Technology, to develop Administrative Procedures that guide District students and staff in their responsibility to comply with copyright law and make determinations regarding whether an intended use of intellectual property is permissible. When permission is required for the lawful use of copyright materials, permission must be obtained by the individual planning to use the copyrighted materials prior to the use.

Mandatory Regulatory Procedures~~Guidelines~~

District employees should avoid unauthorized reproduction and/or use of copyrighted materials absent permission from copyright owners, or some other legal exception.[1]
~~It is the policy of the district that~~**All** professional materials produced by ~~d~~**D**istrict employees, in execution of official duties, shall be the sole property of the District to ~~protected by~~ copyright. The copyright shall be in the name of ~~t~~**T**he School District of Philadelphia. [2][3]

The ~~It is the policy of the~~ **D**istrict **shall** ~~to~~ deny requests for copies of documents that are marked as protected by a copyright of a third party. However, those documents may be available for inspection, subject to any applicable law restricting access to exempt, privileged or confidential information. [4]

Legal References:

1. 17 U.S.C. 101 et seq
2. 17 U.S.C. 101, 201(b)
3. Pol**icy** 319 - Outside Activities

4. 65 P.S. § 67.3101.1
5. 17 U.S.C. 106

Administrative Procedures for Copyright Material
(Attachment for Policy No. 814)

Purpose

The purpose of the following administrative procedures is to provide concrete guidance to District staff and students about (1) what copyright is and (2) how to permissibly use copyrighted materials in the following situations:

- In-person classroom teaching;
- Online classroom teaching;
- School performances in music, theater, and dance;
- Creating reports, presentations, or curricular resources;
- Multimedia projects, such as videos, art, or podcasts;
- Making copies for people with disabilities; and
- Making copies for libraries and archives.

Definitions

Copyright: A system of intellectual property that gives authors of creative works a bundle of exclusive rights over those works. Creative works include artistic works — like paintings, photographs, or sculptures — written music and sound recordings, audiovisual works, architectural plans and the architectural work itself, choreography, and written works, including computer programs. [1]

Derivative works: To make new works using or changing the medium of the copyrighted material in the original. [2]

Exclusive Rights: Copyright holders are the only people who can permissibly (1) make copies of the work; (2) to make new works using or changing the medium of the copyrighted material in the original; (3) to sell, rent, or lend copies of the work; (4) perform the work publicly (for sound recordings, this includes streaming it to be heard in a public place) and (5) to display the work publicly; unless another exception applies. [3]

Fair Use: This doctrine allows for certain uses of copyrighted materials without permission from the copyright holder, determined on a case-by-case basis by weighing the four factors codified in federal copyright law. Allowable uses typically promote artistic and scientific progress without infringing on the copyright owner's exclusive right to make money off the work. [4]

Licensed: A work is licensed when you have received permission from the copyright holder for your intended use of the work. Crediting the author is not the same as receiving permission to use the work. A license can be solicited — you have specifically sought out permission from the copyright holder to use their work for a specific purpose — or it can accompany the work, like Creative Commons licenses or open licenses.

Public Domain: A work is in the public domain when it no longer has any copyright protections. Works available in public spaces or on the internet are not necessarily in the public domain, and you should assume works you find on the internet are protected by copyright until you find evidence otherwise. Works that are in the public domain are free for anyone to use, copy, perform, record, or change. There is no complete list of works in the public domain, but many older dramatic and musical works will be public domain (e.g., original Shakespeare texts). All works produced by the U.S. federal government are public domain. [1]

Public Performance: Presenting a copyrighted work at a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered. Examples include:

- film festivals
- meetings, programs, and events at schools or the Central Administration Office
- movie nights sponsored by student or other groups

Exceptions include:

- individual viewing
- home viewing with family and friends
- classroom viewing
- viewing in small groups, such as in a group study room

Procedures

I. Guidance for Fair Use Generally [4]

Under the fair use doctrine, uses of copyrighted materials without the explicit permission of the copyright holder are acceptable for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

For the copying, altering, or use of a work to fall within the bounds of fair use, four (4) criteria must be met:

A. *Purpose And Character Of The Use* – The use must be for such purposes as teaching, scholarship, criticism, or comment, and the use should be nonprofit. Uses that critique or comment on the original work, such as parody, a critical review of a work, or
B. *Nature Of The Copyrighted Work* – Artistic, creative works such as paintings, plays, music, and poems are entitled to more creative protections than more factual-based works such as newspaper articles or news reports.
C. *Amount And Substantiality Of The Portion Used* – Copying or using a small portion of the work may be considered fair use; do not copy the entire work.
D. *Effect Of The Use Upon The Potential Market For Or Value Of The Copyrighted Work* – If resulting economic loss to the copyright holder can be shown, making even a single copy of certain materials may be an infringement; and making multiple copies presents the danger of greater penalties.

II. Using Copyrighted Materials for Classroom Teaching

Teachers should use high-quality materials that enhance student learning, but must balance this with respecting the rights of creators. Many copyrighted materials may be used in the classroom; however, restrictions may apply on use outside of the classroom or on duplication or posting online.

- Materials created by the educator or for which the educator has obtained permission from the copyright holder.
    - For example, a lesson plan you make yourself is acceptable to use.
- Materials purchased, licensed, or created for use by educators by the school, District, or State.
    - For example, if the school or District has purchased novels or movies and they are available in the school library, they are acceptable to use in the classroom.
    - Materials borrowed from the public library are also acceptable to use.
- Materials that indicate they are licensed for general educational use,
    - e.g., through a Creative Commons License or otherwise clear statement of the copyright holder.
- Materials that are in the public domain.
    - For example, a Dickinson poem.
- Uses of materials that meet the criteria outlined in "*Guidelines for Classroom Copying in Not-For-Profit Educational Institutions*" [5]

A. Fair Use Guidance for Classroom Teaching

This Section will describe common use scenarios that arise when teachers or students use other's works during face-to-face classroom instruction. Section V, below, covers scenarios when using others' work to create new works while at school.

1. The widely accepted minimum standards for fair use for making copies of copyrighted works in education settings can be found in a document entitled "*Guidelines for Classroom Copying in Not-For-Profit Educational Institutions*." [5]

KEY TAKEAWAYS:

- Do not create copies of individual works to create substitutes for collective works like anthologies or compilations.
- Do not copy works intended to be consumable like workbooks, tests and test booklets, answer sheets, etc.
- Do not give students copies without the copyright notice.

B. Performing Dramatic or Musical Works in Classroom Settings for Instructional Purposes [6]

1. If, during normal in-person teaching activities, you will be performing or playing music for instructional purposes (e.g., reading a scene from a play for drama or English classes, practicing a song in music class, playing music to interpret the lyrics), you do not need a license.
2. Having a student play a song at an assembly during school hours, so long as it is not open to those outside the school community and will not be posted online for anyone to watch at home, is also permissible without a license.

C. Playing Videos or Audio in the Classroom and Instruction [6]

1. As long as you reasonably believe you are acquiring audio/video/images from a source that has appropriate copyright permissions itself, then neither you nor your students need permission from the source or the copyright holder to play/show/perform the materials in face-to-face classroom instruction.
2. However, most major streaming services, such as Netflix, Hulu, and Amazon Prime, **do not authorize** the use of their services for "public performance," including use in classrooms, in their terms and conditions. [7]
    a) To avoid violating these terms and conditions, do not use your personal streaming services account to play movies, music, or other content. You may use your personal account **only to stream content specifically licensed for educational use or public performance on these platforms**. For example, Netflix licenses some of its documentaries to be played in the classroom for educational purposes.
    b) Do not make copies of any works used in face-to-face instruction, including making compilations or clips or recordings.

D. Special Considerations in Using Copyrighted Materials for Online Learning [8]

1. You may use copyrighted material for online learning much in the same way as discussed above. Specifically:
    a) The work being played, performed or displayed can't be sold for use as part of online learning courses (unless it is the material purchased and licensed by the District for use in online learning);
    b) The copy must be from a source that has appropriate copyright permissions itself;
    c) The work must be shown by the teacher, at the direction of the teacher, or under the teacher's supervision as part of the course offered by the school;
    d) It must be directly related to the course content;
    e) The work is shown only to students in the course, to the extent technologically feasible;

f) You must provide notice that the material is subject to copyright protections;
g) You do not retain the work for longer than the class session; and
h) You do not further copy or distribute the work.

III. Using Copyrighted Materials in School Performances Outside of the Classroom

A. You may perform all public domain or open licensed plays, music, dances, or speeches. Otherwise, except for as mentioned below, public performances of other works will require obtaining a license from the copyright holder.
    1. If you wish to take creative liberties and make changes to an existing dramatic work for a performance, such as swapping the gender of characters, changing the setting, or altering certain aspects of dialogue, this requires permission from the copyright holder. Therefore, you may want to consider producing a play that is already in the public domain.
B. Exception for public non-dramatic music performances (e.g. band, orchestra, poetry slams) that will not be recorded or live-streamed by the District or school: [2][9]
    1. These performances may be open to the public, but may not be "transmitted" to other places.
    2. If a performance is going to be recorded so that parents can buy copies, or live streamed so people can watch it at home, then the District/school must obtain a license.
    3. If the performance is going to be recorded so that students can watch it in class and learn from it, or for archival purposes, and it won't be shared more broadly, the performance would not require a license.
    4. You cannot charge admission, or the admission fees must only be used for production costs or educational purposes, and the copyright holder must not object to the performance (they need not be directly notified).
C. Obtaining Performance Licenses
    1. If a work is not in the public domain or does not meet the exception outlined in II.B. above, then it will require a license.
        a) Fees for licenses vary significantly depending on the nature of the work and the nature of the performance.
        b) Not every work is available to be licensed: this is especially true of recent popular plays and musicals.
    2. Theater and Dramatic Musical Productions
        a) Determine which play(s) you are interested in producing.
        b) Determine which publishing house owns the rights to the play.
        c) Determine if the play is available to be licensed (copyright holders may not license performances of especially recent and popular plays or musicals).
        d) Contact the publishing house in writing with details of your request.

e) The American Association of Community Theater has a guide to obtaining performance rights for plays and musicals. Note that royalty fees do not include the cost of scripts.

3. Music Performances not meeting Section B, above.
   a) Determine which songs you are interested in performing.
   b) Identify the songwriters, lyricists, and composers of the song. This is not always the same as the performer of a recorded song.
   c) Search for the publishing house that own the rights to that particular song.
   d) The National Association for Music Educators (NAfME) has detailed guides available on acquiring copying, performance, and recording licenses for music.
4. Each District
   a) Legal: If you need to purchase the license and/or sign any documents to obtain the license, you should contact Office of General Counsel before signing any agreement. *See*, https://www.philasd.org/generalcounsel/contact/

★ Licensing timelines vary depending on the type of licenses acquired.
★ Licenses for plays or musicals are typically limited to the duration of a planned run: the number of times you plan to perform the play publicly determines the cost.
★ Music licenses often allow for longer terms.

IV. Using Copyrighted Materials in Curriculum Guides, Staff Training Materials, and Other Resources

It is also important to consider the use of copyrighted materials in our own District materials. For example, photos and other kinds of images are often useful for conveying information in curriculum guides or training materials (powerpoints about prevention and intervention; a guide to storing records; or diversity, equity, and inclusion training). Some of these materials may also be copyrighted.

A. Using Images

1. Okay to use:
   a) You may use images you create yourself, such as making your own diagram explaining the relationship between different concepts or use photos you personally took.
   b) You may also use images in the public domain or that are licensed for non-commercial use, e.g., images contained in the Creative Commons (*see* links in the "Resources" below).
2. Not okay to use unless license:[3]
   a) A screenshot you take of a copyrighted website, online textbook page, etc.
   b) "derivative work" as define above

(1) Be sure that the license indicates you can make changes to the work

B. Linking to Copyrighted Materials such as Videos or Instructional Materials

1. Linking to properly copyrighted materials is permissible. [10] [11]
2. However, linking to materials that themselves violate copyright laws, such as pirated copies of movies or books, is a form of copyright infringement, so you must link only to the original source of the copyright or the properly licensed sources. [10][12]

V. Using Copyrighted Materials when Creating Videos, Art, or Other Multimedia Projects

Staff, teachers, and students, may want to create videos, art, podcasts, or other multimedia content as part of their work for the District or their studies. The District encourages this creativity and new ways of presenting information or ideas, and stresses that this can be done so long as the intellectual property rights of other creators is respected.

★ For works where a specific video clip, image, or sound is not necessary to the purpose, first look for Public Domain, Creative Commons or open-licensed works, and royalty-free music.
★ Youtube has an Audio Library to help creators identify royalty-free music and sound effects.
★ Be sure to follow the licensing requirements of any work you use, such as attribution or using the same creative commons license.

VI. Making Copies for Individuals with Disabilities

It is also generally permissible to convert previously published literary works to accessible formats for individuals with disabilities, like a read-aloud or Braille or increasing it to large font without the permission of the copyright holder. If you are unsure, please reach out to the Office of General Counsel for guidance.

These works cannot be reproduced in any other format, must display a statement saying that further reproduction or distribution in a different format is prohibited, and include a copyright notice. [13]

VII. District Copyright Work

The District alone owns the rights to any work developed by staff in the course and scope of employment. However, the District will not register copyrights for teacher made lesson plans in units of study.

Each District division is responsible for pursuing copyright registration for work, except as mentioned above, created under its auspices.

Maintenance Schedule

These administrative procedures will be reviewed upon policy renewal, or in the case of changes to federal copyright law or a triggering event.

Legal References

[1] 17 U.S.C. § 102
[2] 17 U.S.C. § 101
[3] 17 U.S.C. § 106
[4] 17 U.S.C. § 107
[5]"Guidelines for Classroom Copying in Not-For-Profit Educational Institutions" included in H. R. Rep. 94-1476 (1976).
[6] 17 U.S.C. § 110 (1)
[7] See https://help.netflix.com/legal/termsofuse, https://www.hulu.com/terms, https://www.primevideo.com/help/ref=atv_hp_cnt?nodeId=202095500. The terms of use state that licenses are granted for personal, private use only,
[8] 17 U.S.C. § 110 (2)
[9] 17 U.S.C. § 110 (4)
[10] 17 U.S.C. § 512 (d)
[11] Perfect 10, Inc. v. Amazon.com, Inc., 508 F.3d 1146 (9th Cir. 2007)
[12] Columbia Pictures Indus. v. Gary Fung, 710 F.3d 1020 (9th Cir. 2013)
[13] 17 U.S.C. § 121

Related Information:

General Copyright Information
Cornell University Library's Copyright 101
Guidelines for Classroom Copying in Not-For-Profit Educational Institutions

Terms and Conditions for Common Classroom Content Sources
Khan Academy Terms and Conditions
Netflix Terms of Use
Hulu Terms of Use
Amazon Prime Terms of Use

Guides to Obtaining Licenses
Copyright Crash Course by Georgia Harper: Obtaining Rights to produce a play or musical or use live music in performances
American Association of Community Theatre (AACT)
National Association for Music Education (NAfME)
BMI Licensing
ASCAP Licensing

Global Music Licensing
Musical Theatre International
AACT Play Sources
Copyright Clearance Center

Creative Commons, Open Educational Resources, and Public Domain
Creative Commons.org - A Guide to Creative Commons Licensing
Openverse (Creative commons or public domain images)
Library of Congress Free to Use and Reuse
Project Gutenberg
Open Educational Resources Commons
Youtube Audio Library

THE SCHOOL DISTRICT OF PHILADELPHIA

No. 822

Section: 800
OPERATIONS

Title: Automated External Defibrillator (AED)/ Cardiopulmonary Resuscitation (CPR)

Adopted: October 5, 2011

Revised: May 18, 2017

822 AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/CARDIOPULMONARY RESUSCITATION (CPR)

Purpose

The ~~School Reform Commission~~**Board of Education ("Board")** is committed to providing ~~a~~ safe and healthy environment**s in every School District of Philadelphia ("District") school** ~~for the school community.~~ **by** ~~M~~**m**aintaining automated external defibrillator (AED) ~~units~~**devices** and staff trained in cardiopulmonary resuscitation (CPR) in ~~the~~ schools ~~enables responders to deliver early defibrillation and resuscitation to victims~~.

Authority

As required by Pennsylvania law, the Board shall have designated staff certified in CPR and use of AED devices in each school. [1][2]

~~Except in extenuating circumstances, each school shall have three (3) people certified in the use of cardiopulmonary resuscitation (CPR) during regular school hours when school is in session and students are present.~~

~~The automated external defibrillator (AED) units are owned by the district and shall be properly maintained and located in secure and accessible locations. AED units must be checked at the beginning of every school year for batteries and pads.~~

~~AED units shall be present at all athletic competitions, including those held at recreation centers.~~

~~The automated external defibrillator (AED) units shall be used in accordance with approved district procedures.~~

~~Guidelines~~

~~Designated district employees shall be trained in CPR and AED procedures by completing a training program offered by approved providers. Those employees shall be provided opportunities for annual training and retraining.~~

~~Written guidelines for medical emergencies related to the use of automated external defibrillator (AED) units shall be provided to all designated employees.~~

Delegation of Responsibility

The Superintendent or **their** designee**, through the Office of Student Health Services and the Office of Academics,** shall develop and disseminate administrative procedures that detail the ~~use of automated external defibrillator (AED) units.~~**following:**

1. **Provision of training and certification to designated District employees to administer CPR and use AED devices;**
2. **The maintenance and testing of AED devices; and**
3. **The provision of AED devices at athletic events.**

Legal References:

1. 24 P.S. 1424 - 1949 Act 14 Section 1424 Cardiopulmonary Resuscitation
2. 24 P.S. 1423 - 1949 Act 14 Section 1423 Automatic External Defibrillators

~~Related Information:~~
~~42 Pa. C.S.A. 8331.2 - Good Samaritan civil immunity for use of automated external defibrillator~~
~~42 Pa. C.S.A. 8332 - Emergency response provider and bystander good Samaritan civil immunity~~
~~42 Pa. C.S.A. 8337.1 - Civil immunity of school officers or employees relating to emergency care, first aid and rescue~~

THE SCHOOL DISTRICT OF PHILADELPHIA

Effective:

Administrative Procedures for Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)
(Attachment for Policy No. 822)

Purpose

Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in schools enables trained staff to deliver early defibrillation and resuscitation to individuals with sudden cardiac arrest. Immediate CPR can double or triple chances of survival after sudden cardiac arrest.

Definitions

Automated external defibrillator (AED): A portable device designed to detect an irregular heart rhythm, determine if an electrical shock is necessary to restore the heart to a normal rhythm, and administer such a shock to the victim.

Cardiopulmonary resuscitation (CPR): An emergency lifesaving procedure performed when the heart stops beating. Immediate CPR can double or triple chances of survival after cardiac arrest.

CPR/AED certification training: Adult/child cardiopulmonary resuscitation that at minimum includes: patient assessment, chest compressions, and rescue breaths on a conscious or unconscious victim. Certifications are administered from the American Red Cross, American Heart Association and other approved safety organizations.

Sudden cardiac arrest (SCA): A condition in which the heart stops beating suddenly and unexpectedly due to a malfunction in the heart's electrical system. The heart must be shocked to correct the electrical malfunction.

Procedures

The Office of Student Health Services and the Office of Academics are responsible for:

1.) Provision of training and certification to designated District employees to administer CPR and use AED devices:
    a.) The Office of Curriculum and Instruction in the Office of Academic Support is responsible for coordinating CPR/AED certification training. CPR/AED certification training is provided through SDP staff who are certified instructors to health/physical education teachers, special education liaisons, and athletics coaches. CPR/AED certification training is provided to school safety officers through the Office of School Safety. Written guidelines related to the use of the AED for medical emergencies is provided through the training. Training is offered at least every two years.

b.) The Office of Student Health Services in the Office of Student Support Services is responsible for coordinating CPR/AED certification training for certified school nurses. The Office of Student Health Services' Director of Nursing Services delivers CPR/AED certification training for school nurses. Written guidelines related to the use of the AED for medical emergencies is provided through the training. Training is offered yearly.

c.) School nurses, school safety officers and middle school/high school athletic coaches are required to complete CPR/AED certification training. Certifications last for two years. Designated staff are trained and certification is renewed at their due date.

d.) Except in extenuating circumstances, each school shall have a minimum of three (3) people on staff certified in the use of cardiopulmonary resuscitation (CPR). Ideally, certified staff members should be employed during regular school hours when school is in session and students are present. The Office of Curriculum and Instruction designated health/physical teachers receive the training and certification, the Office of Student Health Services designated certified school nurses receive the training and certification, and the Office of Athletics designated athletic coaches receive the training and certification. Outside of these job titles, the school principal determines who the at least three people certified in CPR/AED use are in their school.

The list of certified staff will be kept in Cornerstone and reviewed annually to determine when additional training is necessary. School administrators will have access to the list to determine who in the school community is CPR certified. List should be reviewed annually by the school principal to ensure that at least three people are certified in CPR/AED use in the school.

2.) The maintenance and testing of AED devices:

a.) Certified School Nurses in the Office of Student Health Services are responsible for identifying the location and testing of AED devices. AED units are located in secure and accessible locations in each school. School principals must document and communicate the location of the AED device to all school staff. AED units are checked monthly for batteries and pads at every school. The devices are checked in accordance with manufacturer instructions. Certified School Nurses will be provided specific instructions on AED maintenance. The Office of Athletics maintains an inventory of AED devices, including manufacturer type, location in each school, number in each school and monthly checks. At a minimum, each school has at least one AED unit on each floor of each building, in addition to the AED device held by the school nurse in the healthroom.

3.) The provision of AED devices at athletic events:

a.) The Office of Athletics is responsible for providing AED devices at athletic events and athletic facilities.

4.) The coordination of emergency preparedness training for sudden cardiac arrest:

a.) The Office of Student Health Services in collaboration with the Office of School Safety are responsible for the development and implementation of emergency

preparedness training for sudden cardiac arrest in schools. At a minimum, schools should hold an emergency preparedness training/drill at least every two years.

Maintenance Schedule

The Office of Student Health Services, in collaboration with the Office of Academic Support, will review administrative procedures for Policy 822 on an as added needed basis.

Related Information:

42 Pa. C.S.A. 8331.2 - Good Samaritan civil immunity for use of automated external defibrillator
42 Pa. C.S.A. 8332 - Emergency response provider and bystander good Samaritan civil immunity
42 Pa. C.S.A. 8337.1 - Civil immunity of school officers or employees relating to emergency care, first aid and rescue

Action Item - 27.

Title: Contract with Amazon.com Services, LLC. - Online Marketplace ($1,000,000) - Added 12.1.2022

Board of Education Meeting Date: 12/15/2022

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:
Amazon.com Services, LLC

Purpose:
To access to various educational and operational related supplies from an online vendor

Start date: 2/1/2023

End date: 6/30/2024

Compensation not to exceed: $1,000,000

Location:
All Schools; Administrative Office(s)

Renewal Options: Yes

Number of Options: 3

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

Maximum compensation authorized per option period: $1,000,000

Description:
The Office of Procurement Services has identified a need for an online marketplace to provide District schools and administrative offices with access to a wide variety of items and supplies related to educational and operational supports, across a number of local suppliers. Purchases made through the Amazon Business Marketplace will be facilitated and monitored by The Office of Procurement Services to enforce Board Procurement policies as it relates to competitive processes and providing business opportunities for small, diverse, local vendors within the Philadelphia region as appropriate. Additionally, the online marketplace will be managed and reviewed by The Office of Procurement Services on an

ongoing basis, to monitor its effectiveness in regularly providing all District staff and students with any and all needed educational and operational related supplies. Utilization of these services supports all Board of Education Guardrails 1-4.

Funding Source(s):
FY23-24 Various Schools & Offices

Office Originating Request: Operations - Procurement

Action Item - 28.

Title: Change Orders at Various Locations ($552,110) - Added 12.2.2022

Board of Education Meeting Date: 12/15/2022

Action under consideration

The Administration recommends the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform amendments of contracts for change order modifications to on-going construction projects at various locations, as follows:

With:
Allstates Mechanical, Ltd.
BSI Construction, LLC
Ernest Bock & Sons, Inc.
Five Star, Inc.
Geppert Brothers, Inc.
Hyde Electric Corporation
Madden Electric Associates, Inc
Murphy Quigley Company, Inc.
Robert Michaels and Associates, Inc.
Smith Construction, Inc.

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

Start Date: 12/16/22

End Date: Through project completion

Compensation not to exceed: $552,110

Separate Compensation by Vendor and Location:
Ernest Bock & Sons, Inc. - General Contract - Building Addition and Classroom Modification at Allen, Ethan Elementary School; $45,842
Murphy Quigley Company, Inc. - General Contract - New Cafeteria at Blankenburg, Rudolph Elementary School; $25,523
Smith Construction, Inc. - General Contract - Door Replacement at Catharine, Joseph W. Elementary School; $6,384
Murphy Quigley Company, Inc. - General Contract - Annex Demolition at Lea, Henry C. Elementary School; $21,455
BSI Construction, LLC - General Contract - New Construction at Peirce, Thomas May Elementary School; $1,075,951
Geppert Brothers, Inc. - General Contract - Demolition at Peirce, Thomas May Elementary School; ($800,122)
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $12,955
Five Star, Inc. - Plumbing Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary

School; $57,638
Hyde Electric Corporation - Electrical Contract - Major Renovation Phase 2 at Pratt, Anna B. Elementary School; $18,626
Allstates Mechanical, Ltd. - Mechanical Contract - Major Renovation and Addition at Richmond Elementary School; $8,528
Ernest Bock & Sons, Inc. - General Contract - Major Renovation and Addition at Richmond Elementary School; $73,682
Robert Michaels and Associates, Inc. - General Contract - Classroom Modernization at Vare - Washington Elementary School; $5,648

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.

The total number of construction contracts relative to the change orders is 11, with a value of $57,788,570. For the month of November, the change order total is $552,110, which is .97% of the total value of the aforementioned 11 construction contracts. Our current change order rate on all open construction contracts is 2.84%, of which 1.03% are design errors and omissions, 1.03% are unforeseen conditions and 0.78% are owner's requests.

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

Funding Source: FY 23 Capital Budget

Related resolutions(s)/approval(s):
August 20, 2020; No. 12
April 22, 2021; No. 18
January 30, 2020; No. 24
November 19, 2020; No.7
September 23,2021; No. 13
January 28, 2021; No. 11
April 22, 2021; No. 16

Office Originating Request: Operations - Capital Programs

ATTACHMENTS:
Description Type

Action Item - 29.

Title: Memorandum of Understanding with Kooth USA, LLC ($1,800,000) - Added 12.7.2022

Board of Education Meeting Date: 12/15/2022

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:
Kooth USA, LLC

Purpose:
To assist with supporting students' mental health needs by reducing barriers and increasing student access to social, emotional, and mental health services and supports

Start date: 1/1/2023

End date: 6/30/2025

Value of Services not to exceed:$1,800,000

Location:
All Middle Schools; All High Schools;
Fitzpatrick, A. L. School
Anderson, Add B. School
Locke, Alain School
Greenfield, Albert M. Scihool
Adaire, Alexander School
Stearne, Allen M. School
Hamilton, Andrew School
Morrison, Andrew J. School
Day, Anna B. School
Lingelbach, Anna L. School
Harrington, Avery D. School
Bache-Martin School
Comegys, Benjamin B. School
Franklin, Benjamin K8 School
Bridesburg School
Henry, Charles W. School
Arthur, Chester A. School

Cook-Wissahickon School
Fell, D. Newlin School
McDaniel, Delaplaine School
Allen, Dr. Ethel School
Rhodes, E. Washington Elementary School
Gideon, Edward School
Heston, Edward School
Steel, Edward T. School
Stanton, Edwin M. School
Kirkbride, Eliza B. School
Allen, Ethan School
Bregy, F. Amedee School
Jackson Coppin, Fanny School
Fitler Academics Plus School
Hopkinson, Francis School
Edmonds, Franklin S. School
McCall, General George A. School
Meade, General George G. School
Kearny, General Philip School
Childs, George W. School
Nebinger, George W. School
Sharswood, George W. School
Spruance, Gilbert School
Disston, Hamilton School
Brown, Henry A. School
Lea, Henry C. School
Houston, Henry H. School
Munoz-Marin, Honorable Luis School
Dobson, James School
Blaine, James G. School
Ludlow, James R. School
Rhoads, James School
Cooke, Jay School
Jenks Academy for Arts and Sciences
Barry, John Elementary School
Hartranft, John F. School
McCloskey, John F. School
Taggart, John H. School
John Hancock Demonstration School
Welsh, John School
Greenberg, Joseph School
Brown, Joseph H. School
De Burgos, Julia School
Juniata Park Academy

Kenderton Elementary School
Waring, Laura W. School
Cassidy, Lewis C. Academics Plus School
Farrell, Louis H. School
Washington, Martha School
Bethune, Mary M. School
Mayfair School
McMichael, Morton School
Northeast Community Propel Academy
Olney School
Overbrook Educational Center
Overbrook Elementary School
Dunbar, Paul L. School
Penrose School
Potter-Thomas School
Pollock, Robert B. School
Lamberton, Robert E. School
Morris, Robert School
Blankenburg, Rudolph School
Mitchell, S. Weir Elementary School
Penn Alexander School
Gompers, Samuel School
Pennypacker, Samuel School
Shawmont School
Southwark School
Spring Garden School
Decatur, Stephen School
Duckrey, Tanner G. School
Roosevelt Elementary School
Holme, Thomas School
Finletter, Thomas K. School
Mifflin, Thomas School
Marshall, Thurgood School
Vare-Washington School
Bryant, William C. School
Longstreth, William C. School
Kelley, William D. School
Dick, William School
Hunter, William H. School
Ziegler, William H. School
Meredith, William M. School
McKinley, William School

Renewal Options: Yes

Number of Options: 2

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

Description:
Kooth USA, LLC (Kooth) is an international leader in providing online youth mental health support for students in grades 6 through 12. In partnering with Kooth, School District of Philadelphia (District) students will gain access to an online mental health community that they will be able to utilize when they are in and out of school. This support is intended to enhance existing mental health services. The District has the opportunity to be one of the few pilot programs in Pennsylvania.
Students will have access to three types of support via the platform: (1) therapeutic content and activities that they can utilize as needed (for example, articles, daily journal, resources on specific mental health topics); (2) peer support via discussion boards, which is an anonymous space where students are able to share their thoughts and feelings with other students, which can be in the form of a question, poetry, or an essay; and to ensure each student's safety, Kooth representatives monitor the discussion boards and will follow District protocol if content is identified; and (3) students can access Pennsylvania-licensed counselors for professional support using the messaging service and live-chat features that are available on the online platform.
The service is valued at $1.8 million dollars. We are receiving this service as an in-kind donation as part of the state's program.
As the mental health needs of youth grow, it is imperative that resources are provided that meet their needs, are accessible, and are youth-centered. To ensure that this service would support students' needs that are identified in the Board of Education's Guardrail, such as spaces with inclusive climates that provide students with access to robust social, emotional and mental health supports, a group of District students met with representatives from Kooth and learned about the service and posed questions to the Kooth representatives. Student involvement is important to Kooth and implementation will include a student advisory council to assist with implementation and provide ongoing feedback regarding service.
Kooth will provide the District insight and pulse reports which will provide additional information on the mental health landscape about our students. This includes information on topics such as sleep difficulties, suicidal thoughts, issues with relationships and school. By partnering with Kooth, we expect that (1) students will report an increased ability to access mental health support, (2) students who utilize Kooth will report a meaningful experience and would utilize again, and (3) platform utilization data will show increase in utilization over the school year.

Office Originating Request: Student Support Services

Teachers Institute of Philadelphia

Trustees of the University of Pennsylvania
3720 Walnut Street
Philadelphia, PA 19104
215-746-3544

Scope of Work for 2022-2023
Teachers Institute of Philadelphia Seminar Year

November 22, 2022

Teachers Institute Program

Following the model established by the Yale National Initiative to strengthen teaching in the public schools, the Teachers Institute of Philadelphia (TIP) enables public school teachers to expand their knowledge base through university-level study and curriculum unit writing.

TIP aims to bring new content to the classroom, increase expectations for student achievement, and give teachers the capacity to develop new curricula on an ongoing basis.

Based on the results of previous Teachers Institute evaluations, both in Philadelphia and of our parent program in New Haven, we expect that Institute participation will raise teacher morale and ultimately boost teacher retention within the District.*

In collaboration with the School District of Philadelphia (SDP), TIP will provide, free of charge, the following professional development opportunities to full time SDP teachers:

1. **Seminars offered:** During the period September 2022-June 2023, TIP will offer six seminars led by Penn professors with a maximum enrollment of 12 in each, and one additional seminar led by a Temple professor with a maximum enrollment of 12. We will offer three seminars in the fall and four in the spring. Seminars will meet for a full semester.

2. **Seminar content:** Seminars will cover a full range of topics relevant to SDP teachers, including language and literacy, arts and humanities, social sciences, mathematics, and sciences. The topics will be divided evenly between STEM and non-STEM fields.

3. **Recruitment:** In recruiting teachers for the program TIP will set a goal of drawing most of its participants from high-needs schools.

   We will set this goal with the understanding that changing designations, school closures, and the migration of teachers from one school to another may mitigate final enrollment expectations.

   The SDP will assist in the recruiting process by asking principals to support their teachers' enrollment in TIP, and by sharing announcements about the TIP program through its internal communications channels.

4. **Curriculum units:** During the seminars, participants (called Fellows) will each write an original curriculum unit on a topic related to the subject of their seminar. The curriculum unit is a complete plan for teaching the Fellow's topic in the classroom, and includes a summary of their

background research, a discussion of their teaching strategies, a series of lesson plans, and a list of the academic standards covered, including Common Core, State of Pennsylvania, and 21st Century Science Standards. TIP will publish the units online at the conclusion of the fall and spring seminar sessions.

5. **Use of units in District-wide Professional Development:** TIP will arrange with staff working under the Chief of Academic Support to have its fellows lead workshops on their curriculum units at professional development events.

6. **Intellectual property:** TIP will ask Fellows to license the units they publish online under the Creative Commons as "Attribution Non-commercial," meaning others (including teachers throughout the SDP) may use and modify them freely for non-commercial purposes, provided they acknowledge the author. The SDP will provide a link on its website to TIP's website to facilitate the sharing of Fellows' curriculum units throughout the SDP

7. **National Seminar Program:** Each year, a group of TIP Fellows will be invited to attend National Seminars in New Haven in the summer sponsored by the Yale National Initiative, as well as a two-day conference in the fall. There will be no cost to the SDP for the Fellows' attendance of these National Seminars. TIP asks that the fellows be given paid time off to attend the fall conference.

8. **Budget.** The value of these services is $406,000. The Trustees of Univ of PA/Teachers Institute of Philadelphia is able to provide these services from a donation.

   The cost for School District of Philadelphia is $0.00. School District of Philadelphia does not have to issue payment to Trustees of Univ of PA /Teachers Institute of Philadelphia for services provided under the Memorandum of Understanding for 2022-2023.

* See Smith, R. (2009), To Strengthen Teaching: An Evaluation of Teachers Institute Experiences. https://teachers.yale.edu/publications/index.php?skin=h&page=An_Evaluation_of_Teachers_Institute_Experiences/main

Action Item - 31.

Title: Amendment of Contract with Institute for the Development of African American Youth, Inc. for Expansion of Safe Path School and Community Safety Corridor Program - Added 12.13.2022

Board of Education Meeting Date: 12/15/2022

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:
Institute for the Development of African American Youth, Inc. (IDAAY)

Purpose:
Amendment of contract to expand Safe Path safety corridor program to support school and community safety outreach in identified high needs school corridors.

Original Start Date: 3/28/2022

Current End Date: 6/30/2023

Amended End Date: 6/30/2023

Currently Authorized Compensation: $505,819

Additional Compensation:
$250,000

Total New Compensation: $755,819

Location:
Schools and surrounding areas to:

- Initial Safe Path program schools: Bartram High School, Edison High School, Lincoln High School, Motivation High School, Roxborough High School, Sayre High School
- Additional Safe Path program schools: Ben Franklin High School, Conwell Middle School, Dobbins High School, Mastbaum High School, Overbrook High School, Philadelphia Military Academy, Vaux Big Picture High School, Wagner Middle School

Renewal Options: Yes

Number of Options: 2

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

Maximum compensation authorized per option period: $368,695

Description:
The School District of Philadelphia Office of School Safety launched operation of the District's Safe Path program at the start of the 2022-23 school year. Currently, the program is active in supporting the schools and surrounding communities of six schools. Through this action item, the Office of School Safety seeks to amend its existing contract with the Institute for the Development of African American Youth, Inc. (IDAAY) to authorize additional spending so that the program can expand to serve eight additional schools during the remainder of the 2022-23 school year.

The Office of School Safety has developed a model using multiple data points to guide the expansion of the Safe Path program, including student perceptions of safety from the District-wide survey, serious incidents reported in the areas outside of school, and arrest data from the areas outside of school.

The Safe Path program directly supports Guardrail 1: Welcoming and Supportive Schools, supporting school and community safety and emphasizing positive student and community engagement.

Related resolution(s)/approval(s):
March 24, 2022; No. 15

Funding Source(s):
FY23, FY24 Grant funds
FY23 Operating Funds

Office Originating Request: Operations - School Safety